



**St Mary's CE Primary School**  
Felsham Road  
Putney

# **Relationships, Sex and Health Education (RSHE)**

*Vision: Delivering excellence, allowing all to flourish*  
*Mission: Creating a culture of wonder, guided by Christian faith*  
*Values: Endurance, Compassion, Thankfulness*

January 2023

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At St. Mary's our whole curriculum offer promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. It equips young people with the attitudes and skills to become informed, independent members of society. This is regardless of ethnicity, religion, SEND, gender, cultural or social background.

## **1. What is Relationships, Sex and Health Education?**

The statutory curriculum for RSHE is outlined in the DfE's Guidance Relationships Education, Relationships, Sex and Health Education and Health Education 2019.

We consider that Relationship and Health Education (including Sex Education) forms an integral part of the Personal, Social and Health Education (PSHE), PE, Science and Computing curriculum. RSHE focuses on exploring the emotional, social and physical aspect of growing up, having relationship and learning about human sexuality and sexual health. It is not about the promotion of sexual activity but rather age and stage appropriate preparation for adult life.

## **2. Aims of our RSHE Curriculum**

- To provide a carefully planned curriculum that covers human development, relationships, sexuality and family life
- To help pupils develop feelings of self-respect, respect for others, confidence and empathy for others
- To help pupils stay safe in a modern world
- To prepare pupils for puberty, the changes their bodies will experience and the importance of health and hygiene
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To create a positive culture around the issues of sexuality and relationships
- To provide a positive framework within which discussions on these issues can take place

**Throughout the school, our teaching of RSHE aims to embody the school's distinct Christian character and uphold our shared vision, mission and values.**

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### 3. Statutory Requirements

The RSHE curriculum is outlined in the Department for Education's (DfE's) Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance builds on previous statutory legislation that includes the Education Act 1996, the Equalities Act 2010, and the Children and Social Work Act 2017. Schools have long been expected to provide education that prepares children to take their place in the adult world, learning how their bodies work, how to be healthy and stay safe, both in the real world and online, and how to get on with others in a positive and friendly way. Since the Equalities Act of 2010, schools have also been required to ensure that the education they provide incorporates and promotes the inclusion of all aspects of society, with reference to specific protected characteristics such as race, religion/belief, age, sex/gender, gender reassignment, marital/partnership status, sexuality and disability, and that this education should be impartial.

As a maintained primary school, we must provide Relationships Education to all pupils as per Section 34 of the Children and Social Work Act 2017 and the new guidance from the DfE, July 2019. We are not required to provide sex education other than that outlined in the Health Education curriculum and National Curriculum for Science.

### 4. Policy Development

The following documents informed the construction of our policy:

- The National Curriculum
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) — statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Department for Education (DfE) 2019
- Relationships Education, Relationships and Sex Education and Health Education – Guidance for Southwark Church of England Schools on the effective implementation of the mandatory curriculum – February 2020
- Getting to Grips with the new mandatory Relationships Education, Relationships and Sex Education and Health Education – Some key advice for Wandsworth schools – February 2020

Consultations were carried out with:

- Governors (Governors given the opportunity to read and comment on the policy during a Governor's meeting)
- Staff (school staff being given the opportunity to read and comment on the policy during a staff meeting)
- Parents (sent for consultation via Parentmail)
- Pupils – (pupil voice with Y5 and Y6 with Subject Leader)
- Wandsworth RSE Consultants – (discussed policy and curriculum provision)

Consultation allowed all stakeholders who wish to read and comment on the draft policy.

Copies were made readily available to all of these groups during the consultation via Parentmail and copies are now available in the school office.

Every school must deliver the statutory curriculum content, so parent/carer consultation does not provide an opportunity to veto curriculum content.

Parent and carer views were listened to, but the school made decisions as to any changes that may or may not need to be made to the policy.

The finalised policy was sent to the Pupil Committee of the Governing Board, where it was approved and ratified.

## 5. Curriculum

At St. Mary's we are committed to providing RSHE for all pupils. Our curriculum aims to recognise and be sensitive to the diversity of children's cultures, faith and family backgrounds.

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive healthy relationships. It also enables young people to make responsibly and informed decisions about their health and well-being.

At St. Mary's we use the Jigsaw Scheme of Work for PSHE (accredited by the PSHE Association) to support the teaching of RSHE. We have selected this scheme as it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. Jigsaw is a comprehensive scheme of planning and resources periodically updated to ensure it remains relevant and engaging to children and meets all statutory requirements. Class teachers review the planning and resources for each lesson to ensure they are relevant and accessible to the needs of children in their class and tailor them if necessary.

Relationships Education and Health Education are compulsory in all primary schools and has outlined expected end of phase outcomes. **At St. Mary's these**

**are mainly taught through Science, PSHE, Physical Education (PE) and Computing lessons.** An overview of the DfE's Relationships Education and Health Education outcomes at the end of Primary School is included within the appendices of this policy **APPENDIX A and APPENDIX B**

### **Non-Statutory Sex Education**

Within the statutory guidance document for RSHE, the DfE also encourages school to deliver age-appropriate sex education if they feel their pupils need this information:

*"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils...It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."*

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotion changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in plants and animals. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the "Changing Me" unit of the Jigsaw scheme in the summer term. A copy of the content of this unit will be sent to parents prior to the teaching of the unit in the second half of the summer term.

Children are taught:

- *That for a baby to begin to grow, part comes from the father and part come from a mother; that in most animals including humans the baby grows inside the mother (Year 3)*
- *That for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown up man and woman share an especially close and loving embrace that this is loving and very private part of a grown up relationship (no detail on what this involves (Year 4)*

- *That when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 5)*
- *How a baby develops in the womb and how babies are born (Year 6)*

In each year group, lessons will recap on the content of previous years, as a reminder, and to allow children to ‘catch up’ if they were not present for the previous year’s lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older groups – see document Prepare for the possibility that pupils may ask difficult questions (Appendix C) on how teachers could answer difficult questions. Parents will be informed if any questions have been asked.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and support their personal and social development as they grow into young adults.

## **6. The Right to Withdraw from Non-Statutory Sex Education**

We believe that all the content within our PSHE curriculum, including RSHE, is of the utmost importance and relevance to all pupils.

Under DfE Guidance 2019, parent/carers do not have the right to withdraw their child from Relationships Education or any elements of the Health or Science Curriculum.

However, parents do have the legal right to request that their child be withdrawn from some of or all **non-statutory sex education other than that which is part of the National Curriculum of Science**.

If parents wish to withdraw their child from the **non-statutory sex education lessons (outlined above in section 5)** they should put their concerns in writing addressed to the Head who will then meet with them to discuss their concerns. Our RSHE curriculum is designed to support and complement the role of parents/carers at St. Mary’s. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this, we will:

- Inform parents about the school RSHE policy
- Provide opportunities to view lesson content and resources used in the Jigsaw programme when delivering RSHE

- Answer any questions that parents/carers may have about RSHE and their child
- Respond to issues or concerns that parents raise

This request will be recorded, and suitable alternative arrangements will be made for pupils during relevant lessons being taught. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves take responsibility for talking to their children about any related sex education themes covered outside of the National Curriculum for Science.

## **7. Delivery**

RSHE will be delivered by class and specialist teachers when teaching PE, PSHE, Computing and Science lessons.

This teaching will be complemented by the pastoral support that qualified staff afford to pupils, through teaching provided through the school's spiritual, moral, social and cultural education and through the school's programme of collective worship.

RSHE is delivered in mixed gender groups, other than when deemed more appropriate for topics to be covered in single sex groups; the class teacher will decide this after discussion with the Subject Lead/ Head Teacher.

Occasionally, appropriate and suitable experienced and or/knowledgeable visitors from outside school may be invited in to contribute to the delivery of RSHE, for example the school nurse and Diversity Role Models.

The school nursing service may also support teachers in the delivery of the RSHE curriculum e.g. lessons relating to preparation for puberty.

The school works with Diversity Role Models, who visit the school to complement the school's work on different families within relationships education. Lessons are led by the organisation with class teacher's support and are delivered to support pupil's progress to achieve the DfE's statutory Relationship Education outcomes.

An overview of our PSHE Jigsaw Programme and how RSHE is included within lessons is included within the appendices of this policy - **APPENDIX D**  
**Further information and guidance for parents and carers is included within the appendices of this policy – APPENDIX E**



Please see the school's website for whole school subject overviews for Computing, PE, PSHE and Science: [www.stmarysschoolputney.co.uk](http://www.stmarysschoolputney.co.uk). Paper copies of these are available upon request from the school office.

It is also worth highlighting that although we have stated when aspects of Relationships Education, Health Education, Physical Health and Well-being and Sex Education will be taught within the subjects of PSHE, Science, and PE, we are aware that the curriculum does not just live in boxes and that questions and real life experiences about the statutory curriculum may crop up in class outside the timetabled curriculum which will need to be addressed by the Class Teachers and not left for when that particular aspect is timetabled to be taught.

### **Teaching and Learning Strategies**

We aim to provide an environment and atmosphere for RSHE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, abilities and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment at the beginning of each session, a set of ground rules will be agreed by the class. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak - if they want one
- Respect everyone's contributions
- No personal information - no names
- No personal questions
- No making fun
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further group rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSHE (and across the PSHE curriculum) to establish a safe learning environment include:

- Using 'distancing' techniques such as role play, case studies, videos etc. to de-personalise sensitive issues
- Anonymous question boxes.
- It will be emphasised to children that any voluntary sharing of information should be anonymous. Should personal questions be asked either of children

or staff, children should be reminded that the ground rules for RSHE prohibit personal questions.

All staff teaching RSHE will be supported and advised by the PSHE subject leader and SLT on these matters if required.

### **Managing difficult questions**

During both formal and informal PSHE/RSHE sessions, pupils are encouraged to ask question. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the sessions deems it appropriate to answer. The teacher will:

- Use specific ground rules for this work which will clarify boundaries and mitigate disclosures in class
- Clarify that personal questions should not be asked
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson e.g. teacher/parent

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom context (or within the school's RSHE policy) provision may be made to address this with the individual child. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead for advice or if they are concerned about any question from a safeguarding perspective.

If the teacher does not know the answer to the question or if the question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils. See document Prepare for the possibility that pupils may ask difficult questions (Appendix C)

Children may also be signposted back to parent/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with the school if they have any questions or queries, and if they would like advice on how to better support their children and continue learning outside the classroom.

### **Use of Additional Resources to support the RSHE curriculum**

At St. Mary's we use the Jigsaw Scheme of Work to teach our RSHE curriculum. To continue to keep up to date with the developing RSHE curriculum, additional resources may be used if considered appropriate to enhance this curriculum. The use of resources outside the Jigsaw scheme will be in consultation with the PSHE subject lead and the Head Teacher and will be made available for parents/carers to view on request if further supporting the Sex Education curriculum specifically.

## **8. Inclusion**

### **SEND**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSHE. Teachers will plan and deliver work in a variety of ways in order to meet the needs of individual pupils. We focus on activities that increase pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Teaching Assistants and Learning Support Assistants will work in close collaboration with class teachers when helping to deliver these sessions.

### **Equalities and Diversity**

Schools have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's Equality Objectives.

The school's aims, explicit values and ethos provide a sound base for the development of RSHE skills, through a variety of teaching methods in partnership with parents. All adults in school should set good examples of positive, healthy relationships

The Head Teacher and teaching staff will ensure that teaching materials are appropriate to the needs and age of the pupils within the context of moral considerations and the value of family life.

At St. Mary's we aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness with our school mission statement and Christian values of compassion, resilience and thankfulness forming the basis of this work.

## 9. Roles and Responsibilities

At St. Mary's the following people or groups have the following responsibilities concerning Relationships, Sex and Health Education (RSHE):

School Governors:

- Approve the school's RSHE Policy
- Hold the Head Teacher to account for its implementation within the school
- Model positive attitudes to RSHE and associated guidance and law

The Head Teacher:

- Is responsible for coordinating the school's RSHE Policy
- Is responsible for the delivery of the RSHE curriculum
- Ensures RSHE is taught consistently and in line with the school's policy
- Manages parent/carer questions/concerns re: sex education
- Ensures any external professionals engaged to deliver all or parts of the RSHE curriculum should fully understand and adhere to the required principle of impartial delivery
- Models positive attitudes to RSHE and associated guidance and law

The Computing, PE, PSHE and Science Subject Leaders:

- Contribute to the construction of the school's RSHE policy
- Create maps which evidence where, when and what RSHE is taught in their subject areas
- Model positive attitudes to RSHE and associated guidance and law

School Staff:

- Deliver the curriculum when instructed in a responsible and sensitive way
- Monitor the progress of pupils and respond to the needs of individual pupils
- Model positive attitudes to RSHE and associated guidance and law

**As a school, we are aware that the primary responsibility for provided children's RSHE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSHE and to deliver an effective programme that meets the needs of our pupils.**

## 10. Training

Staff are trained in the delivery of RSHE as part of ongoing Continuous Professional Development (CPD) and the subject is revisited annually as part of ongoing staff training. External staff, such as the school nurse will hold appropriate professional qualifications. The PSHE Subject Leader is responsible for ensuring

that all staff are kept up to date on changes in legislation and any recommendations in respect of the teaching and learning of RSHE.

## **11. Monitoring and Assessment**

Teaching and learning in RSHE is monitored by the PSHE Subject Leader through:

- Review of PSHE journals/children's reflections
- Learning walks
- Lesson observations
- Pupil voice
- Regular review of the policy, national guidance, local priorities and pupils need

Expectations of pupils' work in RSHE will be in line with those of all other curriculum areas and pupils will receive ongoing feedback on their progress in line with the school's feedback and marking policy. Lessons are planned to ensure that pupils of differing abilities, including those with SEND, are suitable challenged. Teaching will be assessed through ongoing summative judgements and assessments used to identify where pupils need extra support or intervention.

This policy has recently undergone a rigorous review. Following parent consultation, Pupil Committee approval, the policy will be formally adopted by the committee on behalf of the governing board. The policy will be reviewed annually by the Head Teacher and at each review will be approved by the Pupil Committee.

## **12. Links with other school policies and/or practices**

This policy links with and should be read in conjunction with several other school policies, practices and action plans including:

- Keeping Children Safe in Education
- Safeguarding and Child Protection Policy
- Computing Curriculum Policy
- PE Curriculum Policy
- PSHE Curriculum Policy
- Science Curriculum Policy
- Anti-Bullying Policy
- Home School Agreement
- e-Safety Policy
- Acceptable Use Policy

- Taking and Use of Photographs and Other Electronic Media Policy
- Inclusion Policy
- Accessibility Plan
- Equality Objectives
- The School Handbook
- School Staff and Volunteers should also be familiar with the Staff Handbook

Name/s and job title of reviewer	Date of review	Date of governor approval	Suggested date for review
Cheryl Payne Head Teacher	July 2019		July 2020
Amanda Bishop/ Acting Head Alisha McCarthy PSHE Subject Lead	April 2021	27 <sup>th</sup> May 2021	April 2022
Amanda Bishop	January 2023	10 <sup>th</sup> February 2023	January 2024

## **Appendix A**

### **End of phase outcomes for Relationships Education – Primary**

*from the DfE's Relationships, Sex and Health Education Guidance 2019.*

#### **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

#### **Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online.



## **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources.

## **Appendix B**

### **End of phase outcomes for Health Education – Physical health and wellbeing – Primary**

*from the DfE's Relationships, Sex and Health Education Guidance 2019.*

#### **Mental wellbeing**

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **Internet safety and harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online.

### **Physical health and fitness**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health).

### **Drugs, alcohol and tobacco**

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing
- facts and science relating to allergies, immunisation and vaccination

### **Basic first aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

## Appendix C –

### Prepare for the possibility that pupils may ask difficult questions

This document contains approaches that may be used by teachers to answer any difficult questions that pupils may ask. This document also helps to ensure that the environment feels safe and secure and that the children are aware of what they can and can't ask and how they can approach asking questions.

#### **1. Set ground rules for questions in RSHE lessons.** Some suggestions are:

- Questions should be respectful
- Questions should be about the topic we are discussing in the class. Other questions can be asked later / anonymously using the class system
- No personal questions

#### **2. Have a framework of how to ask questions anonymously already set up.** Some suggestions are:

- at the beginning of the lesson when a topic is introduced, pupils will be asked to write on a piece of paper any questions they may have, and keep that paper with them on their table. At the end of the lesson they cross off any questions that the lesson has answered, then hand the paper in. The class teacher will tell them that they will look at the questions and see how they can be answered in class in the next lesson. (If any questions cause concerns of a safeguarding nature, these will be discussed immediately with the Safeguarding Lead)
- an anonymous question box could be in the classroom at all times so pupils can drop questions into it. Class teacher will explain that they will check the box every week and try to include topics they have questions about in the next week's lessons.

#### **3 Respond to the question asked with a prepared phrase.**

Class teachers will try to avoid asking the reason for a question – that can be too hard for them to explain, or it might be a personal reason that is best not aired in front of the class. Some suggestions are:

- 'That's a good question'
- 'I am glad you asked that question'
- 'Well done for thinking of that'
- "What do you think the answer is?"

- 4 **If a class teacher feels they can't really go into the answer in the lesson, they could respond in such a way that reassures the pupil you are taking it seriously and will come back to it at a later date.** Some suggestions are:
- 'Good question. I want to give you the best answer I can so I am going to have to think about that. Let's talk about it in tomorrow's lesson'
  - 'There's more than one answer to that question, and it will take some time to answer. Let's come back to it in another lesson'
  - 'That's really a question for when you are older, and we will cover it in year x'
  - 'You know; I don't really know the answer to that. I will find out and get back to you.'

## **Appendix D – JIGSAW RHSE information for parents**

<https://jigsawpshe.com/hubfs/What-do-Primary-Schools-in-England-have-to-teach-for-statutory-Relationships-Education.pdf>

## **Appendix E – Government RSHE A guide for Parents and Carers**

**Please click on the link for details**

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>