



## Relationships & Sex Education Policy (RSE)

This policy is in line with current guidance and legislation and is regularly reviewed to reflect the development of the curriculum.

Health and Relationships Education (HRE) at our academy aims to provide an understanding that positive, caring environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their bodies. It encourages the acquisition of skills and attitudes, which allow pupils to manage their relationships and health in a responsible manner.

Schools have a statutory duty to give regard to the Secretary of State's guidance when providing HRE.

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

The main elements of HRE curriculum are detailed in Appendices A and B.

### **Delivery and Resources**

Across all Key Stages at Riverside Primary Academy, HRE is delivered by the class teacher. In upper Key Stage Two appropriately qualified health professionals support curriculum delivery.

Through the teaching of PSHE we aim to ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to protect themselves and know how and where to ask for help and support
- are able to name the parts of the body and describe how their bodies work;
- are prepared for puberty.
- recognise supportive and abusive relationships.

The resources used in the classroom (e.g. books, videos, leaflets, curriculum guidance) are available for parents/carers to view. They will be age appropriate and sensitive to gender, ethnicity, religion and culture. The School Health Advisor and individual teachers are also available to answer questions on an individual basis.

## **Monitoring**

Monitoring takes place frequently via teacher and pupil evaluation. It is the responsibility of the Governing Body, Head Teacher, SLT and PSHE co-ordinator to ensure that HRE is reviewed at least annually and delivered effectively across the school.

## **Working with parents**

As of April 2021, HRE has become statutory, therefore the right to withdraw has been removed by the government.

## **Confidentiality**

As a general rule the teacher will maintain a child's confidentiality. However, if the teacher believes that a child is at risk or in danger they will follow the procedure set out in the safeguarding policy.

## **Answering difficult questions**

Sometimes an individual will ask an explicit or difficult question in the classroom. Questions may not be answered immediately and each response will be at the discretion of the class teacher who may deem it necessary to speak to parents / carers. The age and maturity of the child will need to be taken into consideration if and when answering a question.

A set of ground rules will help teachers create a safe environment in which neither teacher nor pupil will feel embarrassed. These might include;

- third party detachment e.g. use of dolls or puppets
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in discussion;
- meanings of words will be explained in a sensible factual way;

In addition, 'distancing' techniques can be employed to avoid embarrassment and protect pupil privacy. Examples would include the use of role-play, case studies using invented characters or appropriate videos.

## **Children with Special Educational Needs**

Children with Special Educational Needs should be fully integrated into HRE lessons. Where parents or teachers feel that a child may not benefit from the lesson, due to the particular stage in their development it may be necessary for the class teacher,

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SENDCO, Headteacher and parent or carer to carefully consider the circumstances of the child and take appropriate action. Each child will be considered individually.

### **Equality**

All aspects of the HRE programme should be delivered to all children. Parental consultation will ensure that the programme is both appropriate and inclusive of all children.



## Appendix A

### Relationships Education – Riverside Primary Academy

		Year Group Focus
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>EYFS</p> <p>EYFS, YR1, YR4</p> <p>YR1</p> <p>YR 1, YR4</p> <p>EYFS</p> <p>YR4, YR 3</p>
Caring families	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making</li> </ul>	<p>YR4, YR3</p> <p>YR4, YR3</p> <p>YR4</p> <p>YR4</p>

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	them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	YR4
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>YR2</p> <p>YR2 YR2, YR6</p> <p>YR2, YR5, YR6</p> <p>YR2, YR6</p> <p>WHOLE SCHOOL – E-SAFETY WEEK (OCT) AND SAFER INTERNET DAY (FEB)</p> <p>YR1, YR2, YR4, YR5</p> <p>YR1, YR2, YR4, YR5</p>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>YR1, YR2</p> <p>YR2, YR3</p> <p>WHOLE SCHOOL</p> <p>KS2 KS2</p>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	EYFS, YR1, YR 3, YR6

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>YR1, YR 5, YR6</p> <p>YR1, YR 5, YR6</p> <p>YR1, YR3, YR4, YR5</p> <p>YR1, YR3, YR5</p> <p>YR1, YR3, YR5</p> <p>YR1, YR3, YR5</p> <p>YR1, YR3, YR5</p>



**Appendix B**

**Physical Health and Wellbeing – Riverside Primary Academy**

		Year Group Focus
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<p>KS1, KS2</p> <p>KS1,</p> <p>KS1</p> <p>KS1, KS2</p> <p>KS2</p> <p>KS2</p> <p>Whole School – E-safety week</p> <p>Whole School - including E-safety week</p> <p>KS2</p>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>YR3, YR4, YR5, YR6</p> <p>YR3, YR4, YR5, YR6</p> <p>YR3, YR4, YR5, YR6</p>

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	<ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>YR5, YR6</p> <p>YR5, YR6</p> <p>YR5, YR6</p> <p>YR5, YR6</p>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>Whole school Forest School, whole school PE</p> <p>Whole School Forest School, whole PE</p> <p>Whole school Forest School, whole school PE</p> <p>Whole school Forest School, whole school PE, whole school PSHE</p>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>	<p>YR3, YR4, YR6 SCIENCE</p> <p>YR3, YR4, YR6 SCIENCE</p> <p>YR3, YR4, YR6 SCIENCE</p>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<p>YR6 PSHE</p>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p>YR5 Science Topic 4</p> <p>KS1 Topic</p> <p>YR2 Science Topic 3</p> <p>YR4 Science Topic 1</p> <p>Yr6 Science Topic 2 YR2 Science Topic 4</p> <p>Yr6 Science Topic 2</p>
Basic first aid	<p>Pupils should know:</p>	



	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>YR 5 PSHE</p> <p>YR5 PSHE</p>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>YR5, YR6 PSHE</p> <p>YR5, YR6</p>