

Stonegate C of E Primary School



Relationships Education, Sex Education and Health Education (RSHE) Policy

Adopted - September 2019

Revised - September 2023

To be reviewed - September 2024

This policy will be reviewed at least annually.

It will also be reviewed following any concerns and/or updates to national and local guidance or procedure.

Key Details

Teacher with lead responsibility: Anna Benford

Named Governor with lead responsibility: Jess Watkins

Designated Safeguarding Lead (s): Jonathan Elms (Head teacher)

Consultation period with stakeholders of the school:

Date agreed and ratified by Governing Body:

Date of next review: September 2024

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POLICY CONTEXT AND RATIONALE

This relationships, sex and health education policy covers the **Stonegate Primary and Pre-school** approach to teaching relationships, sex and health education (RSHE). The core policy was provided by East Sussex County Council as an adopted model policy. This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Pupil consultation has been used to inform the creation of the school's RSHE curriculum and this policy where appropriate.

POLICY AVAILABILITY

Stakeholders can be informed about the policy through RSHE consultation events or referencing the dedicated page on the school's website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting: ***office@stonegate.e-sussex.sch.uk***.

POLICY VALUES, AIMS AND OBJECTIVES

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

Our school's overarching aims and objectives for pupils are *to 'create a love of learning for life'*. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. All stakeholders decided our school's values, which are: **Trust, Respect, Friendship** and **Courage**.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information; positive values and the skills to enjoy healthy, safe and positive relationships; to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

OUR SCHOOL'S VISION FOR RSHE

At Stonegate C of E Primary and Pre-school, we believe that relationship, sex and health education (RSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We are dedicated to ensuring that our school is a safe, happy, stimulating and caring place. We expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by values and learning dispositions, making these integral to the success of the whole school. RSHE is at the heart of our school ethos and creative curriculum.

We encourage our children to take part in a range of practical roles and activities that promote active citizenship. These include sports leaders, heads of house, monitors (opportunities in classes for additional responsibilities) and **members of the Eco Team or Pupil Council**. Children have opportunities to meet and work with members of the community, such as: health workers, firefighters, police officers, librarians, sports coaches, secondary school pupils, artists, authors, community groups, representatives from the local church and the wider community. We participate in, and promote national events such as: Comic Relief, Anti-Bullying Week and Children in Need.

We are committed to supporting the mental health and wellbeing of all pupils at Stonegate Primary and Pre-school; strategies that support this are our outdoor learning, creative learning experiences, Forest School provision and pastoral small group support, alongside quality teaching and learning about awareness and management of mental health through the RSHE curriculum.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE is taught as both explicit lessons, adopting the PSHE association question-based model and Stonegate CfE Progression of Knowledge, and is also embedded in our creative curriculum intent statements. We have placed RSHE at the core of our curriculum and is valued in everything that we do as a school. RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions.

PRINCIPLES OF EFFECTIVE RSHE PROVISION

RSHE provision at Stonegate C OF E Primary

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- **Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, transgender, queer) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.**
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Stonegate CfE Primary promotes respect for all and values every individual child. Therefore, our RSHE curriculum is accessible to all, including children with special educational needs, through careful differentiation and support and promotes discussion and reflection, for all children. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem. We actively celebrate the diversity of our pupils, their families and the wider whole-school community. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSHE.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools should ensure that all of their teaching is sensitive and age appropriate in approach

and content. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

With regard to equality, we uphold the following principles:

- To apply a clear understanding of pupils’ faith and non-faith backgrounds and promote tolerance and understanding.
- To comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- To teach about faith perspectives so that the children can understand how people choose to live their lives.
- To reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils’ different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community), in accordance with the school’s inclusion policy.

STATUTORY ELEMENTS AND GOVERNMENT POLICY

The majority of elements in the RSHE curriculum are a statutory requirement to teach to meet the **Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2020** and **The Equalities Act, 2010**.

From April 2021, Relationships and Physical health and wellbeing are statutory elements which are set out in the DFE guidance:

‘Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019’ which states what schools **must** comply with when teaching RSHE.

This RSHE policy is also informed by further, existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

BRITISH VALUES

The Department of Education statement about British Values reads: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' Stonegate CFE Primary School's Scheme of Work contributes to the British Values agenda, through the direct teaching of information, development of positive communication and understanding of others' views or opinions and the learning children will enjoy.

The following themes are an annual focus for all classes from EYFS to KS2:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mutual respect	Mutual tolerance	Rule of Law	Individual Liberty	Democracy	Recap of all British Values

RSHE AT A CHURCH OF ENGLAND SCHOOL

- The Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)"
- The advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).
- The Church of England vision for Education, which states, "Church of England schools offer an **education that is distinctively Christian.** Although each church school will be unique, all church schools will share core values based on the Gospel values. **Our church schools should therefore be places where loving God and loving our neighbours, is lived out in the daily life of the school.**"
<https://schools.chichester.anglican.org/christian-distinctiveness/>

R.E governor – check through policy

RSHE governor – check through policy

CREATIVE CURRICULUM INTENT

At Stonegate CfE Primary, we have placed RSHE at the core of our curriculum. Below is our creative curriculum intent. The intent has been broken into five key features: general ethos, relating to self, relating to others, managing learning and managing situations. Pupil needs have been identified and we are striving to ensure that our children develop, grow and leave for their next adventure with all of the provided traits. All the intent statements are linked to developing the whole child, highlighted are the key areas linked to RSHE and taught through our curriculum.

INTENT – What are we aiming to achieve for all children?					
Key Features:					
General Ethos	Relating to self	Relating to Others	Managing learning	Managing situations	
Happy memories	Self-esteem and feeling valued	Friendship and citizenship	Improving own learning and performance – knowing how I best learn	Managing conflict	
Enjoyment and fun	Confidence/leadership/ personal skills/vision	Understanding and developing positive relationships	Communication	Managing success as well as disappointment	
Love of learning	Exploring potential – increasing vocabulary and knowledge	Collaborative Working	Application of skills and knowledge	Managing time and resources	
Friendship and community	Being healthy	Global awareness and responsibility	Information technology	Managing risk and uncertainty	
Being reflective	Staying safe	Cultural Capital knowledge and appreciation	The creative arts and sport	Managing the future	
Promoting, good attitudes/attributes	Becoming independent		Thinking skills and decision making		
Creating a sense of curiosity	Becoming a reader		Thinking creatively and problem solving		
			Making connections and links		
Golden threads	Creative learning experiences	Forest School	Our garden enterprise	Guardians of our local environment	A Farm in my life
	Heritage school	Our Core Christian Values (Trust, Courage, Respect and Friendship)	Our local church	Eco Team	Pupil Council

RSHE IN EYFS AT STONEGATE

As the EYFS framework covers seven distinct areas of learning, we have decided that RSHE will be covered throughout the year in EYFS. EYFS teachers will be provided with 18 statements that are pre-requisites for pupils entering KS1. These statements will be used to ensure pupils are ready to engage in the KS1 framework. If there are any pupils who have not met some, or all, of the pre-requisite statements, they will be brought to the attention of the RSHE lead and KS1 teacher who will put necessary intervention(s) into place.

Pre-requisite Statements for EYFS – KS1

PSED (Making Relationships)	PSED (Self-Confidence and Self-Awareness)	PSED (Managing Feelings and Behaviour)
<ol style="list-style-type: none"> 1. Play co-operatively, taking turns with others 2. Take account of one another's ideas about how to organise an activity 3. Show sensitivity to others' needs and feelings 4. Form positive relationships with adults and other children 	<ol style="list-style-type: none"> 1. Confident to try new activities and say why they like some activities more than others 2. Confident to speak in a familiar group, will talk about their ideas 3. Independently choose the resources they need for their chosen activities 4. Say when they do or don't need help 	<ol style="list-style-type: none"> 1. Talk about how they and others show feelings, 2. Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable 3. Work as part of a group or class, and understand and follow the rules 4. Adjust their behaviour to different situations, and take changes of routine in their stride
Physical Development (Health and Self-Care)	Understanding the World (People and Communities)	Understanding the World (The World)
<ol style="list-style-type: none"> 1. Know the importance for good health of physical exercise, and a healthy diet 2. Talk about ways to keep healthy and safe 	<ol style="list-style-type: none"> 1. Talk about past and present events in their own lives and in the lives of family members 2. Know that other children don't always enjoy the same things, and are sensitive to this 3. Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ol style="list-style-type: none"> 1. Know about similarities and differences in relation to places, objects, materials and living things 2. Talk about the features of their own immediate environment and how environments might vary from one another 3. Make observations of animals and plants and explain why some things occur, and talk about changes

STATUTORY RELATIONSHIPS – BY THE END OF PRIMARY – KS1 AND KS2

The following statements are taken directly from DfE guidance in ‘**Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019**’

Each area, and statement, is covered within the Stonegate Progression of Knowledge, attached to this document in ‘**Appendix 1**’

<p>Families and people who care for me</p> <p>R2</p>	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. R1, R2, R4 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. R2 R4 R6 R8 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. R3 R7 R23 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. R3, R4, R5 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. R5 R9 R27
<p>Caring friendships</p>	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. R6 R10 R16 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. R7 R21 R11 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. R12 R21 R14 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. R8 R16 R17 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. R9 R11 R19 R20 R21 R13
<p>Respectful relationships</p> <p>R25 R33</p>	<ul style="list-style-type: none"> 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. R23 R31 R32 L6 L7 L8 practical steps they can take in a range of different contexts to improve or support respectful relationships. R24 the conventions of courtesy and manners. R22 R30 the importance of self-respect and how this links to their own happiness. R22 R30 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. R22 R30 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. R10 R19 R19 what a stereotype is, and how stereotypes can be unfair, negative or destructive. R20 L9 the importance of permission-seeking and giving in relationships with friends, peers and adults. R17 R25
<p>Online relationships</p>	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. R14 R12 R23 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. R10 R12 R11 R19 R29 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. R12 R18 R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. R15 R23 how information and data is shared and used online. – Mainly covered in Living in the Wider World
<p>Being safe</p>	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). R19 R22 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. R13 R16 R18 R22 R26 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R15 R24 how to recognise and report feelings of being unsafe or feeling bad about any adult. R16 R27 how to ask for advice or help for themselves or others, and to keep trying until they are heard. R20 how to report concerns or abuse, and the vocabulary and confidence needed to do so. R20 R19 where to get advice e.g. family, school and/or other sources. R20 R28

STATUTORY HEALTH – BY THE END OF PRIMARY – KS1 and KS2

<p>Mental wellbeing</p> <p>H20 H21 H22 H23 H27 H23 H25 H26 H27 H28 H29</p>	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. H1 H15 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. H11 H14 H15 H17 H18 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. H12 H14 H16 H19 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. H13 H20 H24 H35 H36 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. H3 H15 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. H17 H18 H16 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. H19 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. L11 R29 R23 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). H19 H24 H21 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. H22
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. H13 L8 L11 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. H9 H13 L11 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. H34 H42 L15 why social media, some computer games and online gaming, for example, are age restricted. H28 H37 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. H37 L11 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. H37 L9 L12 L13 L14 where and how to report concerns and get support with issues online. H34 H42
<p>Physical health and fitness</p> <p>H10 H1 H1</p>	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. H3 H2 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. H3 H3 H4 H7 the risks associated with an inactive lifestyle (including obesity). H29 H4 how and when to seek support including which adults to speak to in school if they are worried about their health. H29 H14
<p>Healthy eating</p> <p>H1 H1</p>	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). H1 H1 H6 the principles of planning and preparing a range of healthy meals. H2 H6 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). H2 H6
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. H6 H37 H37 H46 H47 H47 H49 H50 L1
<p>Health and prevention</p> <p>H25 & H26 linked to Science H38</p>	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. H5 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. H8 H12 The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. H4 H8 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. H7 H11 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H5 H9 the facts and science relating to allergies, immunisation and vaccination. H6 H10
<p>Basic first aid</p>	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. H35 H36 H44 concepts of basic first-aid, for example dealing with common injuries, including head injuries. H35 H43
<p>Changing adolescent body H33/H45</p>	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. H30 H31 H34 about menstrual wellbeing including the key facts about the menstrual cycle. H32 H34

SEX EDUCATION

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is **not compulsory** in primary schools'. Schools determine the content of sex education at primary school. Sex education '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'.

At Stonegate CfE Primary school, we will teach aspects of sex education from Key Stage 2, in an age-appropriate manner. The subject lead will hold An annual workshop for parents and carers to share the aims of the sessions and resources used within lessons. At any point in the academic year, the resources will be available for parents to request, and the subject lead or head teacher can be contacted. Please see following section for information on the right to withdraw.

We will also teach some aspects of human reproduction within Science. The Science curriculum is statutory which means that children cannot be withdrawn. However, again, the teaching materials will be available for parents and carers to view if requested.

RIGHT TO WITHDRAW

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science.

If a parent wishes their child to be excused from some or all of the **non-statutory** Sex Education, they should:

1. Discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in.
2. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).
3. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.
4. Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from **non-statutory** sex education. The school will document this process.

This process is the same for pupils with SEND; however, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

CONFIDENTIALITY, SIGNPOSTING AND HANDLING DISCLOSURES

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching, the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

EXTERNAL VISITORS

On occasion, external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.

- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

TEACHING AND LEARNING

The RSHE programme will be led by **Anna Benford**, timetabled weekly, taught by all **class teachers** and supported by **school nurses, visitors and outside agencies** when appropriate. All staff involved in the delivery of RSHE have received training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Stonegate C of E Primary. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

When thinking about RSHE education we have thought about three levels. There are lessons that:

- explicitly teach *about* an issue: the lessons that offer information
- explicitly teach how to *manage* an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

RSHE will be taught through a range of teaching methodologies, including but not limited to storytelling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all pupils, including SEND pupils. Part of effective RSHE teaching is the concept of 'making it real', providing real-life examples and/or experiences and linking learning to concepts pupils have experience of, can visualise or play a part of.

RECORDING AND ASSESSMENT

In order to record learning, evidence of RSHE lessons are shown in class floor books, through year 1 – 6. It is expected for class teachers to ensure floor books are updated weekly and show clear evidence of learning in the lesson, against the scheme of work provided by RSHE lead.

Pupils in EYFS will complete a conferencing-style activity with their class teacher to assess their learning against the statements provided as pre-requisites for KS1. This will be completed by the class teacher and will be used to assess children, in conjunction with the Early Learning Goals and in preparation for year 1. The RSHE lead will monitor this data and facilitate discussions with the EYFS and KS1 class teachers to ensure transition and progression is in place for pupils entering KS1. Any necessary interventions will be agreed upon and put in place for the start of the following academic year.

Stonegate CfE's scheme of work follows a question-based model, where termly topics are taught to an over-arching question. The termly question will be posed at the start of each unit to gain pre-teaching data and utilised to inform planning and content. At the end of the unit, the question will be posed again and an assessment task provided for all children. Assessment tasks will vary according to age and stage, and mostly a differentiation by outcome. Teachers will ensure to provide appropriate level of instruction for all pupils and support for SEND and most-able pupils.

As Stonegate follows the Chris Quigley approach for the creative curriculum, teachers will assess against 'beginner, advancing and digging deeper' expectations provided for each unit and pupils will be given an opportunity for self-assessment, as appropriate.

Termly data is analysed by the subject lead and SLT to assess the effectiveness of teaching and learning and to identify any children who may require further emotional, social or health support. Interventions will be put in place in a timely manner, according to data analysis and knowledge of pupils.

MONITORING AND EVALUATION

The RSHE subject lead will monitor delivery of the programme, three times during each academic year, through observation and discussion with both pupils and teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Learning walks by subject lead and/or members of the senior leadership team
- Book looks
- Pupil voice
- Data scrutiny – completed termly
- Staff meetings to review and share experiences

The observations and findings from monitoring and evaluation will be used to identify and inform future staff training needs.

ROLES AND RESPONSIBILITIES OF SUBJECT LEADER

The subject leader is responsible for improving the standards of teaching and learning in RSHE through:

- Monitoring and evaluating pupil attainment
- Taking the lead in policy and action plan development
- Identifying CPD needs and providing the relevant training opportunities
- Purchasing and organising resources
- Keeping up to date with recent RSHE developments
- Collaboration with SLT on progress so far and next steps
- Informing governors on the provision of RSHE
- Sharing good practice

INVOLVING PARENTS AND CARERS

At Stonegate, we believe that parents are the primary educators of their children and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through parent workshops which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet the RSHE lead/governor and review the resources being used. As well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at any point in the school year or at planned events.

LINKS TO OTHER POLICIES

This policy complements the following policies:

- Anti-bullying
- E-safety
- Safeguarding
- Teaching and learning
- Positive behaviour

REVIEW DATE

The local governing body monitors the impact of RSHE on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis, via pupil voice, to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for ***September 2023.***

APPENDIX 1

STONEGATE PROGRESSION OF KNOWLEDGE – THREE KEY THEMES (RELATIONSHIPS, HEALTH AND WELLBEING, LIVING IN THE WIDER WORLD)

RELATIONSHIPS KS1

R1 - That family is one group they belong to, alongside school, friends, clubs (Aut1)
R2. To identify the people who love and care for them and what they do to help them feel cared for (Aut1)
R3. About different types of families including those that may be different to their own (Aut1)
R4. To identify common features of family life (Aut1)
R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried (Aut1)
R6. About how people make friends and what makes a good friendship (Aut1)
R7. About how to recognise when they or someone else feels lonely and what to do (Aut1)
R8. Simple strategies to resolve arguments between friends positively (Aut1)
R9. How to ask for help if a friendship is making them feel unhappy (Aut1)
R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online (Spr2)
R11. About how people may feel if they experience hurtful behaviour or bullying (Spr2)
R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (Spr2)
R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (Spr2)

R14. That sometimes people may behave differently online, including by pretending to be someone they are not (Spr2)
R15. How to respond safely to adults they don't know (Sum2)
R16. About how to respond if physical contact makes them feel uncomfortable or unsafe (Spr2)
R17. About knowing there are situations when they should ask for permission and also when their permission should be sought (Spr2)
R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (Spr2) (Aut1)
R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe (Aut1)
R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (Sum1) (Aut1) (Spr2) (Aut1) (Sum2)
R21. About what is kind and unkind behaviour, and how this can affect others (Aut1)
R22. About how to treat themselves and others with respect; how to be polite and courteous (Sum2) (Aut1) (Spr2) (Aut1)
R23. To recognise the ways in which they are the same and different to others (Aut1) (Spr2)
R24. How to listen to other people and play and work cooperatively (Spr2) (Aut1) (Spr2)
R25. How to talk about and share their opinions on things that matter to them (Aut2) (Aut2)

Cycle A
Cycle B

RELATIONSHIPS KS2

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (Aut1)
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (Sum2) (Spr2)
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (Sum2) (Sum2)
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (Sum2) (Sum2)
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (Aut1) (Aut1)
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another (Aut1) (Aut1)
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (Aut1)
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (Aut1)
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (Aut1) (Aut1)
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (Aut1) (Aut1)
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (Aut1)
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face (Spr2)

R13. the importance of seeking support if feeling lonely or excluded (Spr2) (Spr2)
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (Spr2) (Spr2) (Aut1)
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (Spr2) (Spr2)
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends (Spr2) (Aut1)
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (Spr2) (Aut1) (Spr2)
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (Spr2) (Spr1) (Spr2) (Spr1) (Aut1) (Aut1)
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (Aut1) (Spr2) (Aut1)
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (Aut1) (Aut1)
R21. about discrimination: what it means and how to challenge it (Aut2) (Sum1) (Aut2) (Aut2)
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); (Spr2)
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (Spr2)
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (Spr2)
R25. about seeking and giving permission (consent) in different situations (Spr1) (Sum2) (Sum2)

R26. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (Sum2) (Sum2)
R27. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (Spr1)
R28. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (Spr2) (Spr1) (Spr2)
R29. that personal behaviour can affect other people; to recognise and model respectful behaviour online (Spr2) (Aut1)
R30. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (Aut1) (Spr2) (Sum2) (Spr2)
R31. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (Aut1) (Aut2) (Aut2) (Sum1)
R32. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (Aut2) (Aut2) (Sum1)
R33. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (Aut2) (Aut1) (Aut2) (Aut1) (Sum1)

LKS2	UKS2
Cycle A	Cycle A
Cycle B	Cycle B
RSE	RSE

HEALTH AND WELLBEING KS1

H1. about what keeping healthy means; different ways to keep healthy (Spr1)
H2. about foods that support good health and the risks of eating too much sugar (Spr1)
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday (Spr1)
H4. about why sleep is important and different ways to rest and relax (Spr1)
H5. simple hygiene routines that can stop germs from spreading (Spr1)
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (Spr1)
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (Spr1)
H8. how to keep safe in the sun and protect skin from sun damage (Spr1)
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV (Spr1) (Spr1)
H10. about the people who help us to stay physically healthy (Spr1) (Spr1)
H11. about different feelings that humans can experience (Sum2)
H12. how to recognise and name different feelings (Sum2)
H13. how feelings can affect people's bodies and how they behave (Sum2)
H14. how to recognise what others might be feeling (Sum2)
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things (Sum2)
H16. about ways of sharing feelings; a range of words to describe feelings (Sum2)
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) (Spr1)
H18. different things they can do to manage big feelings, to help calm themselves down and/ or change their mood when they don't feel good (Sum2)
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it (Sum2)

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better (Sum2)
H21. to recognise what makes them special (Sum2)
H22. to recognise the ways in which we are all unique (Sum2)
H23. to identify what they are good at, what they like and dislike (Sum2)
H24. how to manage when finding things difficult (Sum2)
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) (Spr2)
H26. about growing and changing from young to old and how people's needs change (Spr2)
H27. about preparing to move to a new class/year group (Sum2)
H28. about rules and age restrictions that keep us safe (Spr1) (Sum1)
H29. to recognise risk in simple everyday situations and what action to take to minimise harm (Sum2)
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) (Sum2)
H31. that household products (including medicines) can be harmful if not used correctly (Sum2)
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely (Sum2) (Sum1)
H33. about the people whose job it is to help keep us safe (Sum2)
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (Spr1) (Spr2)
H35. about what to do if there is an accident and someone is hurt
H36. how to get help in an emergency (how to dial 999 and what to say) (Sum1)

Cycle A	Cycle B	Non-statutory H29 – H33
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HEALTH AND WELLBEING KS2

H1. how to make informed decisions about health (Sum2) (Sum2) (Sum2)
H2. about the elements of a balanced, healthy lifestyle (Sum2) (Sum2) (Sum2)
H3. about choices that support a healthy lifestyle, and recognise what might influence these (Sum2) (Sum2)
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle (Sum2) (Sum2) (Sum2)
H5. about what good physical health means; how to recognise early signs of physical illness (Sum2) (Sum2)
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. (Sum2)
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (Sum2) (Sum2)
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (Sum2) (Sum2)
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (Sum2) (Sum2)
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (Spr1) (Spr1)
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) (Sum2)
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (Sum2)
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online (Spr1) (Spr2)
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (Sum2) (Sum2)
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (Spr2) (Spr2)
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (Spr2) (Spr2)

H17. to recognise that feelings can change over time and range in intensity (Spr2)
H18. about everyday things that affect feelings and the importance of expressing feelings (Spr2)
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (Spr2) (Spr2)
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (Sum2) (Sum2) (Spr2) (Sum2)
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others (Sum2)
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (Sum2)
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (Spr2) (Aut1)
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (Aut1) (Sum2)
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (Aut1) (Sum2)
H26. that for some people gender identity does not correspond with their biological sex (Sum2) (Sum2) (Sum2)
H27. to recognise their individuality and personal qualities (Aut1) (Sum2)
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (Aut1) (Sum2)
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (Aut1) (Sum2)
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Sum2) (Sum2)
H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Sum2) (Sum2)
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (Sum2) (Sum2)
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (Sum2) (Sum2)

H34. about where to get more information, help and advice about growing and changing, especially about puberty (Sum2) (Sum2)
H35. about the new opportunities and responsibilities that increasing independence may bring (Sum1) (Aut2) (Sum1)
H36. strategies to manage transitions between classes and key stages (Aut1) (Aut1) (Aut1) (Aut1)
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (Spr1) (Spr1) (Spr2)
H38. how to predict, assess and manage risk in different situations (Spr1) (Spr1) (Spr1) (Spr1)
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe (Spr1) (Spr1)
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) (Spr1) (Spr1)
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (Spr1) (Spr1)
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (Spr1) (Spr2)
H43. about what is meant by first aid; basic techniques for dealing with common injuries (Spr1) (Spr1)
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (Spr1) (Spr1)
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk (Sum2) (Sum2)
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (Spr1)
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (Spr1) (Spr1)
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); (Spr1)
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping (Spr1) (Spr1)
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (Spr1) (Spr1)

LKS2	UKS2
Cycle A	Cycle A
Cycle B	Cycle B
RSE	RSE

Non-statutory
H38 - H41

LIVING IN THE WIDER WORLD KS1

L1. about what rules are, why they are needed, and why different rules are needed for different situations (Aut2) (Sum1)
L2. how people and other living things have different needs; about the responsibilities of caring for them (Aut2)
L3. about things they can do to help look after their environment (Aut2)
L4. about the different groups they belong to (Aut2)
L5. about the different roles and responsibilities people have in their community (Aut2) (Aut2)
L6. to recognise the ways they are the same as, and different to, other people (Aut2)
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others (Sum1)
L8. about the role of the internet in everyday life (Sum1)
L9. that not all information seen online is true (Sum1)
L10. what money is; forms that money comes in; that money comes from different sources (Sum1)

L11. that people make different choices about how to save and spend money (Sum1)
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want (Sum1)
L13. that money needs to be looked after; different ways of doing this (Sum1)
L14. that everyone has different strengths (Aut2)
L15. that jobs help people to earn money to pay for things (Sum1) (Aut2)
L16. different jobs that people they know or people who work in the community do (Aut2)
L17. about some of the strengths and interests someone might need to do different jobs (Aut2)

Cycle A
Cycle B

LIVING IN THE WIDER WORLD KS2

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws (Aut2) (Aut2)
L2. to recognise there are human rights, that are there to protect everyone (Aut2) (Aut1)
L3. about the relationship between rights and responsibilities (Sum1) (Sum1)
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (Sum1) (Sum1)
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (Sum1) (Sum1)
L6. about the different groups that make up their community; what living in a community means (Aut2) (Aut2)
L7. to value the different contributions that people and groups make to the community (Aut2) (Aut2)
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (Aut2) (Sum1) (Aut2)
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (Aut2) (Aut2)
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (Aut2) (Aut2) (Aut2)
L11. recognise ways in which the internet and social media can be used both positively and negatively (Spr2)
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (Spr2)
L13. about some of the different ways information and data is shared and used online, including for commercial purposes (Spr2)
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information (Spr2)
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (Spr2)
L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (Spr2)
L17. about the different ways to pay for things and the choices people have about this (Sum1) (Sum1)
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' (Sum1) (Sum1)
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (Sum1) (Sum1)

L20. to recognise that people make spending decisions based on priorities, needs and wants (Sum1) (Sum1)
L21. different ways to keep track of money (Sum1)
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (Sum1) (Sum1)
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations (Sum1)
L24. to identify the ways that money can impact on people's feelings and emotions (Sum1) (Sum1)
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (Aut2)
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (Aut2) (Aut2)
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them (Aut2) (Aut2)
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (Aut2)
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (Aut2)
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (Aut2) (Aut2)
L31. to identify the kind of job that they might like to do when they are older (Aut2) (Aut2)
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) (Aut2)
L33. what democracy is, and about the basic institutions that support it locally and nationally (Aut2) (Aut2)

LKS2	UKS2
Cycle A	Cycle A
Cycle B	Cycle B
RSE	RSE

APPENDIX 2

STONEGATE RSHE OVERVIEW

The following scheme of work is informed by the question-based model created by the PSHE association and edited by the RSHE lead according to pupil need. As a mixed-age class school, we follow a 2-year cycle (A and B). Further detail for termly units can be found in Stonegate's **RSHE Scheme of Work**.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 Cycle A – 2022/23	Who is special to us?	What does it mean to be British?	What can help us grow and stay healthy?	What is the same and different about us?	What can we do with money?	How can we keep safe?
Year 1/2 Cycle B – 2023/24	What makes a good friend?	What jobs do people do?	What helps us stay healthy?	What is bullying?	What helps us to stay safe?	How do we recognise our feelings?
Year 3/4 Cycle A – 2022/23	How do we treat each other with respect?	How is Britain diverse?	What keeps us safe?	How can we manage our feelings?	Why does money matter?	Why should we keep active and stay healthy? RSE
Year 3 / 4 Cycle B – 2023/24	What strengths, skills and interests do we have?	What jobs would we like, and why?	How can we manage risk in different places?	How can we be a good friend?	How can our choices make a difference to others and the environment?	Why should we eat well and look after our bodies? RSE FGM
Year 5/6 Cycle A – 2022/23	How do friendships change as we grow?	How can we celebrate diverse Britain?	How can we help in an accident or emergency?	How can friends communicate safely?	What decisions can people make with money?	How can we keep healthy as we grow? RSE FGM
Year 5/6 Cycle B – 2023/24	What does it mean to be part of a team?	Why should we plan for our future?	How can drugs common to everyday life affect health?	How can we manage feelings? LGBTQ+	How can we protect ourselves and the wider world?	What makes up our identity? RSE LGBTQ+

RSE AT STONEGATE

RSE Taught Annually

Key Question	Topic	In this unit of work, pupils learn...	Lessons
<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">RSE</p> <p style="text-align: center;">Year 3/4</p>	<p>Resources</p> <p>Lessons on system (RSHE – RSE – LKS2)</p> <p>What’s happening to me? (Girls and Boys Editions)</p>	<ul style="list-style-type: none"> • R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • R25. about seeking and giving permission (consent) in different situations • R26. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • H34. about where to get more information, help and advice about growing and changing, especially about puberty 	<ol style="list-style-type: none"> 1. Can I recognise how people’s bodies change during puberty? 2. Can I understand what periods are and know what to expect?
<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">RSE</p> <p style="text-align: center;">Year 5/6</p>	<p>Resources</p> <p>Lessons on system (RSHE – RSE – UKS2)</p> <p>What’s happening to me? (Girls and Boys Editions)</p>	<ul style="list-style-type: none"> • R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • R25. about seeking and giving permission (consent) in different situations • R26. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • H26. that for some people gender identity does not correspond with their biological sex • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • H34. about where to get more information, help and advice about growing and changing, especially about puberty 	<ol style="list-style-type: none"> 1. Can I identify changes that people’s bodies go through during puberty? 2. Can I recognise how thoughts and feelings may change during puberty? 3. Can I understand what periods are and know what to expect?
<p style="text-align: center;">Non-Statutory</p> <p style="text-align: center;">Human</p> <p style="text-align: center;">Reproduction</p>	<p>Resources</p> <p>Lessons on system (RSHE – RSE – LKS2/UKS2)</p> <p>RSE Parent Workshop – held annually</p> <p>Parents can withdraw from these lessons</p>	<ul style="list-style-type: none"> • R25. about seeking and giving permission (consent) in different situations • H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for 	<p style="text-align: center;"><u>Year 3 / 4</u></p> <p>Can I identify male and female body parts and explain what these are for?</p> <p style="text-align: center;"><u>Year 5/6</u></p> <p>Can I understand the process of human reproduction?</p>

