



OWLSMOOR PRIMARY SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Status of Policy	Date
Statutory	Sept 2020
Reviewed	Every 3 years
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Review due	July 2023

Owlsmoor Primary School
Relationships, Sex and Health Education (RSHE) Policy

Introduction

The DfE introduced Relationship, Sex and Health education (RSHE) as a statutory subject in both primary schools and secondary schools from September 2020. The rationale for this is outlined in the curriculum introduction, which states:

'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. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.'

Our approach to implementing this subject at Owlsmoor Primary School is detailed in this policy. For the purpose of this policy, these are the simple definitions of Relationship, Sex and Health Education:

Relationships Education refers to the connections between people, including family and friends.

Sex Education refers to the physical act of sexual intercourse, and includes reproduction.

Health Education refers to physical health and mental wellbeing, and includes puberty.

Aims and Outcomes

The overarching aims of our RSHE curriculum are:

- to prepare children with the knowledge, understanding, attitudes and skills they need to be happy, safe and healthy;
- to teach children to be caring and considerate towards others, and accepting and respectful of differences;
- to reflect the community that we serve as well as the diversity of wider society;
- to promote the spiritual, moral, cultural, mental and physical development of pupils;
- to prepare pupils for the opportunities, responsibilities and experiences of later life.

The intended outcomes of our RSHE curriculum include the following:

Attitudes and values - learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and understanding moral dilemmas; developing critical thinking as part of decision-making; developing their understanding, tolerance and acceptance of diversity.

Personal and social skills - learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices

based on an understanding of difference with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse; developing children's personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice alongside understanding the importance of self-respect and self-worth.

Knowledge and understanding - understanding their physical development at the appropriate stages; understanding human sexuality and reproduction; understanding emotions and relationships; knowing how to look after their body and mind; knowing how to keep themselves safe, including online; knowing how they can seek help; having the knowledge necessary to help in future decision-making.

National Curriculum Content

The statutory National Curriculum outlines that Relationships Education must cover the following topics: 'families and people who care for me', 'caring friendships', 'respectful relationships', 'online relationships' and 'being safe'. It outlines that Health Education must cover: 'mental wellbeing', 'internet safety and harms', 'physical health and fitness', 'healthy eating', 'drugs, alcohol and tobacco', 'health and prevention', 'basic first aid' and 'changing adolescent body' (puberty). A full list of the national curriculum objectives under each of these topics can be found attached as an appendix to this policy (appendix 1), along with a link to the DfE curriculum and guidance in full.

Sex Education is not a statutory requirement of the National Curriculum for primary schools. However, the statutory science curriculum includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (a science curriculum overview highlighting this content is included as appendix 2) . As a school, we have chosen to teach sex education in year six: the aim of this is to provide the children with knowledge and understanding of what happens during sexual intercourse and how this can result in pregnancy. This is covered in an age-appropriate way, and is fairly factual in nature. Parents are always notified of this beforehand, and are given the opportunity to come into school to find out what will be covered and how, and to preview resources in advance. They also have the option to withdraw their child from this aspect of the curriculum – this is covered in more detail later in this policy.

Our School Curriculum

At Owlsmoor, we teach RSHE under the umbrella of our Personal, Social, Health and Economic education curriculum (PSHE). The PSHE curriculum is broader than the RSHE curriculum requirements, as it covers a range of non-statutory content that we believe to be an important part of pupils' personal development. In particular, in our school this includes teaching children about 'Being an effective Learner', covering Growth Mindset and Habits of Mind, and 'Living in the Wider World' which covers topics such as future careers and financial awareness.

Our school curriculum is adopted from the PSHE association programme of study. We have chosen to adopt this as a high quality and coherently sequenced resource. It has clear progression when adopted as a whole school, and we feel this meets the needs of the children at our school effectively. The curriculum follows a thematic structure, with an overarching theme for the whole school to follow each term. There are also three sub-themes per term, as outlined in the table below:

Autumn: Relationships		
Families and friendships	Safe relationships	Respecting ourselves and others
Spring: Living in the Wider World		
Belonging to a community	Media literacy and digital resilience	Money and work
Summer: Health and Wellbeing		
Physical health and mental wellbeing	Growing and changing	Keeping safe

A more detailed breakdown of what is covered within each year group is included as an appendix (appendix 3). A full list of the specific objectives covered within each unit for each year group can be made available to parents upon request.

At Owlsmoor, the topic of 'Puberty' will be introduced in year four within the 'Growing and Changing' unit (although children will learn the scientific names for body parts in KS1). Although this may seem young, this is following advice from the PSHE Association that children should be taught about puberty in advance of experiencing it:

'In order to keep pupils safe, it is vital that they learn about puberty before it happens. Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe.'

Understandably, it can be alarming to children if they begin puberty before being taught about how their body will change. NHS advice states that puberty can begin as early as eight for girls and nine for boys. As such, the summer term of year four (when pupils are aged eight and nine) is felt to be an appropriate time for this content to be covered. This will fall under the 'Growing and Changing' unit and will include teaching pupils:

- to identify external genitalia and reproductive organs
- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

Parents will be notified in advance that this topic is going to be covered in school, as they may want to discuss this further with their child at home and be prepared for their child to ask questions. Parents can also request to preview the resources that will be used in school. Parents are not able to withdraw their child from this as it falls under the 'Health Education' curriculum and therefore is statutory.

Principles of our Practice

As a school, we have adopted guidance from the 'Sex Education Forum' on best practice with regard to delivering good quality RSHE. This includes the twelve principles below, which are based on research evidence and supported by a wide range of partners including NSPCC, Barnardo's, The Children's Society and NCB, and various education unions: ASCL, NASUWT, NEU, NAHT, UNISON and Voice.

Our school is committed to RSHE education which:

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages;
2. Is taught by staff regularly trained in RSHE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate);
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home;
4. 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;
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
6. 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;
7. 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;
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views;
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online;
10. Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life;
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities;
12. Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Teaching Approaches

RSHE is usually taught by class teachers, or Higher Level Teaching Assistants. On some occasions sessions may be delivered by Teaching Assistants, and some lessons may involve external visitors/ speakers – who will discuss the content of their session with a member of staff before delivery to ensure it is appropriate. Some of our teaching approaches include:

- Teaching about a wide range of different types of families, for example: single parent families, same-sex couples, step-parents, families headed by grandparents, adoptive parents, families of different races and cultural backgrounds, and foster parents/carers amongst others. This is reflective of our school community and wider society, and helps children to develop their understanding and acceptance of differences.
- Using child-friendly texts to explore themes in an age-appropriate way. Examples of this include using stories such as: 'The Huge Bag of Worries' to explore the concept of managing emotions; 'Elmer' to explore the concept of identity or 'My Princess Boy' to explore the theme of gender stereotypes and identity; and using 'And Tango Makes Three' to begin discussing adoption and/or same sex parents. Texts such as these may also be used outside of PSHE lessons, for example in assemblies, as well as within general reading activities – for example as an end of the day story or as books contained in the school library or class reader boxes.
- Using child-friendly terminology when discussing mental health and wellbeing, for example referring to having a 'healthy mind'. Terms such as 'anxiety' or 'depression' will only be introduced with older year groups if and when judged appropriate to do so.

- Using age-appropriate video resources. For example: using the NSPCC 'Pantosaurus' film to introduce children to the idea of 'keeping private parts private'; using BBC class clips on managing emotions; and using a 'Living and Growing' DVD within the year 6 sex education sessions.
- Specific themed weeks support the delivery of our curriculum. These are planned on a rotation, and may include: 'Healthy Mind Week', where children learn about wellbeing and participate in activities such as yoga and crafting; 'Careers Week' where children learn about a range of different jobs to develop their future aspirations; and 'My Money Week' where children are taught about the value of money and take part in enterprise activities.
- Teachers encourage well-constructed discussions and debates within lessons. As part of this, children take part in Philosophy for Children sessions, which stimulate discussion, self-reflection and build confidence.
- 'Ground Rules' for conduct will be agreed between pupils and teachers to ensure lessons offer a safe and supportive learning environment, which reflects our respectful and inclusive school ethos. When discussing issues, children are taught to agree and disagree with others constructively – being respectful of alternative viewpoints, beliefs and experiences.
- Our teaching approach will follow the DfE's advice that *'schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.'*
- Cross-curricular learning, making links between different curriculum subjects, takes place as often as possible so that children's understanding is developed in a meaningful way - for example, reinforcing learning on internet safety from PSHE during computing lessons.
- Regular assemblies support the RSHE curriculum, exploring themes such as internet safety, safeguarding, mental health and road safety.
- Staff signpost children towards access to help if they need it – this includes discussions on which school staff they can speak to if they have a worry, and teaching children about external services such as Childline.
- Visitors may be invited into school to support the delivery of the curriculum. For example, children may have the opportunity to hear from people with different jobs during Careers Week, and we invite in NSPCC representatives to deliver their 'Speak Out, Stay Safe' safeguarding assembly.
- As a 'Rights Respecting School', we actively encourage children to know their rights and do their best to respect other peoples' rights. Children's rights are referred to within lessons and assemblies where relevant.
- In some lessons, for example when learning about puberty, children may sometimes split into single sex groups for discussions or questions and answer sessions. However, children will also learn about what changes will happen to the opposite sex.
- Teachers will deal with questions in a sensitive, age-appropriate way. They will avoid answering any questions of a personal nature. They may make use of 'Question Boxes', encouraging children to ask questions by posting them in a question box to be answered at a later stage.
- Teachers will seek additional support for those children in their class who need it, such as ELSA (Emotional Literacy Support), via referrals to the SENDCo (Special Educational Needs and Disability coordinator) where appropriate, with particular attention to children noted as vulnerable.
- Teachers have a responsibility to ensure the safety and welfare of pupils, and the teaching of RSHE always follows our school safeguarding policy. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and have had training in how to handle these situations. Where necessary, appropriate action will be taken in line with safeguarding procedures.

Please note, this is not an exhaustive list of our teaching approaches but intended to give examples of how this subject is implemented in practice. A more detailed, but again not exhaustive, list of the resources that may be used to support our teaching of RSHE is included as an appendix (appendix 4). Parents are welcome to request to see examples of the specific resources that will be used in delivering RSHE to their child's year group if they wish to.

Curriculum Entitlement and Equality of Opportunity

Teaching will take into account the age, ability, readiness, prior experiences and cultural backgrounds of children when teaching RSHE. They will take into account the needs of children with SEND (Special Educational Needs and Disabilities) and those with EAL (English as an Additional Language), to ensure that all children can fully access RSHE education provision at an appropriate level. We ensure this happens by carefully planning lessons, differentiating these as required for particular pupils as per our SEND policy. We plan according to the children's starting points and ensure lessons are appropriately resourced to meet all needs. We also use RSHE education as a way to address diversity issues and to promote equality for all.

Assessment, Monitoring and Evaluating

Teachers will assess RSHE through:

- Pupils' self-assessment
- Pupils' responses in discussions
- Pupils' written work/ activities

The teaching of RSHE will be monitored by the subject leader and the school's senior leadership team through:

- Work scrutinies
- Lesson planning scrutinies
- Lesson observations/ learning walks
- Pupil conferences
- Questionnaires for teachers and children

Teachers will critically reflect on their work in delivering RSHE through continued professional development, and through response to feedback from book and planning scrutinies as well as lesson observations. If teachers or support staff feel they need training in any area of RSHE, they should make this known to the subject leader who will endeavour to arrange this. Pupil voice will be influential in adapting and amending planned learning activities so that they remain stimulating and relevant to children's needs. This will be adjusted in line with feedback during lessons and from pupil conferences.

Engaging Stakeholders

Staff are consulted in the implementation of the curriculum and are actively encouraged to share ideas and opinions during appropriate staff meetings and with the subject leader at any time. Senior leaders and governors are involved in the preparation of this policy and can review resources / plans on request. Parents are directly informed of related policies and planned curriculum content through written correspondence, online access to policies and parent workshops (where possible) - they are also able to request our curriculum objectives for their child's year group, as well as to view lesson materials and resources. Parents have been invited to share their views on this policy and our curriculum through a formal consultation process –

they are also welcome to share their views on an ongoing basis. Pupils are asked about their views and experiences of learning in relation to PSHE/ RSHE. Whilst all views are taken into account, decisions on the school's curriculum content and approach ultimately lie with the headteacher and governors – as per DfE guidelines.

Parents' Rights Regarding Withdrawing Children from RSHE

As outlined earlier in this policy, a pupil cannot be withdrawn from RSHE where the content taught is covered under the Relationship or Health Curriculum, or the Science Curriculum. This means that children who are withdrawn from Sex Education will still cover this statutory content. In our school, the only aspect of the curriculum parents have the right to withdraw their child from is the Sex Education content covered in year six. Parents will have the opportunity to see the lesson plans and resources used for Sex Education and will be encouraged to speak to their child's class teacher should they have any concerns. In the instance that the right to withdraw is requested, parents will be invited to meet with the head teacher to discuss their concerns. If they still want to proceed with withdrawal, parents/carers will be made aware that some topics could still arise naturally from class discussion during relationship education and other areas of the curriculum. Children whose parents/carers exercise their right to withdraw them from RSHE will be temporarily transferred to an alternative class. Requests for withdrawal must be submitted in writing to the head teacher, via the school office.

Other Relevant Documents

Documents that have informed the school's RSHE policy, and will continue to inform our approach and practice, include:

- Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory Guidance, 2019
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance - SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- <https://www.pshe-association.org.uk/news/joint-briefing-teaching-about-puberty-key-stage-2>
- <https://www.sexeducationforum.org.uk/resources/advice-guidance/principles-good-rse>

Availability of our Policy

This policy was written by the PSHE subject leader by request of the head teacher. A draft version of this policy was shared with staff, governors and parents, all of who were then invited to share their views during a formal period of consultation in June 2020 - these views have been taken into account when finalising the policy. This policy will be reviewed every 3 years on an ongoing basis, again taking into account the views of all stakeholders including pupils. This policy is available to view on our school website, or can be provided upon request. If any other versions are required, please ask at the school office.

Liz Cole
July 2020

Appendix 1: National Curriculum Requirements for Relationship and Health Education

<u>Primary National Curriculum: Relationship Education</u>	
<u>Topic</u>	<u>Objectives</u> By the end of primary school, pupils should know:
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that some families, either in school or in the wider world, look different from their own family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Marriage in England and Wales is available to both opposite sex and same sex couples. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

	<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

<u>Primary National Curriculum: Health Education</u>	
<u>Topic</u>	<u>Objectives</u>
	By the end of primary school, pupils should know:
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

	<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<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. • about menstrual wellbeing including the key facts about the menstrual cycle.

Link to the DfE curriculum in full

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Appendix 2: Overview of Science Curriculum Content – Owlsmoor Primary School

Summary of statutory content with any ‘Sex Education’ themes (A list of the specific objectives for particular units can be provided upon request)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> • Features of objects and living things • Growth and how things change 		<ul style="list-style-type: none"> • Lifecycles – chicken/egg 	<ul style="list-style-type: none"> • Lifecycles- butterflies 	<ul style="list-style-type: none"> • Lifecycles – plants, frogs, caterpillars • Plants – planting of seeds, pips, stones • Planting the vegetable gardens 	
Y1	<p><u>Animals inc humans</u></p> <ul style="list-style-type: none"> • My body 	<p><u>Seasonal changes</u></p>	<p><u>Materials</u></p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Basic structure of flowering plant & plant a bean • Observation of bean growth/ bean plant diaries 	<p><u>Seasonal changes</u></p>	<p><u>Scientists and Inventors –</u></p>
Y2	<p><u>Living things and their habitats</u></p>	<p><u>Materials</u></p>	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • Life processes of living things – Mrs NERG 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Animals and their offspring – growth and change • Offspring that grow into adults • Lifecycles and growth • Human bodies – similarities and differences 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Life cycles of plants 	<p><u>Materials</u> (additional unit)</p>
Y3	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Life processes of living things • Pollination and fertilisation • Lifecycles and seed dispersal 	<p><u>Animals including humans</u></p>	<p><u>Rocks and soils</u></p>	<p><u>Rocks and soils (2)</u></p>	<p><u>Forces</u></p>	<p><u>Light</u></p>

Y4	<u>Animals including humans</u>	<u>States of matter</u>		<u>Sound</u>	<u>Electricity</u>	<u>Living things and their habitats</u> <ul style="list-style-type: none"> Identifying characteristics of living things and create a classification key
Y5	<u>Forces</u>	<u>Earth and the solar system</u>	<u>Materials and their properties</u>		<u>Living things and their habitats</u> <ul style="list-style-type: none"> Reproduction in plants Sexual and asexual reproduction in plants Pollination and seed dispersal Life cycle of a plant Sexual reproduction in animals Differences in the life cycle of certain animals Comparing the gestation periods of different animals 	<u>Animals including humans</u> <ul style="list-style-type: none"> Stages and features of human lifecycle Stages of human pregnancy Physical changes during puberty Emotional changes during puberty
Y6	<u>Electricity</u>	<u>Light</u>	<u>Inheritance and Evolution</u> <ul style="list-style-type: none"> Living things produce offspring – characteristics/traits 	<u>Living things and their habitats</u>	<u>Animals including humans</u>	

Appendix 3: RSHE / PSHE EDUCATION: OWLSMOOR PRIMARY SCHOOL LONG-TERM OVERVIEW

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EIFS	My family; who is in my family; what is my family for; feeling loved	What it means to be a good friend; what to do if I am unhappy or worried; caring about our friends; pants rule	Using kind hands; looking after our environment; caring for our planet; using manners	Working as a team; taking turns; what are rules; why do we have rules	Online safety; screen time limits; what to do instead of using a screen; what to do if worried when using a digital device	What money is; why we need money; what does money look like (real, contactless etc); what do we want to be when we grow up	Recognising emotions; impact of exercise and healthy eating; sun safety; teeth brushing	Look back at how they have changed already since they were born; what makes them special; what have they learned from school	Following rules in school and at home; road safety, stranger danger
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer Influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 4: Examples of Resources used to teach RSHE

Child-friendly texts used to explore key themes:

Theme	Titles (not an exhaustive list)
Growth Mindset/ Self-belief	'My Strong Mind' 'Giraffe's Can't Dance' 'I Like Me' 'The Little Engine that Could' 'Your Fantastic Elastic Brain' 'I Can't do that, Yet'
Mental Health Including Identifying and Managing Feelings	'What do you do with a Problem?' 'The Huge Bag of Worries' 'The Colour Monster' 'Lucy's Blue Day' 'In my Heart' 'Have you Filled a Bucket?' 'All My Treasure' 'Only One You' 'The Invisible String'
Different Types of Families	'Families, Families, Families' 'The Family Book' 'Over the Moon: An Adoption Tale' 'Sometimes it's Grandmas and Grandpas: Not Mummies and Daddies' 'Two Homes' 'King and King' 'And Three Makes Tango' 'Do You Sing Twinkle? A Story About Remarriage and New Family' 'I Wished for You: An Adoption Story' 'The Great Big Book of Families' 'Stella Brings the Family' 'This is How We Do it: Children Around the World' 'Daddy, Papa and Me' 'Mummy, Moma and Me' 'Love Makes a Family' 'Who's in A Family' 'All Kinds of Families' 'The Girl with Two Dads'
Identity, Gender and Challenging Stereotypes (including promoting positive role models)	'Elmer' 'It's Ok to be Different' 'Red Rockets and Rainbow Jelly' 'My Princess Boy' 'Dogs Don't do Ballet' 'The Sissy Duckling' 'William's Doll' 'The Paper Bag Princess' 'Amazing Women who Changed the World' 'Rosie Revere, Engineer' 'A House for Everyone' 'Drum Dream Girl' 'Interstellar Cinderella'

Examples of online resources to support the teaching of RSHE:

NSPCC 'Talking PANTS' resources: <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

PSHE Association Resources, including their resources on mental health and wellbeing: <https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health>

Public Health England Website - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

BBC Bitesize - class clips on health, fitness and emotional wellbeing:

KS1 <https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1>

KS2 <https://www.bbc.co.uk/bitesize/topics/ztkk7ty/resources/1>

<https://www.bbc.co.uk/bitesize/topics/ztn4d2p>

'Think u Know' website - internet safety resources

<https://www.thinkuknow.co.uk/>

NSPCC resources - internet safety

<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching>

British Red Cross Website – to support the teaching of Health Education

<https://lifeliveit.redcross.org.uk/>

Barnardos - anti-bullying resources

<https://www.pshe-association.org.uk/barnardos>

Premier League Primary Stars – resources covering a range of different topics and issues

<https://plprimarystars.com/resources>