

NEWDALE PRIMARY SCHOOL  
Relationship Education, Relationships and Sex Education (RSE)  
and Health Education policy

NEWDALE PRIMARY SCHOOL

**Relationship Education, Relationships and Sex Education (RSE)  
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Reviewed - November 2019

Next review - November 2021

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## **Relationship Education**

### **Introduction**

The new guidance, released by the Department for Education, 'Relationships Education, Relationships and Sex Education and Health Education' now requires all schools to teach Relationships and Sex Education (RSE) as compulsory. These legal expectations are required from September 2020. Sex Education will be taught as part of the SMSC/Citizenship programme and fulfils the requirements of the Science curriculum, concerning the main stages of the human life cycle and the life processes common to humans and other animals including nutrition, growth and reproduction

Within this DFE Draft it is stated that, "to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy."

The DFE guidance states that, "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline. This will sit alongside the essential understanding of how to be healthy." It also explains that, "High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society." As a result, the staff and governing body of our school aim to ensure that all children are well-prepared for the world they face in the future – giving them the confidence, knowledge and resources they need to be successful. This will be done by following a clear scheme of work, which is well-founded and balanced, and by ensuring staff are confident in delivering the scheme (see section on whole school approach).

Relationship Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils and is concerned with helping children make responsible decisions about the relationships they form with others and helping them understand the changes and challenges which sexual maturity brings. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes

### **Definition**

Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities etc. (*amend and include as appropriate: PSHE and Citizenship, Working with Visitors, Behaviour Management.*)

### **SEND and Equal Opportunities**

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation. It is recognised that SEND pupils may require additional support on the RSE curriculum and can

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be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils will be involved and consulted. Our intention is to support children's appropriate progress and development. Please refer to Equality Policy.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

### **Moral and Values Framework**

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

### **The social, ethnic and religious mix of the School**

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

### **Whole School approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

Pupils' questions will be responded to by staff (teaching and non teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

School staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise. A question box technique is used.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

Where a pupil who is withdrawn from RSE asks a question relating to sex education content teachers will offer a 'holding response' and following discussion with senior staff member will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding policies will be followed.

Should a issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

### **Organisation**

In order to prepare children for life in modern Britain, Relationship Education will be addressed throughout the academic year. These are timetable lessons delivered by class teacher. Teaching assistants and members of the pastoral team support help with delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies. Guidance is provided on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

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Issues concerning Relationship Education may arise as part of other subject areas children receive throughout their time at Newdale. The main delivery of RSE is through PSHE, but some aspects will, in addition be addressed through other subject areas such as Science, PE and R.E. and health education as part of PSHE.

These will be dealt with sensitively with regard to the age and maturity of the children concerned. Details of topics included are shown below.

- To provide a structured programme of factual knowledge about the growth and development of the human body designed to combat ignorance and to clarify existing knowledge. This will be matched to the age and stage of development of pupils;
- To provide opportunities to explore feelings, emotions and attitudes in a safe, non-threatening situation, leading to self awareness and prompting tolerance and understanding of others (LGBTQ);
- To facilitate open discussion at appropriate times, e.g. via the use of question boxes, about sexual matters and to foster mutual understanding;
- To be sensitive to the needs and feelings of individuals, providing time and opportunity for private questions as well as class and group work.

The specific Sex Education programme will be an integral part of the Personal, Social and Health Education programme for children in years 1, 2, 3, 4, 5 and 6. We will be following the 'Respect Yourself' programme with additional resources and videos sourced elsewhere to support this work. The programme complements the science curriculum.

Science in Key Stage 1:

Children will learn:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring, and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2:

Children will learn:

- About how the skeleton and muscles help animals move
- About how animals grow, including changes that may happen during a human's life cycle
- How to be healthy, including looking after their bodies and eating well
- About changes related to puberty and when these changes are likely to happen
- About human and animal/plants life cycle and reproduction

In addition to these science units, children will also extend their knowledge within the Sex and Relationships Education programme of study and learn about:

- What issues may cause young people anxiety and how to deal with these
- How a baby is conceived and born
- A gender – grouped session to cover areas such as puberty and menstruation (children will cover these areas in one single Sex Education session)

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE. As part of the Relationship curriculum, tackling homophobic language will be addressed in Year 4-6. See behaviour policy for specifics on LGBT bullying.

**Aims**

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to respond to pupils' questions and capitalise on the fascination and interest that children have about their own growth and development and to offer reassurance that such changes are normal and natural.

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In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and age appropriate scheme of work, devised to meet the following aims and objectives:

Our scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Develop the confidence to seek help, support and advice

### **Content**

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We tailor the curriculum offer to reflect the context of the school and local contextual safeguarding issues, national trends and data

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

The Shropshire 'Respect Yourself' RSE programme is a spiral curriculum starting a year 1 to year 11. There are age appropriate lessons and resources for each year group and key stage. The RSE element of the curriculum is taught within the context of health and wellbeing and our emotional and mental health curriculum.

The emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

### **Home/School Partnership**

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships. Every other year, parents will be invited to contribute to reviews of the Scheme of Work for Relationship Education (RSE) and to familiarise themselves with the materials and resources used in the school. Reminders of the content will be sent to parents prior to each unit within each year group

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Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by, family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions. In particular, we will provide parents of year 6 pupils with an opportunity to discuss what is being taught and support them to discuss issues with their children. What is taught is ultimately a decision for school and agreed by governors. Consultation does not provide a parental veto on curriculum content.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to do this, they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

The head will help parents identify and discuss the impact and implications of withdraw for their child, including 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 feeling excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented, and parents may be asked to put their request in writing. Resources and information regarding delivering sex education at home will be made available.

#### **Role of Head teacher**

It is the responsibility of the head to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

#### **Complaints Procedure**

Any parents with concerns about this policy should discuss this directly with the head teacher. In the event that the concern cannot be dealt with, the Governors can be contacted via the complaint procedure.

#### **Monitoring and review**

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every two/three years.

The Curriculum Committee of the governing body monitors our relationship and sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary.

The Curriculum Committee will give consideration to any comments from parents about the relationship and sex education programme and makes a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

- Appendix 1 Overview of RSE scheme of work
- Appendix 2 Charter for good RSE
- Appendix 3 DfE KS2 Learning Outcomes
- Appendix 4 Relationships and Diversity (including LGBT) Books
- Appendix 5 Sample letter to parents

#### **Review**

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This policy will be reviewed regularly, which will involve consultation between staff, governors, parents and pupils.

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**Appendix 1**

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Under the [National Curriculum](#), the basics of sex education fall within the **science curriculum**. 'The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction'.

**In Year 2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

**In Year 5**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	Who makes up my family? Immediate family  Making friends: being kind to others  Caring for themselves	Who makes up my family? Immediate and extended family  Making friends: likes and dislikes  Caring for others	Different families (but not same sex couples). Getting to know you week - who do you live with?  Family trees - (Autumn).  Marriage - commitment (link to church/ act out marriage). Link to The Scarecrow's	Different family make-ups including same sex couples  (Tango makes Three/Picnic in the Park)	Families and how it can affect our feelings of unhappy, unsafe And how to seek help or advice if needed.  This is Me - tickets at the beginning of the year to disclose families/homelife/ who is there to support.  Different families:	Different family make-ups (linking to LGBT)  Marriage  To recognise what makes a stable relationship/families- what to do if they need help. (Expect Respect)	Speak Out theatre production explaining the children's support network.  Sensitive discussions around key dates in the calendar, e.g. Mothers' Day.	Key calendar dates - understanding of family diversity and potential curriculum. How to recognise if family relationships are making them feel unhappy/ unsafe.  Expect respect week - different families, same love  Drama activities around this.

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			Wedding.					
Caring Friendships	<p>Circle time</p> <p>Kind Hands and kind feet.</p> <p>Sharing and taking turns : Modelled in key groups as it occurs.</p> <p>Similarities and differences.</p>	<p>Circle time</p> <p>Kind Hands and kind feet.</p> <p>Smart Code</p> <p>Sharing and taking turns during circle time.</p> <p>Who is special to me?</p> <p>How are we the same and different?</p> <p>Different types of families: PSHE books.</p>	<p>Link to Literacy texts - The way back home/ The scarecrow's wedding. (being kind/friendships).</p> <p>Friendship week (November 2019).</p> <p>Expect Respect week.</p>	<p>Friendship week (Nov 2019)</p> <p>Characteristics of friendships</p>	<p>Friendships can have ups and downs.</p> <p>Friendship is Repaired or strengthened and resorting to violence is never right,</p> <p>Stig of the Dump - friendships</p> <p>-Snargets different friendships</p> <p>Expect Respect - difference between disagreement and an argument.</p>	<p>Recognise who to trust and who not to (E-Safety Day/Share Aware).</p>	<p>Reinforce SMART code consistently.</p> <p>Class assemblies on values to do with friendship.</p> <p>Expect Respect - Discussing friendship scenarios.</p> <p>The Boy in the Girls' Bathroom - Caring friendships discussion in Guided Reading and Literacy.</p> <p>Compliment Cards/Kind Words and Kind Voices - Part of Moveup Morning.</p>	<p>Expect respect / Playground friends / SMART code across school</p> <p>Wonder - literacy text. Main theme across the book.</p>
Respectful Relationships	<p>Aware of their own feelings and how their behaviour can affect</p>	<p>Talk about how they and others show their feelings.</p> <p>Consequences</p>	<p>Daily reminders/ praise for showing lovely manners etc.</p>	<p>Stereotypes (Prince Cinders)</p>	<p><b>Gender Stereotypes: famous people</b></p> <p>Expect Respect - difference between</p>	<p>Gender Equality (Job Roles)</p> <p>Gender Stereotypes:</p>	<p>LGBT/ Homophobic/Cyber bullying.</p> <p>Responsibilities of bystanders and how to get</p>	<p>LGBT/ Homophobic bullying - separate lesson during Expect Respect week.</p> <p>Body Image and the</p>

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	others. Dealt with when a situation occurs.	and know that some behaviour is unacceptable.  Circle time. SMART code-manners-please and thank you	Friendship week.		disagreement and an argument.	Homophobic/Cyber Bullying. Impact of bullying  Black History Month-respecting differences  British Values Week-respecting differences and individuality.	help. There will be explicit lessons in Healthy Lifestyles Week.  "Be Who You Are! Transgender story.  Body Image: Celebrating differences, also explicit in Healthy Lifestyles Week. Know what a stereotype is.  Black History Month - Focus on Civil Rights movement in the USA.	negative impact of Social Media  Importance of permission seeking and giving in relationships with friends, peers and adults.
Online Relationships	Smartie the Penguin.	Three Little Monsters.  E safety week.	Share Aware week.  E-safety day. Sometimes people pretend to be someone they are not	Share Aware Week E-safety Day  Same principles apply to online relationships as to face-to-face relationships (respect for others online	How to critically consider online friendships and sources of information awareness of risks associated to people they have never met.  E safety week	Sources of information including awareness of the risks associated with people they have never met. (links to current Computing unit)	E-Safety week. "Trust Me?" - Scenarios discussing whether to trust sources of information online.  Assemblies/productions	Snap Trap theatre company. Share Aware. E-safety day NSPCC visit / online resources.

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				including when we are anonymous)			reinforcing the PANTS rule.  Google Be Internet Legends	
Being safe	<p>Cross the road. CSO's talking about safety.</p> <p>Physical development: Equipment training.</p> <p>Equipment: Scissors, forest school tools and rules.</p> <p>Daily Routines: Stay at your table at home time.</p> <p>Fire drill and invacuation.</p>	<p>Crossing the road. Emergency services and people who help us..</p> <p>E Safety Week.</p> <p>Equipment: Scissors, forest school tools and rules.</p> <p>Sun safety and Germs.</p> <p>Classroom Rules.</p> <p>Fire drill and invacuation.</p>	<p>Stranger danger (trip preparation).</p> <p>Using 999 - link to Great Fire of London/ making fire engines.</p>	<p>Privacy Not always right to keep secrets if related to being safe</p>	<p>How to recognise and report feelings of being on safe or feeling bad about an adult. Where to get advice: family, school other sources.</p> <p>Drama sessions based around feelings/emotions.</p>	<p>Pants Rule (Share Aware)</p> <p>Reporting concerns and seeking advice</p>	<p>Safety focussed assemblies before holidays.</p> <p>Class Assembly - What 3 Words - Contacting the police with your exact location.</p> <p>Encouraging children to follow the SMART code.</p> <p>"Trust Me?" - Scenarios discussing whether to trust sources of information online.</p> <p>Mini-Crucial Crew</p>	<p>STAR workshop - PCSO Jolly Crucial Crew</p>

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Physical health and mental wellbeing:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental wellbeing	<p>Yoga: Cosmic Kids.</p> <p>Star stories.</p> <p>Mindfulness music.</p>	<p>Yoga: Cosmic Kids.</p> <p>Star stories.</p> <p>Massage.</p> <p>Mindfulness.</p> <p>Feelings</p>	<p>Healthy lifestyles week.</p> <p>Cool down activities (after lunch).</p> <p>To recognise and talk about their emotions</p>	<p>Healthy Lifestyles Week</p> <p>Health Champions</p> <p>PE - Cool down activities</p> <p>Daily run and dances-benefits</p> <p>Varied vocabulary of words to use when talking about feelings.</p>	<p>How to judge how they are feeling and managing appropriate emotions.</p> <p>Self care techniques-rest, time with family and friends, benefits of hobbies and interests.</p>	<p>Bullying (homophobic, cyber bullying) has a negative and often lasting impact on mental wellbeing. (Drama)</p>	<p>RSE lessons on mindfulness</p> <p>Healthy lifestyles week.</p> <p>Where and how to seek support (recognising triggers to seek support) including who to speak to if they are worried about own or someone's mental wellbeing or ability to control emotions (including online issues)</p>	<p>Common for people to experience mental health. Problems can be resolved if right support is made available and early enough.</p>
Internet safety and harms	<p>Smartie the Penguin.</p>	<p>Three Little Monsters.</p>	<p>E-safety week.</p> <p>Links to computing curriculum -</p>	<p>Benefits of rationing time spent online.</p>	<p>E safety day</p> <p>Expect Respect</p> <p>Recognise and display</p>	<p>Strategies for staying safe online</p> <p>How to report issues</p>	<p>E-Safety week</p> <p>Google Internet Legends</p>	<p>How to be a discerning consumer of information online - understanding information including search engines, is ranked, selected and targeted.</p>

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			passwords/logging on.		respectful behaviour online: keeping personal information private.	Why social media and some games are age restricted		Where and how to report concerns
Physical health and fitness	PE sessions Yoga Physical development opportunities every day.  Daily access to the outdoor area.  Here we go round the mulberry bush.	PE sessions Yoga Physical development opportunities every day. Effect of doing exercise on your heart. Daily access to the outdoor area.	Classroom brain breaks - wake up shake up/morning dance etc.	Importance of building regular exercise into daily and weekly routines and how to achieve this such as daily active run	Animals and Humans- Skeletons, protection and movement	Physical and mental benefits of exercise (Healthy Lifestyles Week/PE lessons)	1K a day PE lessons Risks associated with an inactive lifestyle(obesity)	How and when to seek support and which adults to speak to if they are worried about their health.
Healthy eating	Healthy snacks and healthy cooking weekly. Talk to parents re unhealthy lunchboxes. Healthy Week.	Healthy food: healthy lifestyles week. Handa.	Healthy sandwiches (summer term)	Science unit: Animals including Humans. Eatwell plate and purpose of food.  Oliver's Vegetables literacy book.	Animals and Humans- Science Food groups and keeping healthy. Eatwell. Cooking project.	The negatives of an unhealthy diet e.g. dental hygiene (Science unit)  Planning and preparing a healthy meal. Calories and nutritional content	Healthy Lifestyles week: Importance of nutritious food/water  Characteristics of a poor diet and risks associated with unhealthy eating(obesity and tooth decay)	The impact of alcohol on diet and health

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				Where food comes from (Guided reading text)  Eatwell cooking project					
Drugs, alcohol and tobacco				Just one spoonful big book.			Healthy Lifestyles week: Effects of alcohol	STAR Crucial Crew The facts about legal and illegal substances and associated risks (smoking, alcohol, drug taking)	
Health and prevention	Sun Safety Personal hygiene and germs.	Sun safety Dentist Personal hygiene and germs (Sneezesafe lesson)	Handwashing. Using tissue reminders. Handwashing machine - healthy lifestyles.	Florence Nightingale History unit	Importance of good sleep and lack of sleep can affect weight, mood and ability to learn.	Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (leaflet writing in Literacy)  Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (Science link)	Healthy Lifestyles week: personal hygiene and germs including bacteria, viruses, how they are spread and treated. Importance of water Eye care	The facts and Science relating to allergies, immunisation and vaccination.	
Basic first aid	Know what to do if a friend falls over.	Role Play What to do in an emergency. Paramedic	Safety chats - ringing 999 (links to Great Fire of London etc).	How to make a clear and efficient call to emergency		Mini medics- basic first aid, basic CPR	Mini Crucial Crew	Circulation Basic First Aid	

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		visit		services				
Changing body Y1-3 Changing adolescent body Y4-6			Changes from a baby  Naming of body parts	The difference between girls and boys body parts  How offspring grows into adults (Science unit)	Changes which happen such as height growth/shoe size	Body changes during Puberty  Periods (Girls Only)	Periods/puberty (Girls Only)	Puberty - changes with boys and girls (consolidation)  Periods/puberty (Girls Only)  How babies are made  How babies are born

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## Shropshire Young People's Charter for Good Relationship and Sex Education

### We have the right to:

Good RSE whatever our sexuality.

Be treated with respect and dignity.

Make our own decisions.

Just say no.

Be told the truth.

Be taught about different sexualities.



### What we want to achieve these rights:

A broad and balanced curriculum.

Teach us in a language we can understand.

Tell us about relationships as well as sex.

Young people should be asked what they want to learn in RSE.

RSE should be relevant to all cultures and beliefs.

Professionals who are trained and can teach effectively.

Teach us in both mixed and single sex groups, keeping numbers small.

RSE should take place in a comfortable and safe environment.

Make information available to all of us.

Resources should be up to date and lessons should be fun.

RSE should start in primary school.

Tell our parents what is being taught in schools and how to get further information.

Different teaching styles should be used.



This Charter was written by young people from Shropshire Members of the Youth Parliament, Shropshire Speak Out Group, Shropshire Care Council Crew and Shropshire Xtra Safe Project.

NEWDALE PRIMARY SCHOOL

Relationship Education, Relationships and Sex Education (RSE)

<p><b>Families and people who care for me</b></p>	<p>Pupils should know and Health Education policy</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• That marriage (from 2013 available to both opposite and same sex couples in England and Wales) represents a formal</li></ul>
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**Appendix 3**

DfE Learning Outcomes Relationship Education  
Key Stage 2 - By the end of primary school:

**NEWDALE PRIMARY SCHOOL**  
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and Health Education policy

and legally recognised commitment of two people to each other which is intended to be lifelong

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**NEWDALE PRIMARY SCHOOL**  
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<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li><li>• about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission seeking and giving in relationships with friends, peers and adults.</li></ul>
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<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li><li>• the rules and principles for keeping safe online, how to</li></ul>
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	<p>recognise risks, harmful content and contact, and how to report them.</p> <ul style="list-style-type: none"><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>• how information and data is shared and used online.</li></ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other</li></ul>

NEWDALE PRIMARY SCHOOL  
Relationship Education, Relationships and Sex Education (RSE)  
and Health Education policy

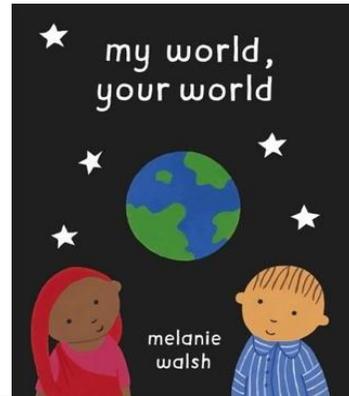
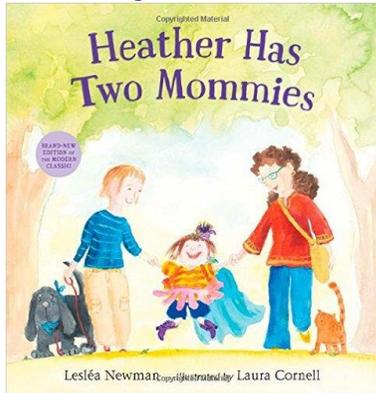
	sources.
<b>Changing adolescent body</b>	<p>Pupils Should know:</p> <ul style="list-style-type: none"><li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age11, including physical and emotional changes</li><li>• About the menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>

**DfE KS 2 Learning Outcomes Health Education – Changing adolescent body**

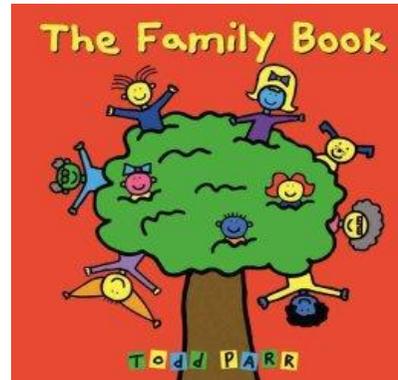
**DfE KS 2 Learning Outcomes Health Education – Changing adolescent body**

NEWDALE PRIMARY SCHOOL  
Relationship Education, Relationships and Sex Education (RSE)  
and Health Education policy

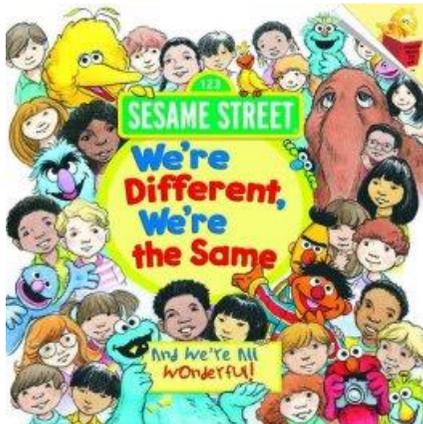
Nursery



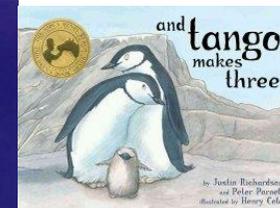
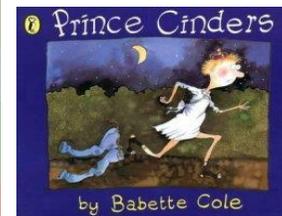
Reception



Year 1



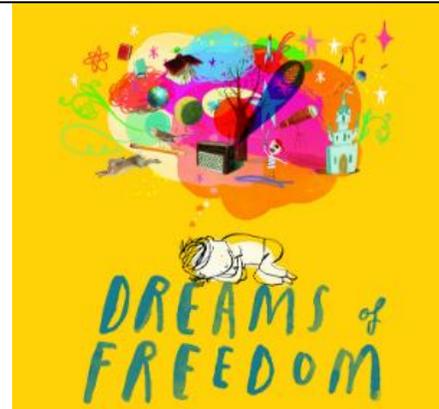
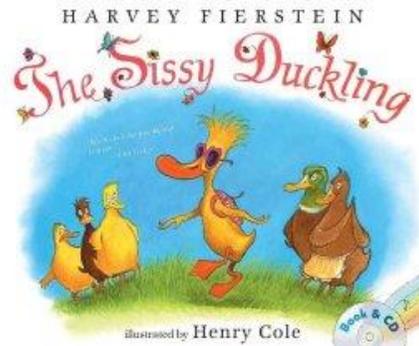
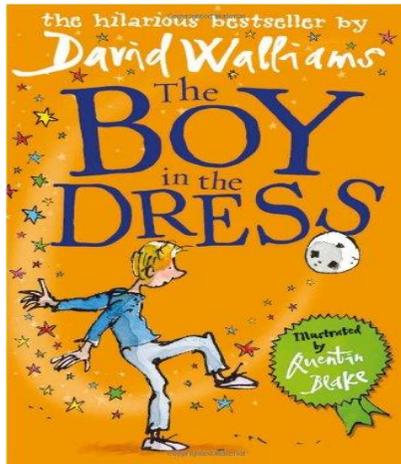
Year 2



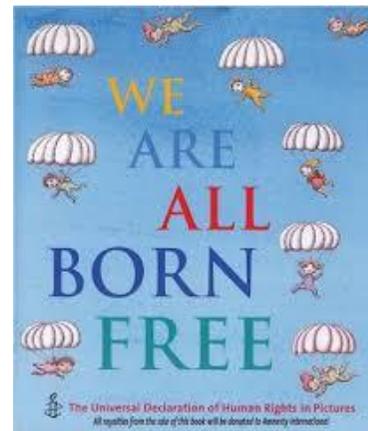
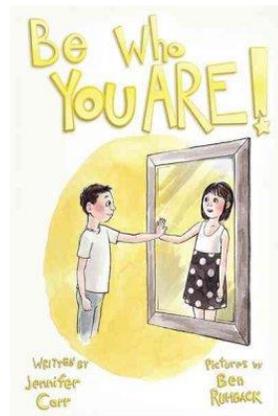
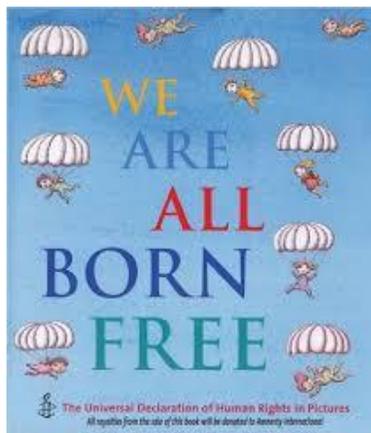
Year 4

NEWDALE PRIMARY SCHOOL  
Relationship Education, Relationships and Sex Education (RSE)  
and Health Education policy

Year 3



Year 5



**NEWDALÉ PRIMÁRY SCHOOL**  
Relationship Education, Relationships and Sex Education (RSE)  
and Health Education policy

**Appendix 5**

Dear Parent / Carer,

**Relationship and Sex Education (RSE)**

For many years now at Newdale, we have believed in the importance of equipping children with age-appropriate knowledge about relationships and health education to prepare them for future life. From September 2020, all primary schools in England will be required to teach Relationship Education and Health Education, as it is now becoming a statutory subject.

Our current Relationship and Sex Education curriculum allows children to learn about families and people who care for them, caring friendships, respectful relationships, online relationships, changing bodies and being safe. The aim of the lessons are to help children make responsible decisions about the relationships they form with others, and help them to understand the changes and challenges which maturity brings.

With your support, we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding. We feel it is important for teachers to convey this information factually and sensitively in a supportive environment, rather than risk your child learning about it incorrectly through their peers during unstructured time.

Parents have the right to withdraw their child from the ‘sex education’ element of the curriculum, apart from objectives which fall in your child’s Science curriculum, which are statutory. The DfE have produced a leaflet for parents “understanding relationship and health education in your child’s school: primary” [www.gov.uk](http://www.gov.uk) .

**Year 1:**

The aims of this programme are:

- To recognise and understand how we have changed from a baby.
- To recognise and respect differences.
- To recognise the importance of hygiene and taking care of themselves.

**Key Vocabulary:** Baby, boy, girl, female, male, man, woman, leg, arms, head, eyes, mouth, nose, hand, foot, shoulders, fingers, ears etc.

NEWDALE PRIMARY SCHOOL  
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For further information about these lessons, please speak to your child's class teacher or Mrs Powell/Miss Huda or Miss Cook. Please complete the slip below, indicating whether you wish your child to take part in these lessons and return by Friday.....

Yours sincerely,

Miss Cook

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**Year 1 Relationship and Sex Education**

I **DO/ DO NOT** give permission for ..... to take part in the sex education talk.

Signed: ..... Parent/Carer

Date:.....