

**RSHE POLICY**

The policy is informed by [**Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education**](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)  (DfE, 2019) and is adapted from the Kirklees model RSHE policy (which the PSHE coordinator helped to create).

**The rationale for this policy:**

* All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13, pg 11).
* Whilst schools are not required to include health education in the statutory policy, this policy for RSHE does so as health education is a statutory part of the curriculum.
* The policy is underpinned by the values and principles outlined in the **MJS Charter for RSHE** (Appendix 1)
* The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised and delivered. This also outlines the content for sex education if the school chooses to teach this.

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**What is required?**

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:

* A definition of relationships education and a definition of sex education.
* Requirements on schools in law (e.g. The Equality Act, 2010)
* Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE ed)
* Roles and responsibilities (who is responsible for teaching it)
* How the policy was produced (including engagement with parents)
* How the delivery of the content will be made accessible to all pupils including those with SEND
* How the subject will be monitored and evaluated
* Explanation of the right to withdrawal from sex education.
* Confirmation of the review date

*(DfE checklist, para 16, pg 11-12)*

**Legislation and statutory guidance**

At Marsden Junior School, we are required to provide relationships education and health education to all pupils. We are not required to provide sex education, but we are required to teach the elements of sex education contained in the science curriculum.

The policy has due regard to the following legislation and guidance:

* Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life…
* Children and Social Work Act 2017
* The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
* Equality Act 2010 and the Public Sector Equality Duty.
* Mental health and behaviour in school (DfE, 2018)
* Science programmes of study: key stages 1 and 2 (DfE, 2013)
* Science programmes of study: key stage 3 (DfE, 2013)
* Keeping children safe in education – for schools and colleges (DfE, 2019)
* Promoting fundamental British values through SMSC (DfE, 2014)

**Policy development**

The process of policy development involved the following steps:

* The PSHE coordinator reviewed the current provision.
* The new DfE guidance and information/support for parents was shared with stakeholders (staff, parents and governors).
* Knowledge of the local school context helped us to understand the needs and priorities of our school community.
* Stakeholder engagement sessions were held so everyone could understand what matters to children, young people and the adults in our school community.
* A draft policy was shared with stakeholders for comments. These were considered by the Governing Board, Senior Leaders and the PSHE coordinator.
* The policy was adopted by the Governing Board.
* The policy was shared with parents and is available on the school website.

*Due to COVID restrictions, this development will be ongoing until September 2021.*

**Definitions**

When talking about the content taught in this policy, different acronyms may be used. At MJS, all of the content within this policy is taught in what we call PSHE.

* PSHE: Personal, Social, Health and Economic education
* **RSHE:** Relationships education, relationships and sex education and health education
* **RSE:** relationships and sex education
* **RHE:** relationships and health education
* **Health education:** physical health and mental wellbeing
* **Relationships education:** the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
* **Sex education:** there is no agreed definition in the new guidance.In this policy the definition of sex education is ‘how a baby is conceived and born’ (reproduction and birth)

**Statement of intent**

This policy outlines the approach to relationships, sex and health education (RSHE) at

Marsden Junior School. It is underpinned by the [MJS Charter for RSHE](https://www.kirklees.gov.uk/beta/schools/relationships-sex-and-health-education.aspx)  (principles and values) and complements the ‘Everyone Exceptional, Everyday’ ethos and our RITA (respect, integrity, teamwork and aspiration) values at Marsden Junior School. All schools are required to comply with the requirements of the Equality Act 2010.

At Marsden Junior School, we aim for all of our children to leave our school equipped with the skills to navigate the world. PSHE (including RSE) will allow children to acquire the knowledge, understanding and skills to manage their life positively and safely. We expect our children to leave with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for the opportunities, responsibilities and experiences of a successful adult life. Children will be taught about the society in which they are growing up in (including the laws as they relate to relationships, sex and health). They will have the ability to support, evaluate and challenge their own and others’ views and helps to safeguard pupils so they can find, and access, help and support if they need it. Children will develop the ability to foster respect for others and for difference, and understand healthy relationships. This will enable children from all backgrounds to have positive and safe relationships, and to thrive in modern Britain.

**Roles and responsibilities**

1. **The governing body:**

* ensuring that the school meets its statutory requirements in relation to relationships and sex education
* approve the RSHE policy
* hold the headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

1. **Headteacher (Mrs S Mansell):**

* supporting the development and implementation of the RSHE policy
* agreeing the curriculum delivery model (where it will be taught; the time allocation and staffing)
* ensuring that RSHE is resourced, staffed and timetabled so that school meets its legal obligations and offers a high-quality provision to all pupils
* enabling staff to be suitably trained to teach relationships and sex education
* encouraging parents to engage with the formation of the policy and know about the final policy
* dealing with requests from parents to excuse their child from non-statutory elements of sex education (including organising alternative education for any pupils withdrawn)
* reporting to the governing board on the implementation and effectiveness of the policy
* reviewing the policy (on an annual basis)

1. **Lead teacher for RSHE (Miss E Sharp):**

* the development and implementation of the PSHE policy
* developing the school’s RSHE curriculum and delivery model
* ensuring the continuity and progression between each year group
* working with other teachers (include subjects leads) to ensure the RSE curriculum complements but does not duplicate any content in other subjects
* organising, providing and monitoring CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSE
* providing teachers with resources to support RSE delivery
* reviewing the policy (on an annual basis)
* monitoring and evaluating the effectiveness of RSE and offering support to staff if needed
* reporting to the headteacher/governing board regarding compliance with the statutory requirements and effectiveness of the RSE curriculum

1. **SENDCo (Mrs R Hill):**

* Advising teachers on how best to identify and support pupils’ need (including the use of teaching assistants/support staff)

1. **All teachers of RSHE:**

* know and act in accordance with the RSHE policy
* teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
* carefully consider how their personal views and/or beliefs might impact on their teaching of RSHE
* monitor pupil progress in line with school policy
* work with the SENDCO about identifying and responding to the needs of pupils with SEND
* report any concerns about RSHE teaching to the lead teacher and/or senior leadership team
* report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy)
* respond professionally and appropriately to any parent who has withdrawn their child from the non-statutory components of sex education
* share any concerns they may have about teaching RSHE with the lead teacher and/or headteacher. Staff do not have the right to opt out of teaching RSHE.

**The RSHE curriculum**

*See Appendix 2 for statutory content and Appendix 3 for detail of the RSHE/PSHE curriculum content at Marsden Junior School.*

* The RSHE curriculum has been organised in line with the statutory requirements outlined in [**Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education.**](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
* DfE update [DfE communication to schools on RSHE implementation](https://www.pshe-association.org.uk/news/dfe-update-statutory-pshe-requirements-september) (update, June 2020)

**RHE statutory content summary**

**(There is no statutory content for sex education)**

|  |  |
| --- | --- |
| **Relationships education**  **(para 62, pg 20)** | **Health education**  **(para 96, pg 32)** |
| * Families and people who care for me * Caring relationships * Respectful relationships * Online relationships * Being safe | * Internet safety and harms * Physical health and fitness * Healthy eating * Drugs, alcohol and tobacco * Health and prevention * Basic first aid * Changing adolescent body (including puberty and menstruation) |

* The content of the RSHE curriculum at Marsden Junior School is informed by:
* national guidance
* information about the law/ legal rights including the Equality Act 2010
* relevant health and other data (both local and national)
* the views of pupils, staff, parents and governors.
* nationally recognised/quality assured resources (e.g. The PSHE Association, Barnardo’s, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children’s Society).
* Marsden Junior School has adopted the PSHE Association programme of study (Jan 2020) [**PSHE Association: statutory tools**](https://www.pshe-association.org.uk/statutory-tools)
* This supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE programme includes economic well-being, careers and enterprise education.
* Marsden Junior School has developed plans **based on** the PSHE Association thematic programme builders [**PSHE Association: statutory tools**](https://www.pshe-association.org.uk/statutory-tools)
* The content is well- matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
* The curriculumis sequenced and progressive building upon prior knowledge taught in previous years.
* The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
* The curriculum is inclusive, so it meets the needs of all pupils: particularly those with special education needs/disabilities; those from a range of faith backgrounds; and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
* The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
* Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. Any person wishing to offer feedback should contact the PSHE coordinator or the Headteacher.

**Sex Education**

* Sex education is not compulsory in primary schools from September 2020 (para 65, p.g. 23)
* The DfE *recommends*that ‘all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born’ (para 67, pg 23)
* All pupils will be taught the aspects of sex education as outlined in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty; and the reproductive process in some plants and animals).
* All pupils will be taught health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (para 96, pg 35).
* All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (para 62, pg 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (para 37, pg 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

Schools are free to determine whether pupils are taught sex education beyond what is required above and **at Marsden Junior School, we teach pupils sex education beyond what is required above. In Year 6, children will be taught how a baby is made and born.**

Details on the sex education curriculum and the resources used will be shared annually at the sex education meeting. If parents/carers are unable to attend the meeting, alternative arrangements for them to view the material will be made.

**Parents/carers will be:**

* consulted about the content, organisation and delivery of the sex education curriculum
* given the opportunity to share their views on the lessons
* informed in advance of the content of sex education lessons and be able to view the main resources used
* encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs
* given clear guidance on how to request the withdrawal of their child from these components of sex education.

**The right to be excused from sex education**

* Science, relationships and health education are statutory at primary school from September 2020.
* Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (para 45, pg 17).
* Parents are **not** able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty and menstruation) or any content delivered through the national curriculum science programme.
* Any parent wishing to withdraw their child from sex education will be invited to meet with the headteacher and PSHE coordinator to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Whilst there is no requirement for parents or the school to do so, this is good practice (para 45, pg 17).
* The headteacher and PSHE coordinator will automatically grant a parent’s request to withdraw their child from any sex education other than as part of the science curriculum (para 49, pg 18).
* The parent(s), the headteacher and the PSHE coordinator will complete the form: *Withdrawal from sex education within RSHE* (appendix 5). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal*.* This will be reviewed annually.

**The delivery of the RSHE curriculum**

Relationships, sex and health education (RSHE) will be taught within the personal, social health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g anti-bulling week and School Diversity Week) and other curriculum areas (e.g science).

* Teaching of the RSHE curriculum will reflect the requirements set out in law, particularly the Equality Act 2010.
* RSHE teaching will promote:
* equality and challenge all forms of prejudice and discrimination.
* the importance of safe, caring, healthy, positive and respectful relationships
* Teaching will be inclusive, so it meets the needs of all pupils: in particular those with special education needs/disabilities; those from a range of faith backgrounds; and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
* Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
* All staff will undergo regular training to ensure they are familiar with the content and pedagogy of RSHE and feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
* Staff will be kept up to date about new guidance, support and resources for RSHE.

**Monitoring the quality of provision RSHE**

* The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
* The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
* The subject lead will report to headteacher and governing board on the quality of provision and effectiveness and any highlight any concerns.

**Faith and cultural perspectives on RSHE**

* Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
* As a school, we will deliver RSHE in a non-judgemental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
* RSHE teaching will promote equality and challenge all forms of prejudice and discrimination
* A diverse range of resources will be used so every child and family feels included, respected and valued.
* Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family’s faith, beliefs and values.

**Safeguarding: safe and effective practice**

* RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and beliefs, ask questions and know where to find help
* 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. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
* Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. This is not sex education.
* In RSHE lessons:
* Teachers and pupils will agree ground rules, so everyone is, and feels safe, in lessons.
* Teachers will agree with pupils the limits of confidentiality.
* Distancing techniques will be used so that pupils are not required or feel pressurised into talking about their personal circumstances.
* In a positive classroom environment where children’s national curiosity is encouraged, teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil’s age, context and development. Teachers will respect the right of parents to withdraw their children from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, health, safeguarding, relationships and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content. Children and young people are naturally curious and will ask questions that flow from any line of inquiry. It is important to accept that there is a natural overlap between subjects. We want to manage this so that we can support parents wishing to withdraw from sex education, but we must not feel they will have done wrong in allowing connections to be made between related content.

**Engaging stakeholders (parents, staff, children and governors)**

In developing our policy and curriculum, we have given due regard to the government’s statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff and governors about RSHE have been considered when developing the policy and content of RSHE.

**Parents**

**Parental engagement is informed by:**

* **[DfE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/836503/6.5987_DfE_Consult-Paper_Relationships-Parental_A4-P_Op4_v7_weba.pdf)** [**Parental engagement**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/836503/6.5987_DfE_Consult-Paper_Relationships-Parental_A4-P_Op4_v7_weba.pdf)
* [**DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs**](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)
* [**DfE: Relationships, sex and health education: guides for parents**](https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools)
* [**PSHE Association: Guide to parental engagement**](https://www.pshe-association.org.uk/curriculum-and-resources/resources/relationships-education-and-rse-guides-supporting)
* The role of parents/carers in the development of children’s understanding about relationships is vital. Parents are the first teachers of their children.
* Our aim at Marsden Junior School is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
* At Marsden Junior School, we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
* the content of the RSHE curriculum
* how to support/complement RSHE teaching in school
* how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.
* In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand what is being taught in RSHE. Parents can ask questions or express any concerns about RSHE anytime by contacting the Headteacher or the PSHE coordinator.
* If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
* Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be able to be responded to appropriately.

**Policy review**

* The governing board is responsible for approving this policy
* The policy will be reviewed on an annual basis by the RSHE subject lead and the headteacher. Changes will be communicated to all staff and parents and approved by the Governing Board.
* The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.
* The policy will be reviewed in 12-months (oppose to 2 years) as COVID-19 has meant engagement has not been completed in the manner the PSHE coordinator may have wished. Engagement will continue over the next year.

**Appendix 1: Marsden Junior School’s Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)’**

**Our values and principles**

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. The PSHE coordinator, alongside SLT, will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. The PSHE coordinator, alongside SLT, will decide how engagement can be best conducted to encourage and enable maximum participation.
4. The PSHE coordinator, alongside SLT, will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
5. The PSHE coordinator, alongside SLT, will endeavour to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
6. The PSHE coordinator, alongside SLT, has developed an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website.
7. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo’s, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children’s Society).
8. The PSHE coordinator, alongside SLT, will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
9. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
10. All teachers of RSHE should have access to high quality professional development (training) in RSHE.
11. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
12. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
13. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
14. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
15. RSHE lessons will encourage participation by using a variety of teaching approaches.
16. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
17. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
18. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.

**Appendix 2: The statutory content: relationships education and health education (DfE)**

# **Relationships education overview (para 62, p.g. 20)**

**Families and people who care for me**

**By the end of primary school, pupils will know:**

* That families are important for them growing up because they can give love, security and stability.
* The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
* That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
* That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
* That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
* How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

**By the end of primary school, pupils will 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, but 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.
* How to manage conflict.
* How to manage different situations and how to seek help from others if needed.

**Respectful relationships**

**By the end of primary school, pupils will know:**

* The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
* Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
* What a stereotype is, and how they can be unfair, negative or destructive.
* The importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships**

**By the end of primary school, pupils will know:**

* That people sometimes behave differently online, including 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, even when we are anonymous.
* The rules and principles for keeping safe online.
* How to recognise harmful content and contact online, and how to report these.
* How to critically consider their online friendships and sources of information.
* The risks associated with people they have never met.
* How information and data is shared and used online.

**Being safe**

**By the end of primary school, pupils will know:**

* What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
* About the concept of privacy and the implications of it for both children and adults.
* 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

**Health education overview: the focus at primary level is teaching the characteristics of good physical health and mental wellbeing (Dfe, para 96, pg 32)**

**Mental wellbeing**

**By the end of primary school pupils will know:**

* That mental wellbeing is a normal part of daily life, in the same way as physical health.
* That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
* The scale of emotions that humans experience in response 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, and 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.
* How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
* That it is common to experience mental ill health and, for the 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
* By the end of primary school, pupils will know:
* That for most people, the internet is an integral part of life and has many benefits.
* About the benefits of rationing time spent online.
* The risks of excessive time spent on electronic devices.
* The impact of positive and negative content online on their own and others’ mental and physical wellbeing.
* How to consider the effect of their online actions on others.
* How to recognise and display respectful behaviour online.
* 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 (inclusive of 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**

**By the end of primary school, pupils will know:**

* The characteristics and mental and physical benefits of an active lifestyle.
* The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by 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
* By the end of primary school, pupils will know:
* What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.
* Drugs alcohol and tobacco
* By the end of primary school, pupils will know:
* The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
* Health and prevention
* By the end of primary school, pupils will know:
* How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
* About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
* The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
* About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
* About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
* The facts and science relating to immunisation and vaccination.

**Basic first aid**

**By the end of primary school, pupils will know:**

* How to make a clear and efficient call to emergency services if necessary.
* Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
* Changing adolescent body
* By the end of primary school, pupils will know:
* Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
* About menstrual wellbeing and key facts relating to the menstrual cycle.

**Appendix 3: Marsden Junior School’s programme of study (the content of RSHE/PSHE)**

* The Department for Education’s [statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) sets out what schools must cover in primary schools from September 2020.
* The [PSHE Association programme of study](https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1–5) (key stages 1–5) is the only national programme of study for the subject and is regularly signposted to by the Department for Education for schools to use. Marsden Junior School has adopted this programme of study.
* It has three core themes: Health and Wellbeing; Relationships; and Living in the Wider World.
* This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.

|  |  |
| --- | --- |
| Year 3 | Year 4 |
| Health and Well-Being: Keeping Safe   * what germs and bacteria are * health and safety rules * Who keeps us safe?   Relationships: Healthy Relationships, Relationships: Feelings and Emotions   * Who is important to us? * How can we make and keep good friendships? * How does our behaviour affect others? * Feeling comfortable or uncomfortable with people in our body space * Should this be private or shared? * When is a secret safe?   Living in the Wider World: Rights and Responsibilities   * What behaviours are anti-social? * What communities do we belong to? * How can we make a community a good place? * Not everything you see/read is true   Relationships: Valuing Difference   * Stereotypes (boys/girls) * What is bullying? * What do families look like?   Health and Well-Being: Healthy Lifestyles   * Recognise that images can be changed or altered   Health and Well-Being: Keeping Safe   * positive and negative pressure   Health and Well-Being: Healthy Lifestyles   * Maintain good health (what food can help us?)   Health and Well-Being: Growing and Changing   * How do we experience feelings? * Self-care * Sun exposure and risks attached | Health and Well-Being: Healthy Lifestyles   * Balanced lifestyle * Images may not represent the ‘true’ image and why this might be done   Health and Well-Being: Keeping Safe   * hygiene routines to help spread of germs and bacteria * What help do you receive to stay healthy and safe? * Helpful and unhelpful responses in emergency situations   Relationships: Healthy Relationships  Relationships: Feelings and Emotions   * What relationships do we have or do we know about? * How does our behaviour make other people feel? * Touching that we don’t like/makes us feel uncomfortable * Negotiating to resolve conflict * Personal boundaries and respecting privacy * When should be keep things confidential? * Consent in friendships   Living in the Wider World: Rights and Responsibilities   * Potential consequences of anti-social/aggressive behaviour * Skills to support communities * How does the media influence people?   Relationships: Valuing Difference   * Gender stereotyping * How does bullying make us feel?   How are families different?  Health and Well-Being: Healthy Lifestyles   * Legal drugs (alcohol, tobacco, energy drinks)   Health and Well-Being: Keeping Safe   * how to manage or resist pressure * Dental health |
| Year 5 | Year 6 |
| Health and Well-Being: Healthy Lifestyles   * physical, mental and emotional health * Recognise that images in the media can be digitally enhanced or manipulated – how does this affect people’s feelings?   Health and Well-Being: Keeping Safe   * importance of good hygiene to prevent the spread of infection * emergency first aid including calling 999 * how to seek help in an emergency   Relationships: Healthy Relationships  Relationships: Feelings and Emotions   * Confidentiality/secrets * different kinds of relationships, friendships and families * essential constituents of a positive, healthy relationship * unhealthy/unsafe relationships * civil partnerships/marriage * consequences of positive and negative behaviour * physical touch/attention that is un/acceptable / in/appropriate / un/wanted * negotiation and appropriate compromise * When things should be kept private, and what shouldn’t.   Living in the Wider World: Rights and Responsibilities   * Challenging anti-social behaviour * Risks of being involved in anti-social behaviour * critique how the media present information * critically examine social media * Which organisations support communities to thrive? * How pressure groups lead social change   Relationships: Valuing Difference   * Equalities Act 2010 * Who does my identity affect my self-respect? * Challenging stereotypes * Sex, gender, sexual orientation * Prejudice and discrimination   Health and Well-Being: Healthy Lifestyles   * legal and illegal drugs * side effects of drugs   Health and Well-Being: Keeping Safe   * Peer pressure to copy peers to fit in * Sharing information and photos online (and how to manage this) * Responsible use of mobile phones | Health and Well-Being: Healthy Lifestyles  - informed choices on health (how choices are influenced by advertising)  - how images are altered and how this is not conductive to wellbeing  Health and Well-Being: Growing and Changing   * How do our feelings change over time? * Where to seek help if we experience not so good feelings most/all of the time * How to manage changes associated with puberty (physical or emotional) * human reproduction * consent * sexual intercourse   Relationships: Healthy Relationships/Relationships: Feelings and Emotions   * How secrets can compromise safety * Different types of loving relationships * Unsafe/uncomfortable relationships * Civil partnerships/marriage * What helps people make decisions about how to act? * Consent around physical contact * Constructive feedback in negotiation/compromise situations * What is ok to share? What should be kept private?   Living in the Wider World: Rights and Responsibilities   * Hurtful (Inc. prejudicial) behaviour? * Where to go for help when anti-social behaviour cannot be managed. * Why are pressure groups needed? * How media reinforces stereotypes * The potential dangers of accepting information at face value   Health and Well-Being: Healthy Lifestyles   * drug laws * why people choose to use drugs * risks of drugs * allergies/immunisation/vaccines   Health and Well-Being: Keeping Safe   * Protect themselves and others from passing on bacteria and viruses * How peer pressure to gain peer’s acceptable or approval can impact negatively * How to maintain calm in an emergency * Emergency first aid: recovery position, tending to minor injuries/how to give accurate information to emergency services * Positive mobile phone habits * Understand that the responsibility for safety is changing as they become more independent (although still not solely responsible, trusted and known adults are). * Female Genital Mutilation   Relationships: Valuing difference   * How can prejudice and discrimination manifest? * Identity * Equality act * Stereotyping/labels * How are stereotypes reinforced? |

**Appendix 4: Online Safety Yearly Plan (Overview)**

**Aim** – The aim of this yearly plan is to act as a reminder/refresher regarding online safety. Each term, our school will have a specific online safety focus and a lesson in relation to this will be taught. Also, it ensures current issues concerning online safety are taught and discussed. This document acts as a guide; a teacher may wish to focus on a specific area in context to their class.

*This document works in conjunction with Google’s Be Internet Legends Scheme and South West Grid for Learning.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Be Sharp – Autumn 2 | Be Alert – Spring 1 | Be Secure – Spring 2 | Be Kind – Summer 1 | Be Brave – Summer 2 |
| 3  Google Internet Legends | Activity 1: Keeping it private  See page 13 and 54 in PDF  Activity 2: Interland: Mindful Mountain | Activity 1: Don’t bite that phishing hook!  See pages 18-21 and 54 in PDF  Activity 2: Interland: Reality River  See page 27 in PDF | Activity 1: Taking care of yourself and others  See page 36 and 59 in PDF  Activity 2: Interland: Tower of Treasures  See page 37 for discussion prompts | Could use ‘Be a kindness superhero’ on page 59.  Activity 1: How can I stand up to others?  See pages 41-42 and 60 in PDF  Activity 2: Interland: Kind Kingdom  See page 47 for discussion prompt | Recap on the four pillars looked at over the first two terms. The last pillar is ‘Be Brave’ – what might this mean in the context of our lessons? How can you be brave with your online activity? |
| 4  SWGFL Digital Literacy – Common Sense  & Google Internet Legends | Activity 1: Rings of Responsibility lesson | Activity 1: The Key to Key Words  Activity 2: Is it ok to share?  See page 9 and 53 in PDF | Activity 1: Private and Personal Information  Use baseline activity page 57 as guidance.  Activity 2: How to build a strong password  See pages 31-33 and 58 in PDF | Activity 1: The Power of Words  Activity 2: Reacting to role-models  See page 46 and 60 in PDF | Recap on the four pillars looked at over the first two terms. The last pillar is ‘Be Brave’ – what might this mean in the context of our lessons? How can you be brave with your online activity? |
| 5  Google Internet Legends | Use baseline activity on page 62 of PDF.  Activity 1: Whose profile is this anyway?  See pages 10/11 and 63 in PDF  Activity 2: How do others see us?  See page 12 and 63 in PDF  Activity 3: Interland: Mindful Mountain  See page 14 in PDF  Followed by discussion – question prompts within PDF | Use baseline activity on page 65 as prompt for discussion.  Activity 1: Don’t bite that phishing hook!  See pages 18-21 and 66 in PDF  Activity 2: Who are you, really?  See pages 22-26 and 66 in PDF  Activity 3: Interland: Reality River  See page 27 in PDF  Followed by discussion – question prompts within PDF | Activity 1: How secure is my password?  Use website <https://howsecureismypassword.net/>  Start with an easy word/phrase and develop using upper/lowers/numbers/characters to see what the strongest password they can create is.  Activity 2: Shh…Keep it to yourself!  We can’t actually demonstrate this but the concept of privacy settings, 2-step verification can be discussed using info on page 34 and 70 in PDF  Activity 3: Interland: Tower of Treasures  See page 37 for discussion prompts | Use baseline activity page 72 as guidance.  Activity 1: Turning negative into positive  See pages 43-44 and 73 in PDF  Activity 2: Mixed messages  See page 45 and 73 in PDF  Activity 3: Interland: Kind Kingdom  See page 47 for discussion prompts | Recap on the four pillars looked at over the first two terms. The last pillar is ‘Be Brave’ – what might this mean in the context of our lessons? How can you be brave with your online activity? |
| 6  SWGFL Digital Literacy – Common Sense | Year 6 – Talking Safely Online | Year 5 – Picture Perfect | Year 6 – Privacy Rules | Year 6 – What’s cyberbullying? | Recap on the four pillars looked at over the first two terms. The last pillar is ‘Be Brave’ – what might this mean in the context of our lessons? How can you be brave with your online activity? |

Link to Google Internet Legends [here](https://beinternetlegends.withgoogle.com/en_uk)

Link to SWGfl overview [here](https://digital-literacy.org.uk/curriculum-overview/)

**Appendix 5: Form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum**

**If you wish to withdraw your child from the non-statutory aspects of the RSHE/PSHE curriculum, please fill in the form below with all relevant information. The bottom half will be completed during a meeting with the headteacher and/or PSHE coordinator.**

|  |  |
| --- | --- |
| **Parental withdrawal from sex education**  **delivered as part of the RSHE/PSHE ed curriculum**  **A copy of this form should be given to the parent(s) and a copy retained in school** | |
| **To be completed by the parent(s)** | |
| Name of child |  |
| Name of parent(s) |  |
| Year group/class |  |
| Reason for withdrawing the child from non- statutory sex education delivered as part of RSHE/PSHE education |  |
| Any other information you wish the school to consider |  |
| Parent(s) signature |  |
| **To be completed by the headteacher and/or PSHE coordinator** | |
| Notes from discussion with parent(s) |  |
| How the school will inform the parent about sex education |  |
| Where the pupil will work/supervision |  |
| Work to be undertaken by the pupil at this time |  |
| Headteacher signature |  |
| Review date |  |