Frittenden Church of England Primary School

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

Learning for Life in the Light of God.

Policy Control	
Responsible Person:	**Ms. N. Costello**
Responsible Governor Team:	**FGB**
Approved by Governors:	**March 2022**
Date due for review:	**March 2023**

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

To engage every child in an exciting and meaningful educational experience in an inclusive, caring Christian community.

Our School Values

Frittenden Church of England Primary School values

Compassion • Wisdom • Hope • Trust • Thankfulness • Forgiveness

and all our stakeholders are encouraged to *reflect* upon their learning and their actions

LEGISLATION AND STATUTORY GUIDANCE

At Frittenden CE Primary School we are required to provide Relationship Education and Health Education to all pupils.

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 2011.

• The Equality Act 2010 and schools (DfE, 2014).

• Mental health and behaviour in school (DfE, 2018).

• Science programmes of study: Key Stages 1 and 2 (DfE, 2013).

• Keeping children safe in education – for schools and colleges (DfE, 2020).

• Promoting fundamental British values through SMSC (DfE, 2014).

DEFINITIONS

RSHE: Relationships Education, Relationships and Sex Education 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 RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).

PSHE: Personal, Social, Health and Economic (PSHE) education. At Frittenden CE Primary CE School RSHE policy will be taught within PSHE education.

POLICY DEVELOPMENT

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 three key stages of policy development:

1. INFORM: Share the facts about the new guidance, including the statutory content.

2. CONSULT: Gather stakeholder views (children, staff, parents and Governors)

3. SUPPORT: Share the policy, resources and activities. Help parents complement the teaching in school

The RSHE policy at Frittenden CE Primary School, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

• A lead member of staff reviewed the current provision.

• DfE guidance and information about the new RSHE statutory content was shared with stakeholders (children, staff, parents, and governors).

• A survey was conducted with parents to help us to gather views on the new statutory content and to give parents the opportunity to ask questions on the new curriculum.

• Knowledge of the local school context helped us to understand the needs and priorities of our school community.

• A draft policy was shared with stakeholders for comments.

• The policy was ratified (adopted) by the Governing Body.

• The policy was shared with parents and is available on the school website.

STATEMENT OF INTENT

This policy outlines the approach to Relationships, Sex and Health Education (RSHE) at Frittenden CE Primary School. It is underpinned by the principles and values of the 'C of E Charter for RSHE' and complements the values and ethos of our school. The aims of Relationships Education, Sex Education, and Health Education at Frittenden CE Primary CE School are to:

• Prepare pupils for the opportunities, responsibilities, and experiences of adult life.

• Give pupils the knowledge they need to make informed decisions about their health and well-being.

• Develop and support pupils' skills to recognise positive, healthy, and respectful relationships.

• Help to safeguard pupils, so they can find and access help and support.

• Teach pupils' tolerance, the importance of equality, and respect for diversity.

• Develop pupils' self-respect and self-worth, confidence, and empathy.

ROLES AND RESPONSIBILITIES

a. The Governing Body

• Ensure 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 RSHE policy (checking the RSHE curriculum is well-led and effectively managed)

b. The Headteacher

• The development and implementation of the RSHE policy.

• Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).

• Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.

• Enable staff to be suitably trained to teach relationships and sex education. • Encourage parents to engage with the formation of the policy and know about the final policy.

• Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).

• Report to the Governing Body on the implementation and effectiveness of the policy.

• Review the policy (on an annual basis).

c. Lead teacher for RSHE

• Support the development and implementation of the RSHE policy.
• Develop the school's RSHE curriculum and delivery model.
• Ensure continuity and progression between each year groups.
• Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
• Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
• Provide teachers with resources to support RSHE delivery.
• Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
• Report to the Headteacher/Governing Body regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d. SENCO

• Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff). e. All teachers of RSHE
• Know and act in accordance with the RSHE policy.

• Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
• 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 SENCO to identify and respond to the needs of pupils with SEND.
• Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
• 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 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.

RHE STATUTORY CONTENT (PRIMARY SCHOOLS)

There is no statutory content for Sex Education.

Relationships Education (para 62, pg20)	Health Education (para 96, pg32)
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 Frittenden CE Primary School is informed by:

- National guidance and evidence-based research about RSHE/PSHE education.
- Guidance from the Church of England

As a Church of England primary school, we have developed our curriculum using key documentation from The Church of England:

RSHE Principles and Charter_0.pdf

Pastoral Principles for Living Well Toge

Valuing All God's Children July 2019_0

- Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- Relevant health and other data (both local and national).
- The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd).
- Suggested Resources DfE, 2019

Frittenden CE Primary School has adopted the PSHE Association: programme of study 2020. This programme of study is a suggested DfE resource (Suggested Resources DfE, 2019) This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE education programme includes economic well-being, careers and enterprise education.

- The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.
- Frittenden CE Primary School has developed medium terms plans based on the PSHE Association's thematic programme builder. The content is well-matched to the needs of the pupils. It is age 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 curriculum is sequenced and progressively builds upon prior knowledge.
- The PSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the PSHE 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 PSHE curriculum.

SEX EDUCATION

Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 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 (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the 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 from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 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 (DfE, page 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 (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

At Frittenden CE Primary School we have a programme of Sex Education (how a baby is conceived and born).

Appendix 4 outlines the sex education content at Frittenden CE Primary School.

PARENTS/CARERS WILL BE:

Consulted about the content, organisation, and delivery of the sex education programme.

- Given the opportunity to share their views on the lesson(s).
- 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 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 (DfE, para 45/page 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 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 (DfE, para 45/page 17).
- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).

THE DELIVERY OF THE RSHE CURRICULUM:

Relationships, sex and health education (RSHE) will be taught within the personal, social, health and economic (PSHE) curriculum and in other areas of the curriculum such as assemblies, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).

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 - particularly 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; develop critical thinking skills; and nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach RSHE 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.

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, to support safeguarding.

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 natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content. We will inform parents/carers about any questions that a child has raised relating to non-statutory 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 different stakeholders have been considered when developing the policy and content of RSHE (see section on Policy Development).

- 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 Frittenden CE Primary 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 Frittenden CE Primary School parents/carers are provided with the following information:
- The content of the RSHE curriculum.
- The delivery of the RSHE/curriculum (including examples of the resources used).
- How to support/complement RSHE teaching at home.
- How to request a child is withdrawn from some, or all, of non-statutory sex education lessons.
- If parents/carers have any feedback, questions or concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information so that we can respond to the parent/carer directly. Anonymous communication will not be considered.

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-judgmental 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.

MONITORING THE QUALITY OF PROVISION FOR RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The subject lead will report to the Headteacher and Governing Body on the quality of provision and effectiveness of the RSHE curriculum as well as highlighting any concerns

POLICY REVIEW

- The Governing Body 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 will be approved by the Governing Body.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

APPENDIX 1: FRITTENDEN CE PRIMARY CE SCHOOL CHARTER FOR RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION (RSHE)

At Frittenden CE Primary CE School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. RSHE will be delivered professionally and within the subject of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training to support the teaching of PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act9 and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. RSHE will seek to build resilience in our pupils to help them form healthy relationships. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about

their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. At Frittenden CE Primary School we will take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. We will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. We will seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers

APPENDIX 2: THE STATUTORY CONTENT: RELATIONSHIPS EDUCATION AND HEALTH EDUCATION (DFE)

Families and people who care for me	Pupils should know: • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that 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	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
Respectful friendships	Pupils should know: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness

	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help what a stereotype is, and how stereotypes can be unfair, negative or destructive the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	Pupils should know: • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online
Being safe	Pupils should 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; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school or other sources

As well as relationship education children will be taught the following, regarding physical and mental wellbeing.

Mental wellbeing	Pupils should 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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet Safety and Harms	Pupils should 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 and 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 and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online

Physical health and fitness	Pupils should 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, 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	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination
Basic First Aid	Pupils should 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	Pupils should 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 including the key facts about the menstrual cycle

APPENDIX 3: THE RSHE CURRICULUM AT FRITTENDEN CE PRIMARY SCHOOL

- The DfE Statutory guidance for 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 (Key Stages 1–5) is a national programme of study and a suggested DfE resource. Frittenden CE Primary CE School has adopted this programme of study.
- The PSHE programme of study has three core themes:
  - Health and Wellbeing (physical health and mental wellbeing; growing and changing; keeping safe)
  - Relationships (families and friendships; safe relationships; respecting ourselves and others)
  - Living in the Wider World (belonging to a community; media literacy and digital resilience; money and work)
- This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.
- Parents will be informed about PSHE coverage each half-term via year group newsletters
- Frittenden CE Primary School PSHE long-term plan and medium-term plans for each year group will be available to view on our website https://www.frittenden.kent.sch.uk

The DFE have suggested the use of the following resources for use in teaching Relationships Education, Relationships and Sex Education and Health Education as well as resources that have been quality assured by the PSHE Association:

Relationships Education

Safeguarding: NSPCC PANTS rule

www.childline.org

Barnado's primary school resources

NSPCC primary school resources

Relationships and Sex Education

Sexwise - up-to-date information on all aspects of sexual and reproductive health

Consent: PSHE Association lesson plans

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary • Public Health England website - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers

Health Education : First aid

First Aid Training for Children | First Aid Champions (redcross.org.uk)

First Aid Lesson Plans | St John Ambulance (sja.org.uk)

Changing adolescent body

www.bettyforschools.co.uk

Childline primary school resources

NHS primary school resources

BBC clips 'Ask Lara'

Mental health

Mental health and emotional wellbeing: PSHE Association lesson plans

MindEd educational resources on children and young people's mental health

PSHE Association lesson plans and resources

Barnado's lesson plans and resources (diversity, respect, bullying) – shared drive

www.annafreud.or

www.mentallyhealthyschools.org.uk

www.mindmate.org.uk

www.minded.org.uk

www.youngminds.org.uk

www.anti-bullyingalliance.org.uk

www.thinkuknow.co.uk

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages

Thinkuknow - the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

www.childnet.com

www.internetmatters.org

NSPCC primary school resources

Drugs and alcohol

Mentor-ADEPIS scheme of work

Sex Education

Teaching RSE with Confidence

BBC video clips

www.fpa.org.uk

APPENDIX 4: SEX EDUCATION AT FRITTENDEN CE PRIMARY SCHOOL

At Frittenden CE Primary School we will teach the following sex education objectives:

Year 2 (Summer term):

• To identify and name the main parts of the body including external genitalia (e.g., vulva, penis, testicles)

Year 6 (Summer term):

• To identify the links between love, committed relationships and conception

• To understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults

• To understand what pregnancy means and how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb

RSE Planning can be found at: www.frittenden.kent.sch.uk

APPENDIX 5: FORM TO BE USED FOR PARENTAL WITHDRAWAL FROM SEX EDUCATION DELIVERED AS PART OF THE RSHE/PSHE CURRICULUM

Parental withdrawal from sex education delivered as part of the RSHE/PSHE 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 / call	
Reason for withdrawing the child from 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	
Notes from discussion with parent(s)	
Where the pupil will work / supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Date	