



Whitley Park Primary and Nursery School

Relationships and Sex and Health Education Policy

POLICY – RHSE

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Author:	R THOMPSON	Committee responsible for Review:	FGB
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Please note that the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 will be statutory from 1 September 2020. Schools are encouraged to adopt the new curriculum from September 2019 but are not obliged to do so. Schools that adopt the new curriculum early will still need to meet the requirements outlined in the current 'Sex and Relationship Education Guidance' until the new guidance comes into effect.

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1. Statement of intent

At Whitley Park Primary and Nursery School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

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

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

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

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable sizes and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Please Note –

We include the new statutory Relationship, Sex and Health Education within our tiered, PSHE approach.

Please also read our PSHE policy

2. Legal framework

2.1 This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’
- DfE (2013) ‘Science programmes of study: key stages 1 and 2’
- Marriage and Civil Partnership (Minimum Age) Act 2022

2.2 This policy operates in conjunction with the following school policies:

- [Child Protection and Safeguarding](#)
- [Behavioural Policy](#)
- [SEND](#)
- [Inclusion Statement](#)
- [Equality Information and Objectives](#)
- [Confidentiality Policy](#)
- [Anti-Bullying Policy](#)
- [Social, Emotional and Mental Health \(SEMH\) Policy](#)
- [E-safety Policy](#)
- [Volunteer Policy](#)
- [PSHE Policy](#)

3. Roles and responsibilities

3.1 The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.

- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

3.2 The Senior Leadership Team are responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- The Deputy Head teacher will review this policy on an annual basis whilst coaching the PSHE co-ordinator.

3.3 The PSHE Coordinator is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Senior Leadership Team.

3.4 Our PSHE Coordinator and form teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the [Child Protection and Safeguarding Policy](#).
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE Coordinator, to evaluate the quality of provision.

- 3.5 In line with 2.4, the teachers who will be delivering relationships, sex and health education are outlined below:

Name	Job title
Specialist Science Teacher	Science Teacher – KS1 and KS2
Class Teachers	Years 1-6

- 3.6 SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

4. Organisation of the curriculum

Our PSHE curriculum is strongly tied to our RSHE, relationships, health education and pastoral care programme. We use a three-tiered approach to deliver our **full** PSHE Curriculum:

- Thought Box <https://www.thoughtboxeducation.com/>
- Science Lessons
- Standalone PSHE Lessons

- 4.1 The vision for pupils, staff and stakeholders linked to our school is:

'For our children to have high aspirations for themselves as learners, to embrace their individual talents and together, achieve well in all aspects of school life. For us to provide our children with the tools to develop a strong moral compass. To find resilience within and to strive for and believe in a future for themselves that is filled with purpose and joy.'

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

- 4.2 Every primary school is required to deliver statutory relationships education and health education.

- 4.3 For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 4.4 For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 4.5 The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum – **Please read the 2020, PSHE Policy, where RSHE is included.**
- 4.6 The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 4.7 The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 4.8 The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, if there was a local prevalence of teenage pregnancy, sexually transmitted infections or under age sex, our curriculum would be tailored to address these issues.
- 4.9 We consult with parents, pupils and staff in the following ways:
- Questionnaires and surveys
 - Focus groups
 - Consultation meetings
 - Training sessions
 - Newsletters and letters
- 4.10 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at **any time** during the academic year by:
- Joining in with the initial parent information meeting, followed by a smaller, parental consultation.
 - The PSHE and RSHE policy, plus our school PSHE Intent document is placed onto the school’s website and the PSHE Topic Cycles for each cohort, are available to read and download.
<https://www.whitleyparkprimaryschool.co.uk/page/?title=P%2ES%2EH%2EE%2E&pid=97>
 - Parents can provide feedback on these materials via email to our school office, office@whitleypark.reading.sch.uk who will pass it onto the relevant member of staff, or arrange a mutually agreeable appointment with their child’s form teacher, to feedback, verbally.
 - Parents have the option to email the school office: office@whitleypark.reading.sch.uk to request to view weekly PSHE lesson planning or resources that will be used in hardcopy.

- 4.11 We have organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- 4.12 When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- 4.13 The following strands of PSHE are taught explicitly during designated weekly **Thought Box lessons**.

ThoughtBox is a full SMSC curriculum with clear details in each of SOW as to how and where the individual lessons link to SMSC, other cross-curricular links and essential PSHE skills and attributes.

ThoughtBox work on a model of having the same topics revisited across the key stages in Primary. **Example:** In Y1&2 children explore the topic Food or Happiness, with a stronger focus on empathy building. In Y3&4 they revisit and start developing thinking skills, in particular critical thinking. In Y5&6 they sharpen the empathy and critical thinking skills and start developing linking thinking (or systems thinking) skills.

4.12 PSHE Overview – 2yr cycle, incorporating our three tiers

- We plan PSHE over a 2-year cycle. Within this cycle, we run 6 Thought Box topics each year (one each half term) covering a total of 12 Thought Box topics over the 2 year cycle.
- Pupils can then revisit the coverage every 2 years, at every Key Stage level.
- The cycle provides us with the extra space needed, to teach extra standalone PSHE topics and Sex Education (Yrs 5&6 only) each half term.
- Each ThoughtBox topic is broken into x4, 1-hour lessons. There is the chance to extend the topic further, with an assembly and additional 'action projects', which can be used as an extension, for gaining greater depth and insight, each half term.
- ThoughtBox topics have been mapped out to link with whole school cross-curriculum planning where possible.
- We have spread emotion/relationship topics such as Kindness, Happiness, Love and Relationships, to provide a balance across key stages.
- Across the 2yr cycle, we have considered carefully which topic content may require more maturity and which is better suited towards end of each cycle.

Year 1/2						
Cycle 1 Yr1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thought Box	Identity	Habitats	Belonging	Love & Relationships	Food	Waste
New PSHE Topic	Health & Prevention 3 lessons	Being Safe 3 lessons	Drugs, Alcohol & Tobacco 1 lesson Basic First Aid 1 lesson	Changes in Adolescent Body 2 lessons	Healthy Eating 1 lesson Economic Wellbeing – Money. 2 lessons	Physical Health & Fitness. 2 lessons
Cycle 2 Yr2						
Thought Box	Equality & Justice	Happiness	Changing Climates	Awe & Wonder	Global Cultures	Kindness
New PSHE Topic	Being Safe 3 lessons	Health & Prevention 3 lessons	Drugs, Alcohol & Tobacco 2 lessons	Basic First Aid 1 lesson Physical Health & Fitness. 1 lesson	Healthy Eating 1 lesson Economic wellbeing – Money. 2 lessons	Changes in Adolescent Body 2-3 lessons
Year 3/4						
Cycle 1 Yr3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thought Box	Awe & Wonder	Identity	Happiness	Belonging	Global Cultures	Food
New PSHE Topic	Basic First Aid 4 lesson	Being Safe w/Adults 1 lesson Feeling Safe 1 lesson	Health & Prevention 4 lessons	Drugs, Alcohol & Tobacco 1-2 lessons Economic Wellbeing – Money. 1 lesson	Physical Health & Fitness. 1 lesson	Healthy Eating 2 lessons
Cycle 2 Yr4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thought Box	Habitats	Changing Climates	Equality & Justice	Kindness	Waste	Love & Relationships
New PSHE Topic	Basic First Aid 4 lessons	Healthy Eating 2 lessons Physical Health & Fitness. 2 lessons	Being Safe w/Adults 1 lesson Feeling safe 1 lesson	Changes in Adolescent Body 2 lessons	Health & Prevention 4 Lessons	Drugs, Alcohol & Tobacco 1-2 Lessons Economic Wellbeing – Money. 1 lesson

Year 5/6						
Cycle 1 Yr5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thought Box	Identity	Awe & Wonder	Changing Climates	Habitats	Food	Belonging
New PSHE Topic	Basic First Aid 4 lessons Economic Wellbeing – Money. 2 lessons	Health & Prevention 4 lessons	Being Safe w/adults – 1 lesson feeling safe – 1 lesson	Drugs, Alcohol & Tobacco 3 lessons	Healthy Eating 2 lessons Physical Health & Fitness. 1 lesson	Changes in Adolescent Body 6 lessons Sex Ed – x1 Lesson (Conception)
Cycle 2 Yr6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thought Box	Kindness	Equality & Justice	Global Cultures	Waste	Happiness	Love & Relationships
New PSHE Topic	Basic First Aid 3 lesson Economic Wellbeing – Money. 1 lesson	Health & Prevention 4 lesson	Healthy Eating 2 lessons Physical Health & Fitness. 1 lesson	Drugs, Alcohol & Tobacco 3 lessons	Being Safe w/Adults – 1 lesson feeling safe – 1 lesson FGM – 1 lesson → (can be moved to summer 2)	Changes in Adolescent Body 4 lessons Sex Ed – x1 Lesson (Conception & Birth)

4.13 The following strands are taught to the appropriate age range, through discrete standalone **PSHE lessons** delivered by **form teachers, and supported by our school Science teacher**, due to the nature of the cross-curricular links. During these lessons, teachers will use **anatomically accurate terminology**.

Healthy Eating
Health and Prevention
Changes in Adolescent Body (9-11yrs) Inc: Menstrual Cycle & Menstrual Well-being

4.14 The following PSHE strands are taught to the appropriate age range, through discrete **standalone PSHE lessons**, delivered by **form teachers and where appropriate, external expert speakers**.

Physical Health and Fitness
Drugs, Alcohol and Tobacco
Basic First Aid
Economic Wellbeing - Money
Being Safe – Online / Recognising and Reporting Abuse / Seeking help / FGM
Sex Education – Yr5 - Conception Yr6 - Conception & Birth

For the stand-alone lessons listed above, progressive skills for Yrs1-6 can be seen clearly, within our individual weekly lesson plans which are created from the PSHE Association Programme of Study (POS) – these plans are available upon request.

The PSHE Association POS draws upon good practise and identifies key concepts, skills and attributes that are developed through PSHE education. It covers the statutory themes of RSHE - there is overlap and flexibility within our planning, so that fluid links can be made across a range of stand-alone topics.

5. Consultation with parents

- 5.1 The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 5.2 The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 4](#) of this policy.
- 5.3 Parents are provided with the following information:
 - The content of the relationships, sex and health curriculum
 - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
 - The legalities surrounding their right, **to request** to withdraw their child from the subjects
 - The resources that will be used to support the curriculum
- 5.4 The school aims to build positive relationships with parents by offering remote meetings, to discuss what will be taught, addressing any concerns and helping parents in managing conversations with their children on the issues covered by the curriculum.
- 5.5 Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

6. Relationships education overview

6.1 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.

6.2 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

6.3 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.

6.4 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.

6.5 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.

7 Relationships education per year group

- 7.1 The school is free to determine, within the statutory curriculum content outlined in [section 4](#), what pupils are taught during each year group.
- 7.2 The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 7.3 The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Where the Relationships Programme of Study sits within the Thought Box topics:

FAMILIES AND PEOPLE THAT CARE FOR ME | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability 	Love & Relationships Home Habitats
<ul style="list-style-type: none"> 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 	Love & Relationships Habitats
<ul style="list-style-type: none"> 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 	Love & Relationships Home Habitats
<ul style="list-style-type: none"> 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 	Love & Relationships Habitats
<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 	Love & Relationships
<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	Love & Relationships



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CARING RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends 	Love & Relationships Happiness Identity Home
<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	Love & Relationships Identity Journeys Home
<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 	Love & Relationships Journeys Home
<ul style="list-style-type: none"> 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 	Love & Relationships
<ul style="list-style-type: none"> 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 	Love & Relationships



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RESPECTFUL RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 	Love & Relationships Identity Journeys Home
<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships 	Love & Relationships Journeys Identity Home
<ul style="list-style-type: none"> the conventions of courtesy and manners 	Global Cultures Journeys Home
<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness 	Love & Relationships Identity



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ONLINE RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not 	Social Media Identity
<ul style="list-style-type: none"> 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 	Social Media
<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	Social Media
<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met 	Social Media
<ul style="list-style-type: none"> how information and data is shared and used online 	Social Media



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RESPECTFUL RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> 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 	Love & Relationships Journeys Home
<ul style="list-style-type: none"> 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 	Love & Relationships Social Media
<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive 	Global Cultures Identity Journeys Home
<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults 	Love & Relationships



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BEING SAFE | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	Love & Relationships
<ul style="list-style-type: none"> 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 	Love & Relationships
<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 	Love & Relationships
<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 	Not explicitly covered
<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult 	Not explicitly covered
<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard 	Not explicitly covered
<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so 	Not explicitly covered
<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources 	Not explicitly covered



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8. Health education overview

- 8.1 The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

8.2 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.

8.3 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.

8.4 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.

8.5 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.

8.6 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.

8.7 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.

8.8 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.

8.9 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.

9. Health education per year group

- 9.1 The school is free to determine, within the statutory curriculum content outlined in [section 4](#), what pupils are taught during each year group.
- 9.2 The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 9.3 The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Where the Health Programme of Study sits within the Thought Box topics:

MENTAL WELLBEING Health education	
Pupils should know:	ThoughtBox topic
• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Social Media
• 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)	Happiness Social Media
• 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	Happiness

MENTAL WELLBEING | Health education

Pupils should know:	ThoughtBox topic
• that mental wellbeing is a normal part of daily life, in the same way as physical health	Happiness
• 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	Happiness Journeys Home
• 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	Happiness Journeys Home
• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Happiness
• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Happiness
• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Happiness
• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Happiness



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INTERNET SAFETY AND HARMS | Health education

Pupils should know:	ThoughtBox topic
• that for most people the internet is an integral part of life and has many benefits	Social Media
• 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	Social Media
• 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	Social Media
• why social media, some computer games and online gaming, for example, are age restricted	Social Media
• 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	Social Media
• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Social Media
• where and how to report concerns and get support with issues online.	Social Media



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10. Sex education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

The national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex

education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement and ‘Sex Education is not compulsory in primary schools’ (66 p23 DFE RSE Guidance.)

Schools are to determine the content of sex education at primary school. Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’. (67 p23 DFE RSE Guidance.)

At Whitley Park School, we believe children should understand the facts about human reproduction before they leave primary school. After teaching the Yr5 and 6, ‘Changes in Adolescent Body’ Units, we will then end the Summer term with each Sex Education lesson, so that the Yr5 and 6 puberty aspects of RHE, dovetail with conception, (Yr5) or, conception and birth (Yr6.)

We want to ensure that we equip our pupils with the skills and values to have safe, and fulfilling relationships and to take responsibility for their sexual health and well-being.

At Whitley Park School our RSHE Curriculum aims to contribute to positive behaviour change, including reducing unprotected and unwanted sex, and reducing harmful behaviour, including sexual offences such as assault and abuse.

We will ensure that teachers offer pupils respectful reflection, discussion and question time both during and after each Sex Education lesson.

We will draw upon a range of resources to inform the content of our Sex Education lessons such as, the PSHE Association Programme of Study, the content of KS3 Sex Education lessons from our local feeder secondary schools and use advice from a chosen PSHE consultant.

We intend to teach Sex Education in age appropriate PSHE lessons (Yrs 5&6 only) taught by a form teacher within the specified cohort.

We define Sex Education as understanding human reproduction. We will draw upon a range of resources to inform the content of our Sex Education Science lessons such as the PSHE Association Programme of Study, the content of KS3 Sex Education lessons from our local secondary schools and advice from our PSHE Co-ordinator and chosen PSHE consultant.

All pupils must be taught the aspects of sex education outlined in the primary PSHE and Science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

- 10.1 Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 4](#) and [Section 5](#) of this policy.
- 10.3 Parents are given the opportunity to share their thoughts on what should be taught through sex education.
- 10.4 The age and development of pupils is always considered when delivering sex education.

10.5 Monitoring and Review of RSE

The Teaching & Learning Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

10.6 Equality

This policy will inform the school's Equalities Plan.

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

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

- At Whitley Park School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.
- Where appropriate, we will weave LGBT content into the appropriate programmes of study, such as the ones listed below:

FAMILIES AND PEOPLE THAT CARE FOR ME Relationships education	
Pupils should know:	ThoughtBox topic
• that families are important for children growing up because they can give love, security and stability	Love & Relationships Home Habitats
• 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	Love & Relationships Habitats
• 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	Love & Relationships Home Habitats
• 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	Love & Relationships Habitats
• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Love & Relationships
• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Love & Relationships

RESPECTFUL RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 	Love & Relationships Identity Journeys Home
<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships 	Love & Relationships Journeys Identity Home
<ul style="list-style-type: none"> the conventions of courtesy and manners 	Global Cultures Journeys Home
<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness 	Love & Relationships Identity



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11. Delivery of the curriculum

- 11.1 The relationships, sex and health curriculum **will be delivered** as part of our PSHE curriculum (See Topic Cycles, which incorporate all PSHE and RSHE areas.)

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 11.2 The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 11.3 Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 11.4 At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated and woven into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. **See 11.7**
- 11.5 The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 11.6 Lesson plans will provide appropriate challenge for pupils and be differentiated for all pupils' needs.
- 11.7 Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

- 11.8 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 11.9 Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 11.10 Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's [E-safety Policy](#).
- 11.11 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 11.12 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 11.13 The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 11.14 Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 11.15 Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 11.16 Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 11.17 Any resources or materials used to support learning will be formally assessed by the PSHE Coordinator, Science Teacher and Form teachers, before use, to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 11.18 In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and ending of life. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 11.19 At all points of delivery of this programme, parents will be consulted, and their views will be shared and valued. What will be taught and how, will be planned in conjunction with parents.

12 Assessment

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- 12.1 The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 12.2 To aid recall and retention of new knowledge, each Scheme of Work clearly outline the learning outcomes, key PSHE skills, aims and objectives which staff use, to create useful knowledge organisers for each cohort.
- 12.3 Lessons are planned to ensure pupils of differing abilities, including SEND pupils and the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 12.4 Wherever possible, pupils' knowledge and understanding of PSHE is assessed in an enlivened, creative manner, i.e. through the medium of Art, time lining, recordings, posters, brain dumps, a variety of memory and retention strategies, i.e. 'talk for 1 min about....'
- 12.5 We will also use also through more formal formative assessment methods, such as tests, written assignments, discussion groups and quizzes, in order to monitor progress. All written PSHE work will be held in individual class folders.
- 12.6 In conjunction with ThoughtBox, The Flourish Values Project offer Whitley Park School a framework and 'markers', to measure the development of wellbeing. More details about the framework and model are [here](#).

13 Working with external experts

- 13.1 External experts may be invited to assist from time-to-time with the delivery of the programme, e.g. FGM, Conception and Birth. External experts will be expected to comply with the provisions of this policy.
- 13.2 The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- 13.3 The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 13.4 Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 13.5 The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 13.6 The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the [Child Protection and Safeguarding Policy](#).
- 13.7 The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

14. Equality and accessibility

14.1 The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

15. Tailoring PSHE

The school uses discussions, pre-teaching and other activities during initial RSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

- 15.1 Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access RSHE educational provision.
- 15.2 The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 15.3 The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, **sex** and health education, and the programme will be designed to be inclusive of all pupils.
- 15.4 Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 15.5 Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 15.6 When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 15.7 In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust [Behavioural Policy](#), as well

as a [Child Protection and Safeguarding Policy](#), which sets out expectations of pupils.

16. Curriculum links

16.1 The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

16.2 Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about animals, including humans. They learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty. They learn about evolution and inheritance.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

17. Withdrawing from the subjects

17.1 Relationships and health education are statutory at primary school and parents **do not** have the right to withdraw their child from these subjects.

17.2 Parents' **right to request** their child be excused from Sex Education

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

17.3

At Whitley Park School, puberty is taught as a statutory requirement of Health Education and also covered within age appropriate (9-11yrs) **Science lessons**.

At Whitley Park School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Association unit, '**Changes in the Adolescent Body**'.

We conclude that sex education refers to human reproduction, and therefore inform parents of their **right to request** their child be withdrawn from the x2 Sex Education lessons that follow 'Changes in Adolescent Body,' explicitly teaching:

- Year 5 – Sex Education Lesson, Summer Term (Conception)
- Year 6 – Sex Education Lesson, Summer Term (Conception & birth)

We are of course happy to discuss the content of these lessons and invite you to contact, a member of Senior Leadership team, our PSHE Co-ordinator or your child's form teacher, should you wish to discuss this further.

18. Behaviour

- 18.1 The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 18.2 Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 18.3 Any occurrence of these incidents will be reported to a member of the Senior Leadership Team, who will then investigate and where appropriate, discipline the pupil once they are on school premises.
- 18.4 These incidents will be dealt with following the processes in our [Behavioural Policy](#) and [Anti-Bullying Policy](#).
- 18.5 A member of the Senior Leadership Team will decide whether it is appropriate to notify the police, or an anti-social behaviour coordinator in their LA, of the action taken against a pupil.

19. Staff training

- 19.1 Appropriate staff members at our school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- 19.2 Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.
- 19.3 Teachers at Whitley Park School have access to the PSHE Association membership. <https://www.pshe-association.org.uk/> This membership enables teachers to be at the forefront of PSHE updates, access high quality planning and resources, plus engage in CPD. Teachers will also have access to ThoughtBox resources where they have access to lesson plans and videos.

20. Confidentiality

- 20.1 Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 20.2 Staff members will however, alert a member of the senior leadership team about any suspicions of inappropriate behaviour or potential abuse as per the school's [Child Protection and Safeguarding Policy](#)
- 20.3 Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

- 20.4 Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to one of our DSLs and handled in accordance with the [Child Protection and Safeguarding Policy](#).

21. Monitoring quality

- 21.1 The PSHE Co-ordinator is responsible for monitoring the quality of teaching and learning for the subjects.
- 21.2 The PSHE Coordinator will conduct **termly** subject assessments as per our monitoring arrangements, which will include a mixture of the following:
- Questionnaires
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Pupil conferencing
 - Work scrutiny
 - Lesson planning scrutiny
- 21.3 The PSHE Coordinator will work regularly and consistently with the Senior Leadership Team and RSE link governor, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes

22. Monitoring and review

- 22.1 This policy will be reviewed on an annual basis by the PSHE Coordinator and the Deputy Head teacher. The next scheduled review date for this policy is **April 2024**.
- 22.2 This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 22.3 The governing body is responsible for approving this policy.
- 22.4 Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.