



**Scapegoat Hill and  
Linthwaite Clough Federation  
(SLCF – Shared Learning Community)**

# **PSHE policy Including RSHE**

<b>Approved/adopted by</b>	<b>Name</b>	<b>Date March 2021</b>
<b>Last reviewed by/on</b>	<b>Name</b>	<b>Date March 2021</b>
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## Definitions

- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE education policy.
- **RSHE:** Relationships, sex and health education.
- **Health education:** Physical health and mental wellbeing, including physical and emotional changes that happen as we grow including puberty. e.g. the menstrual cycle
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life (All family types will be taught and discussed in an equal and non-judgemental way) and relationships with other children and adults.
- **Sex education:** Learning about puberty, how it affects our bodies and our behaviour including menstruation; the life cycles of humans including reproduction; (all from the science curriculum and therefore statutory) – where this is extra to areas of the National Curriculum, parents have the right to withdraw their child.

**NB** Where PSHE is mentioned in this policy, this also includes and refers to RSHE unless otherwise stated.

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Our Federation Vision is to be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child.

We believe our PSHE/RSHE curriculum is integral to the holistic development of children and to fulfilling our vision for our school community



## Background for our PSHE and RSHE policy development

### 1. How this Policy was developed

This policy was written and developed in consultation with parents, teachers and other school staff, governors and the pupils across the Scapegoat Hill and Linthwaite Clough Federation. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils, families and wider community. It has been approved by the school's governing body.

### 2. Legal requirements of schools

It is now a statutory requirement for all primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes 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.

Health Education is also statutory in all schools - Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

We at Scapegoat Hill and Linthwaite Clough acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and we wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

### 3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

### 4. Policy Aims

The Federation's PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful, able to identify and solve problems and reach their full potential and aspirations.

The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils knowledge and develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;

3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes, developed through comprehensive Personal, Social, Health and Economic education, are critical to ensuring children are effective learners.

## How PSHE education, including Relationships Education, is provided and who is responsible for this

At Scapegoat Hill and Linthwaite Clough Federation, we have a team of staff responsible for the training, planning, teaching and monitoring of PSHE and RSHE in school.

Our curriculum is built around a number of high-quality resource providers, including SCARF (Safety, Caring, Achievement, Resilience, Friendship) a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices<sup>1</sup>. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

Our PSHE/RSHE curriculum has 3 core themes – Relationships, Living in the Wider World and Health and Wellbeing. The 3 core themes are then split into six half termly units which we then adapt where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE / RSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly 1 hour standalone PSHE lesson and can be cross curricular including CCL. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

## What is being taught

### The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### EY (Reception), KS1 (Year 1 and 2) and KS2 (Year 3, 4, 5 and 6)

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe. (These areas have been part of the National Curriculum since 2014) see below \*

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

\* As part of the National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education **that takes place in Y6** children will learn about how a baby is conceived. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships

and Sex Education in their secondary phase.

**Please see Appendix 2 for a vocabulary list and example lesson plans from Scarf these can also be found on our website.**

## How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, as well as through CCL, throughout the whole year in their usual classes, in single and/or mixed gender groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, drama techniques and stories.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question – 'Ask it Basket'. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website. Support is provided to children experiencing difficulties on a one-to-one basis, via our trained staff.

### **Aims of our Relationship, Sex and Health Education provision**

This policy also outlines the Federation's approach to relationships, sex and health education (RSHE). It is underpinned by our charter for RSHE (in appendix 3) and is under pinned by our visions and values.

Scapegoat Hill and Linthwaite Clough Federation vision:

To be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child.

Our values:

Respect  
Confidence  
Creativity  
Inclusion  
Feelings  
Honesty

We want our children to grow up knowing how to keep themselves safe and healthy:

- Physically
- Mentally
- Socially – i.e. forming healthy relationships both face to face and online.

Our RSHE provision provides opportunities for learning about relationships and health in a safe environment that will give the children the knowledge and understanding to achieve this. RSHE is a key element of our wider Personal, Social, Health, Economic education programme.

## Relationships, sex, and health education is important at because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.



- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

Our schools ensure that the Relationships elements of the RSHE education programme are relevant to all pupils; whatever their gender identity, family makeup and cultural and religious backgrounds. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSHE that is relevant to both genders including the puberty they will experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity, inclusion and respect in a non-judgemental way in Relationships Education. Our rich learning environments reflect our whole community appropriately through displays, the use of books and other child friendly and age appropriate resources.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bisexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our RSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff.

The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. We therefore have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

### **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 RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum. The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

The subject lead will collect and collate a reference/standards folder to show good practice and support new teachers/members of staff.

Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and

knowledge. Feedback is given to children, either written or verbal to support and extend learning based on the 'I can...' statements.

## Roles and responsibilities

### a. The Governing Board

- 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 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 Board 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.
- Audit and renew resources to keep abreast of RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

### d. SENCO (Special Educational Needs Coordinator)

- 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. Discussions / CPD will be given to staff who teach non-statutory sex education in Y6.

## RHE Statutory Content Summary (Primary School)

**There is no statutory content for sex education.**

Relationships Education	Health Education
<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring relationships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety and harms</li> <li>• Physical health and fitness</li> <li>• Healthy eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic first aid</li> <li>• Changing adolescent body (including puberty and menstruation)</li> </ul>

The content of the RSHE curriculum is informed by:

- National guidance and evidence-based research about RSHE/PSHE ed.
- 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.

To support high quality provision we use

- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd).
- SCARF – Safety, Caring, Achievement, Resilience and Friendships

Our carefully designed programme of study supports the Federation in providing a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed 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.

As a Federation, we have developed our long and medium terms plans based on a blend of the PSHE Association thematic programme builders and SCARF programmes of study.

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

In developing our policy and curriculum we have given due regard to the views of children, parents, staff, and governors through sharing the policy, questionnaires, meetings and presentations / conversations.

### Parents

Further information for parents can be found at:

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

[PSHE Association: Guide to parental engagement](#)

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 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 Scapegoat Hill and Linthwaite Clough we work closely with parents when planning and delivering RSHE.

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 through our termly newsletters.
- How to request a child is withdrawn from some, or all, of sex education delivered as part of non-statutory RSHE.

If parents/carers have concerns about any aspect of the RSHE curriculum, we encourage them to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter. When contacting either school about RSHE parents/carers will be asked to include a name and contact information. This is so we can respond 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.
- We will make very effort to use resources to ensure 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.

## 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 NON-STATUTORY RSHE programme. 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. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents will be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly overviews home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

Please see Appendix 4 for example letter.

## Dissemination of the Policy

This policy has been made accessible to parents/carers, teachers and other school staff and governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

## Policy review

The designated governor/governing board is responsible for approving this policy. The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board. The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

## Appendices 1 - The statutory content in more detail

### Relationships education overview

#### Families and people who care for me

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

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

#### Caring friendships

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

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

#### Respectful relationships

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

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.



- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

### **Online relationships**

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

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

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

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE 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 RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. The school offers a variety of ways to do this

### **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. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
  - Teachers and pupils will agree ground rules, so everyone is and feels safe in lessons.
  - Teachers will agree with pupils the limits of confidentiality.
  - Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances. E.g. using scenarios that do not include the names of children in class, anonymising questions and worry box notes.
  - 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.

## Appendix 1

Please see the school website for a year group overview of the SCARF lesson content. (Links to be added)

## Appendix 2 – Sample RSE lesson plans

Context and Experiences	Subject Links
<p><b>Year 2 sample lesson – My body, your body</b></p> <p><b>Introduction</b> In the previous lesson the children will have learned about the function of the internal organs. In this lesson the focus is on some parts of our body that are on the outside.</p> <p><b>Activity 1 – Name the body parts</b> The teacher will display an outline of 2 children to a wall / door for the children to see. The outlines will represent a boy and a girl.</p> <p><b>Question; which parts of the body might we see when someone is wearing their school uniform?</b> (take into account cultural considerations if someone is wearing a Hijab or similar head covering).</p> <p><b>Answers;</b> fingers, head, ears, arms, eyes, and nose. The children will label these on the body outlines.</p> <p><b>Question; what parts of the body might we see if someone was wearing a swimming costume/shorts?</b> (again taking into account some people choose to wear a full body swimsuit). The children’s answers will be added to the outline</p> <p><b>Question; what parts of the body might we see if the person was having a bath or shower?</b></p> <p>Suggestions should introduce and include <b>penis, vulva, and testicles, nipples (for girls - previously covered up by swimming costume)</b>. The teacher will explain that these can be sometimes known as our privates or our genitals. The children will be asked to point out where these are on the outlines and on which one.</p> <p>There will then be a discussion about the parts of the body that are the same and different in boys and girls.</p> <p><b>Safeguarding:</b> The teacher will explain that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you.</p> <p>This lesson may generate a variety of questions which the class teacher will answer honestly and openly in line with school policy.</p> <p><b>Lesson end</b> The teacher will explain that our bodies are <b>unique</b> and special. It could finish with each child saying what makes them similar or different to the person next to them.</p>	<p>Appropriate touch</p> <p>Body Image</p> <p>Relationships Education</p> <p>Privacy Body parts (including genitalia)</p> <p>Relationships</p> <p>Life Cycles</p> <p>National Curriculum Science - Relationships elements</p>

Context and Experiences	Subject Links
<p><b>Year 5 sample lesson – Growing up and changing bodies – This lesson will be taught to both boys and girls ideally together in their normal classes. However, we will ask the children what would make them feel most comfortable in terms of having a mixed or single gender lesson. Clear rules of respect will be established beforehand in line with all PSHE lessons.</b></p> <p>NB: Girls can start their periods as young as 8 years old, so it is strongly recommended that children learn about periods from Year 3. <b>As a school we have decided to delay the teaching to Year 5.</b></p> <p><b>Using a Question Box</b></p> <p>Throughout the lesson and beyond, children who do not feel confident to ask questions can write their questions anonymously and put these in a question box. The questions will be answered by the teacher openly and honestly.</p> <p><b>Introduction</b></p> <p>The children will discuss and define the word 'Puberty'. They will gather the children's ideas and clarify that 'puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body one that is capable of reproduction. The teacher will highlight that the changes include physical changes, emotional changes and psychological changes.</p> <p>The children will be told that everyone is unique. Not everyone starts puberty at the same age, some earlier than others and some go through puberty faster than others. Girls often start before boys. Explain that chemicals produced in the body called hormones cause puberty, it is natural and part of growing into an adult.</p> <p><b>Activity</b></p> <p>The children will work in groups and provided with a bag of objects these can include <b>deodorant, shower gel, tissues, facial wash/spot cream and period products</b>. The children will be asked how the objects are linked to puberty and what a person might use them for. Allow a few minutes for the pupils to discuss the items.</p> <p>A discuss will follow about how female and male bodies grow and change using the correct vocabulary e.g. <b>breasts, periods, genitalia, penis, testes, semen, erections and wet dreams</b></p> <p>Next there will be a discussion about menstruation. <b>(This part of the lesson could be taught to single gender groups but it is important that both genders understand the puberty changes for each other)</b> The children will be taught the menstrual cycle using diagrams of female reproductive parts. They will also be a discussion of what they can do if they begin their periods at school (They can go to members of staff who can provide protection in an emergency).</p> <p><b>Lesson end</b></p> <p>The teacher will summarise by reassuring the children the changes during puberty are a normal part of growing up and they will not all happen at the same time. The question box will be checked and questions will be discussed openly and honestly.</p>	<p>Growing and changing</p> <p>Personal Hygiene</p> <p>Positive relationships</p> <p>Puberty</p> <p>Relationships Education</p> <p>Periods / Menstruation</p> <p>Body Changes</p> <p>National Curriculum Science - Relationships elements</p>

Context and Experiences	Subject Links
<p><b>Year 6 sample lesson – Is this normal?</b></p> <p>This session may be best planned to be done with boys and girls at separate times. It may be considered appropriate to have male staff working with boys and female staff with girls, if possible.</p> <p>Ensure a safe and familiar location.</p> <p>To maximise the session, we will gather the children’s own questions about puberty. This is best done anonymously - for example, by using a question box in the classroom where pupils can write and post any questions they have on this topic without being identified. This will also help to help involve them all.</p> <p>Some of the questions can be turned into Agony Aunt-style letters for the children to reply to themselves, as in the Activity sheet provided. This will help to answer some of the questions in an interesting and depersonalised way.</p> <p><b>NB: There will be a separate question and answer session for year 6 children where they can submit questions around transition to high school, relationships, sex, sexual orientation, gender identity, gender fluidity and any other questions or concerns about growing up. As this session will be non-statutory parents have the option to withdraw their child from this session.</b></p> <p><b>Introduction</b></p> <p>Thank children for their questions and explain that as many as possible will be answered within the session.</p> <p>Use an ‘ice-breaker’ activity to establish a comfortable atmosphere.</p> <p>Introduce the focus for the session – puberty.</p> <p>What does puberty mean?</p> <p>Gather ideas and clarify that ‘puberty’ is the word given to the time in a person’s life when their body begins to change from a child’s body to an adult’s body capable of reproduction. Clarify that puberty involves physical, emotional and psychological changes.</p> <p>Today we are going to have chance to talk together about the different changes and challenges that happen when a person reaches puberty.</p> <p><b>Activity</b></p> <p>Hand out the <i>Puberty statements: true or false?</i> Activity sheets for children to discuss in pairs. Allow a few minutes for them to consider and discuss these.</p> <p>Go through the statements and address misconceptions.</p> <p>Reassure the children that most people go through puberty with little difficulty but explain that for some the time can be more challenging.</p> <p>With any challenge, what sort of things help people? Having a trusted person to talk things through with; being prepared; understanding that solutions can be found; feeling confident etc.</p> <p>Do the children know what an Agony Aunt is? Explain that they communicate in writing with someone who writes to them with a problem. They write a letter back with advice.</p> <p>Give out the <i>Agony Aunt letters</i> Activity sheet. Working individually or in pairs, the children read and record their ideas as ‘Agony Aunts’ to support and help a range of young people with challenging situations in puberty.</p>	<p>Body parts</p> <p>Building self -esteem</p> <p>Bullying</p> <p>Growing and changing</p> <p>Puberty</p> <p>Relationships Education</p> <p>Periods</p> <p>Menstruation</p>

<p>Share some of their responses to the problems. Praise thoughtful and considerate advice.</p> <p>Emphasise that young people have the right to decide what happens to their body.</p> <p><b>Plenary (Conclusion to the lesson)</b></p> <p>Reassure the children that puberty brings changes but that they gradually occur, not all at the same time. Praise children for their mature approach to the session and check questions have been answered.</p> <p>Reiterate the people and places where help, if needed, can be sought.</p>	
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**DfE recommended RSE Vocabulary for each year group**

**Nursery/Reception**

Family, mum, dad, brother, sister, grandma, granddad, step mum, stepdad, special people, friends, same, different, happy, sad, kind, helpful, feelings, seasons, spring, summer, autumn, winter, cycle, growing, life cycles, baby, child, teenager, adult, old age, love, care, private parts, penis, vulva.

**Year 1**

Rules, safe, responsibility, work together, feelings, body language, emotions, safe, support, behaviour, hurt, help, heal, family, special people, friendship, caring, love, attention, change, growing, surprise, secret, uncomfortable, private parts, penis, vulva, hygiene.

**Year 2**

Happy, safe, caring, friendly, rules, feelings, help, bullying, teasing, repeated, regular, friendship, change, loss, emotions, growing, rest, sleep, unique, special, penis, testicles, vulva, nipples, private, consent, permission, risk, accident, danger, boy, girl, female, male

**Year 3**

Rules, safety, responsibility, care, loss, feelings, friendship, falling out, making up, conflict, dare, persuade, positive, healthy, trust, caring, personal space, body space, invade, uncomfortable, respect, private parts, penis, testicles, vagina, stereotypes, gender roles, similar, different, male, female, family, fostering, adoption, relationship

**Year 4**

Feelings, devastated, miserable, distressed, lonely, alone, ignored, respect, responsibilities, assertive, aggressive, negotiate, friendly, rude, consequences, compromise, collaborate, bully, pressure, independent, secret, surprise, uncomfortable feelings, marriage, live together, civil partnership.

**Year 5**

Collaborate, negotiation, compromise, conflict, resolution, insensitive, sensitive, unhealthy relationship, verbal abuse, physical abuse, unsafe, assertive, passive, aggressive, emotions, wellbeing, resilience, trust, unwanted touch, separation, fostered, clitoris, vulva, vaginal opening, urinary opening, labia, penis, scrotum, testicles, foreskin, anus, wet dream, erection, puberty, genitalia, semen, menstruation, period, sanitary towel, physical changes, emotional changes, moods, sweat, breasts, spots, pubic hair, facial hair, underarm hair, feelings.

**Year 6**

Collaboration, teamwork, negotiation, compromise, balanced friendship, peer pressure, resolution, sensitive, marriage, civil partnership, appropriate, inappropriate, illegal, secure, change, support, body

image, self-esteem, manipulation, stereotype, gender stereotype, right to privacy, sharing online, online safety, puberty, physical changes, emotional changes, womb, ovaries, testicles, sperm, egg, penis, vagina, conception, consensual, fertilisation, pregnancy, sexual intercourse, twins, fostering, relationships, friendship, love, consent, intimacy, communication, personal/private information.

NB. Proper names for private parts will be used during growing and changing lessons for safeguarding reasons. We understand and respect that children will also refer to their private parts using names taught at home.

## Appendix 3

### Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

#### Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

#### Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.

6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
7. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.
12. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
16. RSHE lessons will encourage participation by using a variety of teaching approaches.
17. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
19. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.
20. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.



## Appendix 4

### Letter to parents/carers (withdrawal/engagement)

Dear .....

Thank you for your letter/request about withdrawing your child from sex education. We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school. I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

## Appendix 5

Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

<b>Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum</b> <b>A copy of this form should be given to the parent(s) and a copy retained in school</b>	
<b>To be completed by the parent(s)</b>	
Name of child	
Name of parent(s)	
Year group/class	
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	
<b>To be completed by the Headteacher</b>	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	

## Appendix 4: