

Colton Primary
School

RSE Policy 2023

PRIMARY
RELATIONSHIPS AND
SEX EDUCATION
POLICY & GUIDANCE

The Health & Wellbeing Service



Colton Primary School Draft RSE Policy

Approved By : Caroline Johnson	Last reviewed on: October 2023
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Relationships and Sex Education (RSE) Policy

Colton Primary School takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision. This policy is being written in consultation with parents, pupils, staff and governors.

1. Context – why RSE is important

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. High quality Relationships Education and RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2019\)](#) .
- The [DfE 2019 statutory guidance](#) states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach Relationships Education.
- Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. [Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'](#)
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet [as section 2 of the National Curriculum framework \(DfE, 2013\) states](#)
- The Department of Health set out its ambition for all children to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, [The Importance of Teaching \(2010\)](#) highlighted that 'Children need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46).
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

2. Development of the 2020 RSE policy

This policy was being developed by *Miss Natalie Hulse PSHE Leader with guidance provided by the well-being team from Leeds City Council.*

From September 2020, the law requires primary schools to consult on their Relationships Education policy.

Our consultation process:

October 2020 – consulted with all parents, Governors and staff over a two-week period via an online questionnaire.

November 2020- all responses were collated and amendments were made. The final draft of the policy was uploaded onto the school website after agreement from the school Governors.

This policy will be reviewed briefly annually and in full every 3 years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted,
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. through the use of pupil perception data such as the My Health My School Survey and 'Ask-it' baskets / Worry Boxes.
- children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance
- children are receiving an entitlement curriculum for Sex Education in line with national and local guidance
- there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- policy and practice is revised regularly and involves staff, governors, parents/carers and pupils

3. RSE Definition

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Sex and relationships education (SRE) for the 21st century (2014)

The law (Learning and Skills Act 2000) dictates that 'Pupils should learn about the nature and importance of marriage for family life and the bringing up of children', but in 2000, the DfE SRE Guidance added 'and stable relationships'. Leaving aside political and faith based agendas; the key point here is that the guidance recognises that children need to grow up in a home which is based on stable family life which has stable relationships.

It is helpful to give examples of what is meant by some of the terms included in the definition, for example:

- **physical development** - how our reproductive systems work
- **emotions** - how to manage feelings
- **social aspects** - positive and negative influences from friends
- **healthy relationships** - how to recognise healthy and unhealthy relationships

4. The principles of high quality RSE in our school

Relationships and Sex Education:

- is a partnership between home and school
- ensures pupils' views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life

- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society which may differ to their own
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality

5. School aims for PSHE & RSE

Our approach to PSHE & RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our PSHE & RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our PSHE & RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life and stable and loving relationships for the nurture of children
- learn the value of respect, love and care

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships

In addition to this, we also aim to:

- raise self-esteem, develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning, they need to stay safe, healthy and understand their rights as individuals

The aim of RSE is **NOT** to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation or gender identity
- sexualise children

RSE does not sexualise children; it is part of the solution to concerns about sexualisation.

The evidence, as summarised here:

https://www.ncb.org.uk/sites/default/files/uploads/documents/Blog_reports/sef_doesRSEwork_2010.pdf *that*

comprehensive RSE delays sexual activity for young people, and increases the likelihood of using contraception. The National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school-based RSE and reductions in teenage pregnancy.

6. The wider context of RSE

The school's RSE programme will:

- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004) including online safety, promoting their emotional wellbeing, and improving their ability to achieve in school
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

7. Key rights and responsibilities for Relationships and Sex Education

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see appendix 1)

Specific responsibilities	Who – role?
Co-ordinating the RSE provision, ensuring a spiral curriculum	Head teacher- Caroline Johnson, PSHE Lead- Natalie Hulse Pastoral Team – Kate Leeson / Karen Weddle (DHT)
Accessing and co-ordinating training and support for staff	Head teacher- Caroline Johnson PSHE Lead- Natalie Hulse
Establishing and maintaining links with external agencies/other health professionals	Head teacher- Caroline Johnson, PSHE Lead- Natalie Hulse Pastoral Team – Kate Leeson / Karen Weddle (DHT)
Policy development and review, including consultation and dissemination	Head teacher- Caroline Johnson PSHE Lead- Natalie Hulse Pastoral Team Kate Leeson / Karen Weddle (DHT)
Implementation of the policy; monitoring and assessing its effectiveness in practice	Head teacher- Caroline Johnson, PSHE Lead- Natalie Hulse, All teaching staff
Link governor for RSE	Pastoral – Vicki Lickley Curriculum – Laura Skelding
Managing child protection/safe guarding issues	Head teacher- Caroline Johnson Safeguarding- Debbie Smith / Natalie

	Leverett All teaching and support staff
Establishing and maintaining links with parents/carers	Head teacher- Caroline Johnson PSHE Lead- Natalie Hulse
Liaising with link schools to ensure a smooth transition	Head teacher- Caroline Johnson
Liaising with the media	Head teacher- Caroline Johnson

8. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Suggested list of vocabulary used in school:

Vocabulary and when it is introduced to pupils in school <i>(list of examples but not exhaustive):</i>
<p><u>Year Two</u>- Penis, Vagina</p> <p><u>Year Four</u> -Puberty Womb, Uterus, Menstruation, Period, Breasts, Vagina, Cervix, Oestrogen, Contractions, Foreskin, Testicles, Scrotum, Sperm, Urethra, Ejaculation, Erection, Wet dream, Testosterone,</p> <p><u>Year Five</u> -Puberty Womb, Uterus, Menstruation, Period, Breasts, Vagina, Cervix, Oestrogen, Contractions, Foreskin, Testicles, Scrotum, Sperm, Urethra, Ejaculation, Erection, Wet dream, Testosterone,</p> <p><u>Year Six</u>- Relationship, Family, Marriage, Support, Conception, Pregnancy, Sexual intercourse, Penetration, Clitoris, Make Love, Birth, Ovary, Egg, Fallopian tube, Foetus, Embryo, Umbilical cord Amniotic fluid, Placenta, Amniotic sac, Cells, Pleasure, Disease, Infection, Love, Caring, Respectful, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Questioning, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, LGBTQ+</p>

We will alert parents as to when anatomical terms are likely to be used in class. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: 'you've used the word 'gay', but not in the right way.'

As a result, pupils will hear references to, for example, 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

9. Answering questions

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. 'They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what's set of for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.'

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to class of pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader Natalie Hulse or Child Protection Officers Caroline Johnson and Angela Vaughan. Children will have the opportunity to put anonymous or named questions in our 'ask it basket'. All questions will be screened before they are answered. If named questions cannot be answered we will deal with this on an individual basis and questions may be referred to parents. If anonymous questions cannot be answered we will explain to the class that all questions have been answered and if theirs hasn't, they may come to a member of staff in school or should speak to their parents/ carers at home.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. Phrases we will use are: *'I can only answer questions on the content of this lesson'* or *'That is something that may be covered later on'* or *'I can't answer that question, but you could ask your parents/carers'*.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in the 'ask-it basket'
- staff will have time to prepare answers to all questions before the next session, and may choose not to respond to all questions.
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

10. Key responsibilities for RSE

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE/ RSE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE/ RSE provision, including resources
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- ask for support in this from the school SEND coordinator Karen Weddle or the PSHE/ RSE Coordinator Natalie Hulse, should they need it

ii) Lead member/s of staff

The lead member/s of staff will receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure that all staff are given regular and ongoing training on issues relating to RSE as well as how to deliver lessons on such issues (governors welcome)
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- share the school's provision for RSE with parents/carers in order to ensure they can support this at home

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. The named link governors for RSE are Sally Hilton and Laura Skelding, who works closely with, and in support of, the lead member/s of staff. When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

As well as fulfilling their legal obligations, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

iv) Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- will be asked for feedback on the school's RSE provision [annually] and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils

v) Parents/carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE

- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers and help support them in managing conversations with their children on these issues
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.

11. The right to withdraw pupils from RSE lessons

Parents/carers cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. Before granting any such request, the head teacher will discuss this with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

The head teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will 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. If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information, having misconceptions about what their peers have been taught and this could possibly put them in an unsafe situation. Pupils may also be stigmatised for not being included in these sessions.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision. Parents /carers will need to indicate to the head teacher how they will support their child's knowledge and understanding in this area of the curriculum at home if they chose to withdraw their child from RSE sex education sessions.

The school provides an information leaflet to parents/carers to provide further information on understanding Relationships Education (please see Appendix 2). Support materials for home use will be offered. The school's arrangements for pupils withdrawn from RSE are that the children will work in another classroom with work to complete during that session.

12. Staff Support & CPD

It is important that all staff feel comfortable to deliver RSE lessons. The school provides professional development training in how to deliver RSE. Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by the head teacher who may choose to liaise with PSHE lead Natalie Hulse and learning mentor Angela Vaughan.
- staff will be offered generic RSE training which includes sessions on *confidentiality, creating a ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy.*
- staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs

13. RSE Provision

The needs of pupils

We recognise that an interactive approach to RSE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the planning, development and evaluation of their RSE in ways appropriate to their age, stage and development.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- older pupils reviewing the RSE programme for younger pupils
- pre and post assessment activities for RSE
- school council meetings
- full class consultation activities which ensure all pupils have a voice in the process

Topics to be covered

RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

The Health education and Relationships & Sex Education curriculum we follow within in PSHE is shown in Appendix 3

14. Delivery of PSHE & RSE

Pupils receive their entitlement for RSE through a spiral curriculum, in timetabled slots, which demonstrates progression. The PSHE & RSE programme is delivered through a variety of opportunities including:

- designated RSE time
- use of external agencies/services
- school ethos
- cross curricular links e.g. science
- assemblies
- enrichment days / weeks (e.g. health and wellbeing week)

Working with visitors and other external agencies

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils. When using visitors, a teacher will be present throughout lessons.

Use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Before involving visitors in any aspect of RSE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- the visitor knows how to respond if a safeguarding disclosure were to be made
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

Inclusion, equality and diversity

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups:

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils on whether this is necessary, what is included in the session, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Special educational needs and disabilities (SEND):

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. SENCO and Deputy Head Karen Weddle will oversee that all teaching staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

'Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.'

'These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.'

SEND Code of Practice: 0 – 25 years, 2014

Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or LGBT+. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all

intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

Pupils who are new to English

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

Resources

We use primarily Islington 'You, Me, PSHE' scheme of work and the resources recommended within it. We also use SEAL materials – Social and Emotional Aspects of Learning – for work on managing feelings, conflicts and empathy for others. We will focus on the needs of the pupils and our planned learning objectives. We select and evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

We use children's books, both fiction and non-fiction, extensively within our RSE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Resources we will use for RSE are:

- Channel 4 - Living & Growing series
- BBC Active. SRE 9-11 (Interactive Whiteboard programme)
<http://www.pearsonschoolsandcolleges.co.uk/Primary/ArtsandHumanities/PSHE/BBCActiveWhiteboardActivePSHE/ISBN/InteractiveCD-ROMs/SexandRelationshipEducationNewEditionAges1012.aspx>
- SENSE DVD "Making sense of growing up and keeping safe" http://www.sensecds.com/SENSE/2_sensegrow.htm
- Life Support Productions DVD
<http://www.lifesupportproductions.co.uk/>
- FPA – Growing up with Yasmine and Tom
<http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>
- Puberty bag
- Betty for Schools – All about Periods <https://bettyforschools.co.uk/>
- You, Me, PSHE RSE plans and resources (available from the Health and Wellbeing Service)
- Books read throughout school
 - It's ok to be different (starting point to discuss diversity and tolerance)
 - and tango makes three (same gender adoption)
 - Red (exploring labels)
 - Who are you (children's guide to gender and identity)

i) Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop non-negotiable ground rules for lessons and discussions related to RSE. If pupils are to benefit fully from an RSE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- To understand personal boundaries, what information is private and how to protect their own and others' privacy.
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the 'ask it basket' for later.

- Don't use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

These will be discussed and set with the children – guided by the teachers and revisited regularly.

ii) Assessment, recording and reporting in RSE

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within RSE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers
- pupil achievement in RSE is celebrated and shared

iii) Monitoring and evaluation

Monitoring activities:

- recording of pupil attendance in RSE lessons
- effective PSHE leadership and Senior Leadership Team with a system of lesson observations and peer support
- a system for regular review of the RSE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning
- samples of pupils' work including SEND.

Evaluation activities:

- teacher and pupil evaluation of lessons, units, resources and the overall RSE programme
- evidence from lesson observations
- evaluation of any contributions of external partners e.g. Dside
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

15. Safeguarding and Child Protection

Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, advice from the schools DSL or Leeds Child Protection Team will be sought.

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

16. Confidentiality in the context of RSE lessons

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies. If a child makes a disclosure, it is essential that the member of staff should explain to the child that the information might need to be passed on to the Headteacher or designated teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, they should discuss this with the headteacher or DSL. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

17. Liaison with other schools

As part of the Red Kite Learning Trust, leaders have discussed the Trust and schools approach to the delivery of RSE in Executive Leaders Meetings. Red Kite Alliance also supports collaboration with a wider network of Primary, Secondary and all through schools.

18. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social or emotional development, including matters raised by, or relating to, RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

If parents / carers need any help, support or advice with issues raised through RSE they can contact the class teacher in person, or online through Class Dojo or Tapestry. Miss Vaughan, Learning and Pastoral Mentor, is also available in person on the playground most days, by telephone or by appointment.

Support for LGBT pupils

Any pupil who has questions or is experiencing difficulties can speak to our Learning and Pastoral Mentor through the day at school. There are also opportunities to raise issues through PSHE lessons, circle times and mind mate sessions.

We ensure teaching in all areas of our school is representative of our society. Any lesson where LGBTQ+ topics are present, we would encourage discussion. We are constantly developing our curriculum, building a range of resources e.g. texts, to be used from Early Years to Year 6, so that teaching and learning at Colton is reflective of the world around us.

Through our 'Curriculum for Life' we educate the pupils on the evolution of the civil rights they have today and remind children that their safety, wellbeing and their rights are supported in school.

19. Advice and treatment

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

The school's **First Aid policy** covers protection for all school members against infection from blood-borne viruses.

20. Complaints

Parents/carers who have complaints or concerns regarding the RSE provision should contact the school and follow the school's complaints policy.

21. Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

22. Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: www.brook.org.uk/traffic-lights
- Ask Brook about relationships, safety and risks, available at: www.brook.org.uk/shop
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. <https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/>

Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: www.avaproject.org.uk
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: www.rapecrisis.org.uk
- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>

Teaching about pornography:

- Growing Up Safe, from Big Talk Education, for primary schools: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting: <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- CEOP (Child Exploitation and Online Protection) has developed www.thinkuknow.co.uk, which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

Inclusive RSE:

- Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk
- Brook has produced packs to help those who work with diverse groups of children, available at: www.brook.org.uk/shop including:

Local sources of support:

www.schoolwellbeing.co.uk
www.healthyschools.org.uk
www.leedsforlearning.co.uk
<http://www.leeds.gov.uk/phrc/Pages/default.aspx>
www.leeds.gov.uk/phrc/Pages/public-health-training.aspx
<https://www.leedsscp.org.uk/Home>
<http://leedssexualhealth.com>
<http://www.themarketplaceleeds.org.uk/>
<http://mesmac.co.uk/>
<https://www.mindmate.org.uk/>

National sources of support:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx> <https://www.brook.org.uk/>
<http://www.fpa.org.uk/>
<http://www.sexeducationforum.org.uk/>
<https://www.pshe-association.org.uk/>
<http://www.stonewall.org.uk/>
<http://www.bodysense.org.uk/>
www.riseabove.org.uk
<http://www.nat.org.uk/>
<https://www.nspcc.org.uk/>
<https://www.childline.org.uk>

23. Local and national references

[*Statutory guidance: Relationships education, relationships and sex education \(RSE\) and health education*](#)

[*Keeping children safe in Education*](#)

[*Respectful School Communities: Self Review and Signposting Tool*](#)

[*Behaviour and Discipline in Schools*](#)

[*Equality Act 2010: advice for schools*](#)

[SEND Code of Practice: 0-25 years](#)

[Alternative Provision](#)

[Mental Health & Behaviour in Schools](#)

[Preventing Bullying \(including cyberbullying\)](#)

[Sexual violence and sexual harassment between children in schools](#)

[The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

[SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

[National Citizen Service](#) guidance for schools

[Brook, the PSHE Association and the RSE Forum \(2014\) RSE \(RSE\) for the 21st Century; Supplementary advice to the RSE Guidance DfEE \(0116/2000\)](#)

[National curriculum in England: framework for key stages 1 to 4](#)

[National Curriculum in England: Science programmes of study key stages 1 - 4](#)

[Education Act \(1996\) Crown copyright](#)

[Education Act \(2002\) Crown copyright](#)

[Education and Inspections Act \(2006\), Section 38, Crown copyright](#)

[Education and Inspections Act 2006, section 40, Crown copyright](#)

[HM government \(2016\) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright](#)

[Learning and Skills Act \(2000\), Section 148, Crown copyright](#)

[NCB: Assessment, Evaluation and Sex and Relationships Education](#)

[Ofsted \(2013\) 'Not yet good enough; personal, social, health and economic education in schools'](#)

[Optimus Education - Sex and relationship education policy](#)

[Writing your RSE policy: guidance from the PSHE Association](#)

[Sex Education Forum \(2013b\): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB](#)

[Sex Education Forum \(2010\) Curriculum design tool – Let's Work Together](#)

[Statutory Instrument 2012 No. 1124, Education, England, The School Information \(England\) \(Amendment\) Regulations 2012, Crown copyright.](#)

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signed:	

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Appendix 3 -Curriculum overview- what is taught in each year group and when

PSHE Long term plan- You Me, PSHE.							Colton Primary School
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	6 CIRCLE TIMES (Focus on routine of circle time, introducing stages of circle time, games and following school rules, who the adults are in school who can help us and importance of following instructions)	AUTUMN 1 <u>Keeping safe lesson 2</u> -Pupils learn about personal safety. <u>Keeping safe lesson 3</u> -People who keep us safe outside the home. <u>Drug, alcohol lesson1 & 2</u> -What can go into bodies and how it can make people feel. & 2 CIRCLE TIMES	AUTUMN 1 <u>Physical health lesson 1</u> - Learning about eating well. <u>Lesson 2</u> - The importance of physical activity, sleep and rest. <u>Lesson 3</u> - People who help us stay healthy, learning about hygiene and routines. & 2 CIRCLE TIMES	AUTUMN 1 <u>Drugs, alcohol lesson 1</u> - The definition of a drug and how it can be harmful. <u>Drugs, alcohol lesson 2</u> - The effect and risks of smoking tobacco and second hand smoke. <u>Lesson 3</u> - Discuss the help available for people to remain smoke free and stop smoking. <u>Drug, alcohol ASTHMA LESSON (1 lesson)</u> How medicines can be used to treat medical conditions such as asthma, important to follow instructions. & 2 CIRCLE TIMES	AUTUMN 1 <u>Identity, society Lesson 1</u> - Learning about Britain as a democratic society. <u>Lesson 2</u> - How laws are made. <u>Lesson 3</u> - Learn about the local council. & 2 CIRCLE TIMES & 1 MIND MATE	AUTUMN 1 <u>Identity, society Lesson 1</u> - Learn about stereotyping, including gender stereotypes. <u>Lesson 2</u> - Diversity role models. <u>Lesson 3</u> - Prejudice & discrimination & how this can make people feel. & 2 CIRCLE TIMES & 1 MIND MATE	AUTUMN 1 <u>Keeping safe out- Lesson 1</u> - Feelings of being out in local area with increasing independence. <u>Lesson 2</u> - Recognising & responding to peer pressure. <u>Lesson 3</u> - Consequences of antisocial behaviour. & 2 CIRCLE TIMES & 1 MIND MATE
Autumn 2	6 CIRCLE TIMES (Recapping rules and routines, friendships and anti-bullying- on anti-bullying week. Talking about worries- worry monster)	AUTUMN 2 <u>Physical health & wellbeing lesson 1</u> - Learn about food that is associated with special times in different countries. <u>Physical health and well-being lesson 2</u> - Active playground games from around the world. & 2 CIRCLE TIMES & 2 MIND MATES	AUTUMN 2 <u>Mental health lesson 1</u> - Importance of special people in their lives. <u>Lesson 2</u> - Making friends and learning about who can help with friendships. <u>Lesson 3</u> - Solving problems that might arise with friendships. & 2 CIRCLE TIMES & 2 MIND MATES	AUTUMN 2 <u>Keeping safe lesson 1</u> - Recognising bullying and how it can make people can feel. <u>Lesson 2</u> - Different types of bullying and how to respond to it. <u>Lesson 3</u> -What to do if bullying is witnessed. & 2 CIRCLE TIMES & 1 MIND MATES	AUTUMN 2 <u>Drugs, alcohol Lesson 1</u> - That drugs are common in everyday life & why people choose them. <u>Lesson 2</u> - The effects and risks of drinking alcohol. <u>Lesson 3</u> - Learn about patterns of behaviour related to drug use. & 2 CIRCLE TIMES & 1 MIND MATES	AUTUMN 2 <u>Drugs, alcohol Lesson 1</u> - The risks associated with smoking drugs, inc. cigarettes, e-cigs, shisha, cannabis. <u>Lesson2</u> - Influences on drug use. <u>Lesson 3</u> - Strategies to resist pressure from others about whether to use drugs. & 2 CIRCLE TIMES & 1 MIND MATES	AUTUMN 2 <u>Mental health Lesson 1</u> - Learn what mental health is. <u>Lesson 2</u> - What can affect mental health and how to deal with stress. <u>Lesson 3</u> - Everyday ways to look after mental health. <u>Lesson 4</u> - Learn about stigma & discrimination that can surround mental health. & 1 CIRCLE TIMES & 1 MIND MATES

Spring 1	5 CIRCLE TIMES (Focusing on being kind, friendships, filling your bucket, using kind words, understanding how to make the right choices) 1 MIND MATE	SPRING 1 <u>Mental health and well-being lesson 1 & 2,</u> Different types of feelings and managing different feelings. <u>Mental health lesson 3-</u> Learn about change/loss and how this can feel & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 1 <u>Keeping safe at home lesson 1-</u> Keeping safe in home including fire safety. <u>Lesson 2-</u> Keeping safe outside. <u>Lesson 3-</u> Road safety. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 1 <u>Mental health lesson 1-</u> Celebrating achievements and setting personal goals. <u>Lesson 2-</u> Dealing with put downs. <u>Lesson 3-</u> Positive ways to deal with setbacks. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 1 <u>Physical health Lesson 1-</u> Why people may eat or avoid certain foods (religious, moral, cultural, health). <u>Lesson 2</u> Other factors that contribute to people's food choices. <u>Physical health Lesson 3-</u> The importance of getting enough sleep. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 1 <u>Careers, financial Lesson 1-</u> Learn that money can be borrowed and there are risks associated with this. <u>Lesson 2-</u> Learn about enterprise. <u>Lesson 3-</u> Learn what influences people's decisions about careers. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 1 <u>Identity, society Lesson 1-</u> Learn about people who have moved from other places. <u>Identity, society Lesson 2-</u> Human rights, the UN convention on the rights of the child. <u>Drugs, alcohol Lesson 1-</u> Risks associated with using different drugs. <u>Lesson 2-</u> Assessing the level of risk in drugs. <u>Lesson 3-</u> Manage risk in drugs. & 1 CIRCLE TIMES
Spring 2	5 CIRCLE TIMES (Focus on friendships, recognising different emotions- using puppets and scenarios- and how to help friends who have a problem.) 1 MIND MATE	SPRING 2 <u>Identity, society lesson1-</u> What makes us special? <u>Identity, society lesson 2-</u> Roles and responsibilities at home and school. SPRING 2 AV <u>Identity, society lesson 3-</u> Being cooperative with others. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 2 <u>Drug, alcohol lesson 1 -</u> Why medicines are taken? <u>lesson 2 –</u> Where do medicines come from? <u>lesson 3 -</u> Keeping safe around medicines. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 2 <u>Identity, society Lesson 1-</u> Valuing similarities and differences between themselves and another's. <u>Lesson 2-</u> What is meant by community. <u>Lesson 3-</u> Belonging to groups. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 2 <u>Keeping safe Lesson 1-</u> How to be safe in their computer gaming habits. <u>Keeping safe Lesson 2-</u> Keeping safe near roads, rail, water, building sites & around fireworks. <u>Lesson 3-</u> The importance of getting enough sleep. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING 2 <u>Keeping safe Lesson 1-</u> Keeping safe online <u>Lesson 2-</u> Learn that violence within relationships is not acceptable. <u>Lesson 3-</u> Learn about problems that can occur when someone goes missing from home. & 2 CIRCLE TIMES & 1 MIND MATE	SPRING <u>Sex and relationships Lesson 1-</u> Changes occur in puberty. <u>Lesson 2-</u> Consider different attitudes & values around gender stereotyping & sexuality & consider origin & impact. <u>Lesson 3-</u> Learn about the values important in relationships, appreciate the importance of friendship in intimate relationships. & 2 CIRCLE TIMES & 1 MIND MATE

Summer 1	4 CIRCLE TIMES (Focus on what the children need.) 2 MIND MATE AV	SUMMER 1 <u>Keeping safe lesson 1-Safety</u> in familiar situations. SUMMER 1 AV <u>Physical health and wellbeing lesson 3</u> About sun safety. & 2 CIRCLE TIMES & 2 MIND MATE	SUMMER 1 <u>Sex and relationships lesson 1-</u> Understand and respect differences and similarities between people. <u>Lesson 2-</u> Biological differences between male and female and their role in the life cycle. <u>Lesson 3-</u> Biological difference between male and female children. & 2 CIRCLE TIMES & 1 MIND MATE	SUMMER 1 <u>Careers, finance Lesson 1-</u> What influences people's choices about spending & saving money. <u>Lesson 2-</u> How to keep track of money. <u>Lesson 3-</u> Learn about the world of work. & 2 CIRCLE TIMES & 1 MIND MATE	SUMMER 1 <u>Mental health Lesson 1-</u> learn about our wide range of emotions & feelings & how these are experienced in the body. <u>Lesson 2-</u> Times of change & how this can make people feel. <u>Lesson 3-</u> Feelings of loss, grief & bereavement. & 2 CIRCLE TIMES & 1 MIND MATE	SUMMER 1 (Y4 lessons) <u>Sex and relationships Lesson 1 –</u> Learn about the ways we grow and change throughout lifecycle. <u>Lesson 2</u> Physical changes associated with puberty. <u>Lesson 3 –</u> Learn about menstruation and wet dreams. <u>Lesson 4-</u> Learn about personal hygiene & strategies for managing this. & 1 CIRCLE TIMES & 1 MIND MATE	SUMMER 1 <u>Sex and relationships Lesson 4-</u> Human reproduction in context of human lifecycle. <u>Lesson 5-</u> How a baby is made and grows. <u>Lesson 6-</u> Roles & responsibilities of carers and parents. <u>Lesson 7-</u> Children learn to answer each other's questions about sex & relationships with confidence, find support & advice when they need it. & 1 CIRCLE TIMES & 1 MIND MATE
Summer 2	4 CIRCLE TIMES (Focus on transition and change in life but also in school. Transition to year 1, sharing and discussing worries about this and positives of change.) 2 MIND MATE	SUMMER 2 <u>Careers, financial lesson 1, 2, 3 -</u> About where money comes from, making choices when spending money, saving money and keeping it safe, about different jobs people do. 2 CIRCLE TIMES & 1 MIND MATE	SUMMER 2 <u>Sex and relationships lesson 4-</u> Learn about growing from young to old, growing and changing. <u>Lesson 5-</u> Everyone needs to be cared for and ways to care for others. <u>Lesson 6-</u> Types of family and how their home is special. 2 CIRCLE TIMES & 1 MIND MATE	SUMMER 2 <u>Physical health Lesson 1-</u> Making healthy choices about food and drinks. <u>Lesson 2-</u> How branding can affect what food people buy. <u>Lesson 3-</u> Keeping active and some of the challenges of this. CIRCLE TIMES & 1 MIND MATE	SUMMER 2 (Year 5 lesson) <u>Physical health Lesson 1-</u> Messages given on food adverts can be misleading. <u>Lesson 2-</u> Learn about role models (analyse media portrayal of celebs). <u>Lesson 3-</u> How media can manipulate images & know that they may not reflect reality. & 2 CIRCLE TIMES & 1 MIND MATE	SUMMER 2 (Year 4 lessons) <u>Sex and relationships Lesson 5</u> How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. & 3 CIRCLE TIMES & 2 MIND MATE	SUMMER 2 <u>Sex and relationships lesson 8-</u> Myths and misconceptions about HIV, who it affects, how can & cannot be transmitted. <u>Lesson 9-</u> How HIV risk can be reduced. <u>Lesson 10-</u> Contraception can be used to stop a baby from being made <u>Keeping safe FGM, Lesson 1-</u> The importance for girls to be protected from FGM. & 2 CIRCLE TIMES & 1 MIND MATE
Total for the year:	<i>EYFS PSED lessons & Circle Times/ Mind mates.</i>	Total 12 Circle times & 7 Mind Mates	Total 12 Circle times Total 6 Mind Mates	Total 12 Circle times Total 5 Mind Mates	Total 12 Circle times Total 6 Mind Mates	Total 12 Circle times Total 7 Mind Mates	Total 9 Circle times Total 5 Mind Mates

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