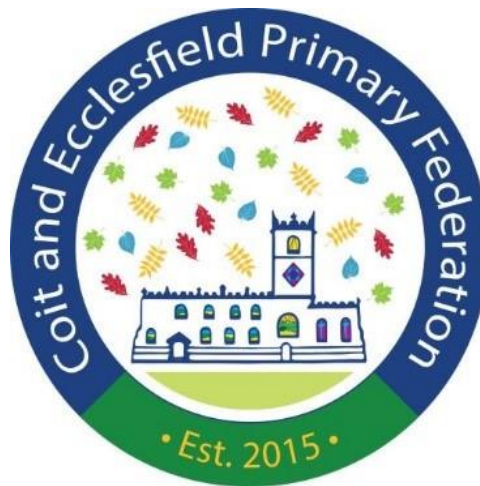


Ecclesfield and Coit Primary School

Relationships and Health Education Policy



Written: September 2002

Reviewed: September 2025

Next review date: September 2026

RHE Lead Sheryl Garner

Ecclesfield and Coit Policy: Relationships, Health Education

Legislation

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools, it is optional.

The guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Additional requirements on schools in law that have informed this policy and our approach include the Equality Act (Equality Act 2010: advice for schools) and Keeping Children Safe in Education - Statutory Safeguarding Guidance 2025.

Rationale for teaching of RHE and its place in the PSHE curriculum

Personal, Social Health Education (PSHE) is a programme incorporating drugs and alcohol education, emotional health and well-being, relationships and sex education, nutrition and physical activity, personal finance, online safety, personal safety and work-related learning careers education.

It is acknowledged that our pupils are growing up in an increasingly complex world and living their lives on and offline. This presents positive and exciting opportunities and also risks and challenges. Our children need to know how to keep themselves safe in the real world and in the online world. Hence the government has made Relationships Health Education compulsory. It is most effective when embedded within a wider Personal, Social Health Education (PSHE) curriculum. PSHE permeates through the

curriculum, extended learning opportunities, parental engagement, assemblies and the annual events held at Coit and Ecclesfield Primary.

Coit and Ecclesfield Primary school defines relationships and health education as the building blocks needed for the development of health and wellbeing and positive and safe relationships, including relationships with family, friends and online, and at the appropriate time to sexual health and developing intimate relationships.

This includes the importance of

- treating ourselves and others with kindness, consideration and respect.
- emotional, social and physical aspects of growing up and relationships, sex (optional)
- lifelong learning about physical, mental, moral and emotional development.

As part of our RHE curriculum, an anti-racism scheme of work will be delivered. This is to enable our children to - define racism, understand racial stereotypes and racial socialisation, recognise unconscious bias, talk openly about race and racism in a safe environment and to understand how race is represented/misrepresented. We want children to celebrate and recognise the diversity of their community and not discriminate or let stereotypes or racist actions inhibit their behaviour, friendships or relationships. Online Safety units from Project Evolve will also be taught to ensure our curriculum is current and reflects modern day trends as well as resources from 'Natwest Monsey Sense' to support our teaching of financial capability.

Optional Aspects of Sex Education

Ecclesfield and Coit Primary Schools teachers may deliver some **optional aspects of sex education**: These are currently non-statutory but in order to safeguard pupils effectively we may need to provide a more comprehensive programme of relationships and sex education as an integral part of their PSHE provision if deemed appropriate for the cohort/individual. Usual practise will see the term 'Relationships

and Health Education' used. However, the term 'Relationships and Sex Education' will be used to if the optional units are taught.

In year 5/6, pupils may have some idea that babies can be made through sexual intercourse. It is possible that they may also have some misconceptions. When it is deemed appropriate, then teaching staff will deliver the optional aspects of sex education depending on the cohort and if misconceptions need to be addressed. Having an understanding of what is meant by 'sex' is an important foundation for the RSHE they will receive at secondary school and will also addresses misconceptions. Teachers and leaders will use their professional judgement of a specific cohort/child to make a decision about the suitability of teaching the sex education sessions of the curriculum.

Mission Statement

Coit and Ecclesfield Primary believe that teaching relationships and health education in conjunction with a curriculum which provides opportunities for personal and social development will support our pupils to develop resilience and the knowledge to know how and when to ask for help and to know where to access support.

The school and its staff models supportive behaviours and plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Everyone faces difficult situations in their lives. The RHE units are designed to support young people helping them and giving them the tools to be happy, healthy and safe now and in the future.

Teaching of RHE curriculum can help to tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

We believe that the teaching of RHE in our school will help to protect children. Our pupils need to be equipped to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The teaching of our RHE curriculum will be delivered by qualified teaching staff to develop essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, equality and prejudice.

Updates to KCSIE 2025 relating to RHE Curriculum

Online Safety guidance has been strengthened to include the risk of misinformation, disinformation and conspiracy theories.

Filtering, monitoring and AI guidance has been enhanced

All schools expected to regularly review and enhance online safety arrangements including new technology use in the classroom

Inclusivity

All pupils, whatever their experience, additional needs, background and identity, are entitled to a quality RHE curriculum that helps them build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy.

Coit and Ecclesfield Primary will comply with the relevant provisions of the Equality Act 2010, under which disability, religion or belief, gender and sexual identity are amongst the protected characteristics. This will also include SEND. School will also consider the makeup of our own pupils including the gender, ability, age range and home backgrounds of their pupils. Consultation with pupils and parents and structured conversations can also be used as part of this planning and decision making.

At Coit and Ecclesfield, we commit to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBTQ+ people.

All classes include pupils with different abilities and aptitudes, experiences, home structures, 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 will ensure RHE is matched to the needs of our pupils by adapting teaching methods and resources – including meeting the needs of learners with special educational needs, children's age and physical and emotional maturity

The PSHE Association SEND SOW will be used to support pupils working within our Tranquillity Hub

Groupings for RHE

The statutory guidance highlights the Equality Act allows schools to take proportionate and positive action to deal with particular disadvantages affecting one group because of a protected characteristic if necessary. This could result in some teaching delivered to groups of the same characteristic only.

- School will take into account as necessary that some children may not identify with gender descriptions of boy or girl.
- The statutory guidance states that all pupils, regardless of their gender are taught the facts about menstrual wellbeing.
- All pupils should be supported to understand the features of healthy relationships, acceptable behaviour and the right of

everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults.

For particular aspects of puberty units and dependent on the cohort, girls and boys may be taught separately for part of a lesson and then time should be planned in for pupils to come together to reflect on their learning. Coit and Ecclesfield Primary will foster healthy and respectful peer-to-peer communication and behaviour between all pupils irrespective of gender

LGBTQ+

The statutory guidance states that all teaching is sensitive, age appropriate and inclusive in approach and content. The guidance is clear that all pupils are to be taught LGBTQ+ content, schools are free to determine when they consider it is appropriate. This content is to be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. This can be with a range of resources that are reflective of diversity and through opportunities for cross-curricular learning.

Faith perspectives

All pupils, whatever their experience, religious background and identity, are entitled to quality RHE that helps them build confidence, a positive sense of self, and the knowledge and understanding to stay safe and healthy.

Coit and Ecclesfield Primary are committed to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBTQ+ people.

Sensitivity, confidentiality and handling disclosures

Coit and Ecclesfield Primary school acknowledges that sensitive and potentially difficult issues will arise in RHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided competently in a way that reflects the stated school aims and curriculum content for RHE.

Ground Rules for Teaching RHE

To support a safe learning environment.

Teachers will teach RHE and will-

- Agree ground rules and refer back to these rules during discussions as appropriate.
- Teach in a safe and familiar classroom environment
- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Challenge all forms of discrimination
- Be grounded in realistic scenarios but not personal experiences
- Provide reliable, accurate information distinguishing between fact and opinion
- Answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.
- Have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- Answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a verbal question is too personal, staff will remind the pupils of the ground rules
- Not provide more information than is appropriate to the age of the pupil. · 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 RHE leader or DSL. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

- Where a question is too explicit, age inappropriate, is inappropriate for the whole class, or raises concerns, acknowledge it and attend to it later on an individual basis appropriately and in line with school procedure
- Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Contact parents via Dojo/phone calls/email before particular units are taught in order to gain information about potential sensitive issues such as divorce and loss. This will enable teachers to deal with any comments/issues that arise in the lesson in a more appropriate and effective way.

Pupils will

- be told when they can raise questions verbally
- be able to raise questions in writing, this can be anonymously if they wish, by using the question box/ask it basket/post its that is available in classrooms. This will enable pupils to feel more comfortable to ask questions without being identified. Pupils will be reminded of the question box during RHE sessions
- Comply with the ground rules of RHE lessons
- Speak respectfully about other people (religions, race, sexual orientation, gender etc)
- Listen to others considering their viewpoint or opinion

- Carefully consider responses to scenarios, discussion points, people's opinions

Potential Safeguarding Issues

In such situations, teachers may wish to put the question to one side and seek advice from the Designated Safeguarding Lead or another senior member of staff/previous class teacher. Teachers will work within the school's safeguarding and child protection policies at all times.

Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection and seek advice from the DSL

All staff teaching RHE will be supported by the DSL if they have any concerns and the PSHE/RHE lead.

Roles and Responsibilities

Staff responsible for managing safeguarding

DSL: Phillippa Robinson

DSD: Hannah Tarvers, Louise Chadwick, Holly Phillips, Yvonne Cowlshaw, Tracie Hancox, Laura Kirman

Online Safety Lead: Hannah Travers

Governing Body

Overseeing the provision around RHE is the responsibility of the governing body, who will provide appropriate challenge and agree on the content of this policy. The governing body should liaise with senior leaders to access appropriate training to fulfil the role.

Headteacher

The Headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE.

Ensure appropriate training is offered to members of the governing body

Work with RHE lead to develop/review this school policy and ensure it is reviewed as per the agreed timetable.

Senior Leaders/Lead members of staff

The lead members of staff will:

- Develop this school policy and ensure it is reviewed annually or to reflect new guidance
- Ensure that all staff are given regular and ongoing training
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to RHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils.
- Ensure that RHE 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.
- Ensure that the knowledge and information regarding RHE to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carers involvement in the development of the RHE curriculum. · Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RHE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone understands the school policy and curriculum for RHE, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on is appropriate.
- Ensure that provision of RHE at home is complementary to the provision the school provides and communicate

to parents/carers any additional support available where necessary or requested.

- Ensure that any external sources/visitors are credible, evidence based and enhance learning.

Teaching Staff

Teaching and support staff will:

- Ensure that they are up to date with this RHE policy and curriculum requirements regarding relationships and sex education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's RHE provision.
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- 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.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.
- Deliver RHE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RHE in school.
- Model positive attitudes to RHE.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in RHE and identify gaps.

- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE.
- Communicate with parents prior to lessons if lessons about loss/parental separation etc are due to be delivered
- Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Headteacher.

Pupils

- Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.
- Pupils will be given the opportunity to share their views on RHE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.
- Pupils are encouraged to not discriminate and be understanding of different types of sexual orientations, families, disability, faiths, beliefs and religions.

Parents/carers

Coit and Ecclesfield Primary recognises the primary role parents and carers have in the RHE of their children.

We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation.

To support this parents/carers;

- Should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the school's policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the RHE education of their child.

- Will receive information (via a newsletter/Google Classroom/School website/Annual puberty letter/Workshops) about RHE so they can support their child's learning at home.

The Right to Withdraw DFE Guidance section 45-50

Parents have the right to request that their child be withdrawn from some or all of sex education which is delivered as part of statutory RSHE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents which should be in writing stating their reasons for withdrawal and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School will document this process to ensure a record is kept.

The head teacher during the course of the discussion with parents will include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the 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 parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during this time.

Staff CPD

It is important that all school staff feel comfortable and confident in planning and delivering RHE.

- Staff training will include sessions on how to deal with difficult questions.
- Agreed phrases, where appropriate, will be used in response to difficult questions, these can include; 'That is something that may be covered later on, maybe at a higher year in school.', 'I can't answer that question, but you could ask your parents/carers.'
- Staff will be offered generic RHE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RHE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of RHE 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 with potentially difficult questions.
- Staff can access useful links and resources via Learn Sheffield SOW
- Staff have a glossary that can be referred to in order for them to be using the correct definitions for any unfamiliar terms
- New staff will receive training from RHE subject lead about the RHE SOW, expectations and procedures to follow when teaching RHE

Working together with parents/carers

At Coit and Ecclesfield Primary our aim is that, every parent/carer will have full confidence in the school's RHE programme to meet their child's needs. Teaching and Learning, the RHE SOW, selected resources, such as books and film clips, will be used which support and promote understanding.

Parents were given the opportunity to view these materials and resources at an initial consultation and can access them by asking the RHE lead or class teacher.

Coit and Ecclesfield Primary will support parents/carers by offering workshops, providing resources and signposting to help parents/carers build their knowledge and confidence when discussing these matters with their children at home.

Parents/carers will be informed individually or via Google Classroom when the more sensitive aspects of RHE will be covered.

Working with Health professionals/external agencies

External visitors can have a valuable role in enhancing the teaching and learning of RHE.

At Coit and Ecclesfield Primary when planning external visitors we will;

- Be clear about our reason for working with the visitor.
- Ensure visitor selection and presence in school meets requirements of our safeguarding policy.
- Ensure any visitor is made aware of our policies.
- Ensure any visitor is adequately trained and competent and that external input is factually correct, and where relevant there is differentiation between fact and opinion.

- Be clear that responsibility for teaching and learning remains with the school.

Teaching Learning and Assessment Learn Sheffield Scheme of Work

Coit and Ecclesfield Primary will follow the Learn Sheffield RHE SOW, Project Evolve, the Anti Racism SOW Natwest Money Sense and PSHE Association.

Additional units which links with some of the RHE units will be covered in other curriculum areas such as Science, Geography, RE, Computing.

The Learn Sheffield curriculum has 3 layers:

1	Section Overviews	<ul style="list-style-type: none"> • List of lessons, divided into sections according to topic • Used by curriculum leaders to plan over a 2-year cycle • Bookmarks to individual lesson plans lower down in document
2	Lesson Plans	<ul style="list-style-type: none"> • Learning objectives • Key Vocabulary • Hyperlinks to PSHE association curriculum • Key questions and exemplar answers for class discussions • Suggested activities for small groups or individuals • Information about necessary resources

3

Presentation s and Activities

- Accessed via hyperlinks within the lesson plan documents
- Detailed PowerPoint presentations
- Links to videos, books or other external resources
- Key questions
- Pictures and icons to support all learners
- Printouts for activities as required

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2 Personal, Social and Emotional Development Self-regulation Managing Self Building Relationships Understanding the World (including Online Safety) Past and present (History) People, Culture and Communities (PS)	Tolerance and mutual respect Mental Wellbeing Identifying feelings Tolerance and mutual respect Friendship Building positive relationships Physical Health Knowing the importance of sleep and tooth brushing Rule of Law Class rules	Tolerance and mutual respect Mental Wellbeing Identifying and explaining feelings Growing up Building independence (toileting, eating) Rule of Law School rules	Mental Wellbeing Setting goals – perseverance Rule of Law Knowing right from wrong Physical Health Keeping healthy	Tolerance and mutual respect Community Working as part of a group/class Tolerance and mutual respect Friendship Understanding others' feelings	Physical Health Making healthy food choices Mental Wellbeing Working independently	Mental Wellbeing Remaining focussed Rule of Law Explaining right and wrong Mental Wellbeing Being resilient Growing up How we have changed journey through the year, including significant events through foundation year
The natural world (Geography, Science)	Growing up How have I changed since I was a baby? How do humans change as they grow? Family Discussing family tree- who is older? Who is the youngest? Tolerance and mutual respect Family How are members of your family similar/different? Tolerance and mutual respect Family Families – similarities and differences between each other families within the class Tolerance and mutual respect Community People who help us/are special to us					Growing up What we are looking forward to in Year 1 Family Who is in my immediate family and extended/wider family

Year 1	<p>Physical and Mental health H4 – about why sleep is important and different ways to rest and relax</p> <p>Rule of Law Physical health Asking for permission</p> <p>Tolerance and mutual respect Rule of Law Online Safety Project Evolve I can recognise online or offline that anyone can say 'no', 'please stop' 'I'll tell' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Friendship Fr1 Who is my Friend?</p> <p>Physical health P1) How do I help my body stay healthy? CW resource pack-3e</p> <p>Online Safety Screen time (L1)</p> <p>Tolerance and mutual respect Racism Lesson 1: Talking about race and racism Online Safety Project Evolve I can explain how other people may look and act differently on and offline.</p>	<p>Mental Wellbeing M1) Where do feelings come from?</p> <p>Physical Health P2) How do I decide what to eat?</p> <p>Online Safety What is the Internet? C2</p> <p>Financial Capability L10. what money is; forms that money comes in; that money comes from different sources- PSHE Association Use the resource from Natwest Money Sense What coins do we use? Where does money come from?</p> <p>Financial Capability L13. that money needs to be looked</p>	<p>Tolerance and mutual respect Family Fa1) Who's in my family? CW resource pack 3</p> <p>Online Safety Choosing what to do online L2</p> <p>Rule of Law Physical health H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>Rule of Law Physical health H31. that household products (including medicines) can be harmful if not used correctly</p>	<p>Tolerance and mutual respect Friendship Fr2) What makes a good Friend?</p> <p>Tolerance and mutual respect Friendship Fr3) Should Friends tell us what to do?</p> <p>Tolerance and mutual respect Friendship R9. how to ask for help if a Friend is making them feel unhappy</p> <p>Online Safety Searching safely P3</p> <p>Rule of Law Drugs and Alcohol Drugs-Keeping Safe Things that go into and onto our bodies</p>	<p>Mental wellbeing M3) What helps me to be happy?</p> <p>Tolerance and mutual respect Online Safety Communicating online</p> <p>Tolerance and mutual respect Online Safety Being kind online S2</p> <p>Rule of Law Tolerance and mutual respect Online Safety Project Evolve I can recognise that information can stay online and could be copied.</p>
			<p>after; different ways of doing this- PSHE Association Use the resource from Natwest Money Sense Where can I keep my money safe?</p>	<p>Tolerance and mutual respect Racism Lesson 2: Defining anti-racism</p>	<p>Tolerance and mutual respect Online Safety Project Evolve I can explain how information put online about someone can last for a long time.</p>	

Year 2	<p>Rule of Law Online Safety Passwords C1</p> <p>Tolerance and mutual respect Rule of Law Democracy Community C1 How do we make a happy school?</p> <p>Tolerance and mutual respect Community C2 Who lives in my neighbourhood?</p> <p>Online Safety Os2) Personal information (S1)</p> <p>Online Safety Project Evolve I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p>Financial capability</p>	<p>Tolerance and mutual respect Friendship Fr 4) How do we stop bullying?</p> <p>Online Safety Os3 Online strangers (P1)</p> <p>Financial capability L11. that people make different choices about how to save and spend money- PSHE Association Use the resource from Natwest Money Sense Why is it important to save?</p> <p>Financial capability L12. about the difference between needs and wants; that sometimes people may not</p>	<p>Tolerance and mutual respect Family Fa2) Do Families always stay the same?</p> <p>Mental wellbeing H20 – about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Tolerance and mutual respect Family Fa3) How should families treat each other?</p> <p>Tolerance and mutual respect Rule of Law Online Safety Project Evolve</p>	<p>Rule of Law Family Fa4) When should I say no?</p> <p>Rule of Law Family Fa5) Who owns my body? I do!</p> <p>Online Safety Accepting messages C3</p> <p>Growing Up G1) Will I always be a child?</p> <p>Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Sameness and difference</p>	<p>Online Safety Content Creators N1 Rule of Law Online Safety Os4) Fake News</p> <p>Mental Wellbeing M2) Who am I?</p> <p>Physical health P4) How can I stay safe?</p> <p>Rule of Law Drugs and Alcohol Drugs-Keeping Healthy-Medicines</p> <p>Rule of Law Drugs and Alcohol Drugs-Keeping Safe-Medicines and Household Products</p>	<p>Online Safety Feeling uncomfortable online Growing Up C3) What makes a boy or a girl?</p> <p>Tolerance and mutual respect Family Fa 6) Are all families the same?</p> <p>Physical health P3) How do we stop getting ill</p>
	<p>C4) How do I save up to buy something?</p> <p>Tolerance and mutual respect Racism Lesson 1: Talking about race and racism- (Recap from Year 1)</p>	<p>always be able to have the things they want-PSHE Association Use the resource from Natwest Money Sense Wants and Needs-</p> <p>Tolerance and mutual respect Racism Lesson 2: Defining anti-racism (Recap from Year 1)</p>	<p>I can explain how it makes others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>Tolerance and mutual respect Rule of Law Online Safety Project Evolve I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p>			

Year 3	<p>Tolerance and mutual respect Friendship What makes a good friend?</p> <p>Rule of Law Online Safety Os1) Online strangers (P1) Rule of Law Online Safety Os2) Sharing Online</p> <p>Tolerance and mutual respect Racism Lesson 1: Talking about race and racism</p> <p>Tolerance and mutual respect Racism Lesson 2: Defining anti-racism</p>	<p>Tolerance and mutual respect Family Do families always stay the same?</p> <p>Tolerance and mutual respect Family Are all families like mine?</p> <p>Tolerance and mutual respect Online Safety Project Evolve I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>Physical Health P1) How do I keep my body healthy? Rule of Law Drugs and Alcohol H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>Rule of Law Drugs and Alcohol H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Online Safety ScreenTimeL1and Sleep L2</p>	<p>Mental Wellbeing M1) How do I manage my feelings? Online Safety Os3) Friendship Online (S1)</p> <p>Physical Health P2) How do I get a healthy diet?</p> <p>Individual Liberty Online Safety Project Evolve I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>Rule of Law Online Safety Os4) Personal Information (C2)</p> <p>Physical Health P3) How do I stop getting ill?</p> <p>Rule of Law Drugs and Alcohol H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>Rule of Law Drugs and Alcohol Drugs-Safety rules and risks-Medicines and Household Products</p>	<p>Rule of Law Online Safety Deciding what is appropriate L3</p> <p>Online Safety Suspicious Messages C4</p> <p>Financial Capability How money is used-PSHE Association Use the resource from Natwest Money Sense What affects my choices about money?</p>
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Year 4	<p>Online Safety Passwords C5</p> <p>Mutual respect and tolerance Friendships Are all friends the same?</p> <p>Mutual respect and tolerance Friendships Are friendships always fun?</p> <p>Mutual respect and tolerance Mental Wellbeing M2) Are we happy all the time?</p> <p>Online Safety Project Evolve I can demonstrate the use of search tools to find and access online context which can be re-used by others.</p>	<p>Mutual respect and tolerance Democracy Rule of Law Community C1) How do we make the world fair?</p> <p>Rule of Law Online Safety Copyright C3</p> <p>Mutual respect and tolerance Individual liberty Community C2) Where do you feel like you belong?</p> <p>Mutual respect Community C3) How can we help the people around us?</p>	<p>Online Safety Os5) Digital media (N1)</p> <p>Mutual respect and tolerance Racism Lesson 3: Redefining racism</p> <p>Online Safety Project Evolve I can explain ways in which someone might change their identity depending on what they are doing online and why.</p>	<p>Mutual respect and tolerance Individual liberty Family Fa3) Are boys and girls the same? Online Safety Media Bias N2</p> <p>Mutual respect and tolerance Racism Lesson 4: Understanding racial socialisation and stereotypes</p> <p>Rule of Law Online Safety Project Evolve I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of</p>	<p>Growing Up G1) What is a period?</p> <p>Drugs and Alcohol H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>Rule of Law Drugs and Alcohol H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	<p>Rule of Law Online Safety Advertising C1</p> <p>Rule of Law Drugs and Alcohol Drugs-Safety rules and risks- Alcohol and smoking</p> <p>Tolerance and mutual respect Community Inclusion, belonging and addressing extremism. C4 Belonging to a community</p> <p>Financial Capability Making decisions about money- PSHE Association Use the resource from Natwest Money Sense How do I plan a simple budget?</p>
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Year 5	<p>Mutual respect and tolerance Individual liberty Family Why do some people get married?</p> <p>Mutual respect and tolerance Family Are families ever perfect?</p> <p>Rule of Law Online Safety Os1) Control and consent (S1) (discuss digital age of consent)</p> <p>Online Safety Project Evolve I can describe ways to increase privacy on apps and services that provide privacy settings.</p> <p>Financial Capability/Community</p>	<p>Mutual respect and tolerance Friendship Fr1) What makes a close Friend?</p> <p>Mutual respect and tolerance Individual liberty Mental Wellbeing M1) Does everybody have the same feelings?</p> <p>Online Safety Social Media anxiety L1</p> <p>Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Stereotypes</p>	<p>Mutual respect and tolerance Individual liberty Friendship Fr2) Can we be different and still be friends?</p> <p>Mutual respect and tolerance Rule of Law Online Safety S2 social media and Cyberbullying</p> <p>Mutual respect and tolerance Individual liberty Friendship Should friends tell us what to do?</p> <p>Mutual respect and tolerance Physical Health P1) Is there such a thing as a perfect body?</p>	<p>Mutual respect and tolerance Rule of Law Online Safety Os3) Meeting strangers online (P4)</p> <p>Rule of law Online Safety Os4) Personal Information, terms and conditions</p> <p>Mutual respect and tolerance Rule of Law Online Safety Project Evolve I can explain that taking or sharing inappropriate images of someone even if they say 'it is ok' many have an impact for the sharer and others.</p>	<p>Mutual respect and tolerance Racism Lesson 6: Being anti-racist in our actions</p> <p>Mutual respect and tolerance Friendships Why are some people unkind?</p> <p>Financial Capability Money and emotional wellbeing-PSHE Association Use the resource from Natwest Money Sense How does money affect my feelings?</p> <p>Growing Up G1) How will my body change as I get older?</p>	<p>Mutual respect and tolerance Online Safety Os5) Analysing Digital Media (N1)</p> <p>Rule of Law Online Safety Game ratings L6</p> <p>Rule of Law Drugs and Alcohol Drugs- Managing Risk- Medicine</p> <p>Rule of Law Drugs and Alcohol Drugs and Alcohol and legal drugs</p> <p>Online Safety Unhealthy Attention P3</p> <p>Physical Health P2) How can I stay fit and healthy?</p>
	<p>C5a) Why is money important?</p>		<p>Individual liberty Online Safety Self Esteem L2 Mutual respect and tolerance Racism Lesson 5: Unconscious bias</p>	<p>Linked with I can describe how things shared privately online can have unintended consequences for others (e.g. screen grabs)</p> <p>Mental Wellbeing M2) Should we be happy all the time?</p> <p>Mutual respect and tolerance Online Safety Os8) Does the internet make us happy? (L1)</p> <p>Mutual respect and tolerance Mental Wellbeing M3) Why do we argue?</p>	<p>Mutual respect and tolerance Growing Up G2) How will my feelings change as I get older? Growing Up G3) How will I stay clean during puberty? Growing Up G4) What is menstruation?</p>	<p>Online Safety Digital '5 a day' L4</p> <p>Physical Health P3) Can I avoid getting ill?</p> <p>Individual liberty Mental Wellbeing M4) Who am I?</p> <p>Mutual respect and tolerance Family Is there such a thing as a normal family?</p>

Year 6	<p>Online Safety Os6) Bias (N2)</p>	<p>Mutual respect and tolerance Rule of law Community</p>	<p>Sx1) How do plants reproduce? (N.B. Taught through science –</p>	<p>Individual liberty Rule of Law Physical Health</p>	<p>Growing Up G1) How will my body change as I get older?</p>	<p>Mutual respect and tolerance Online Safety Unhealthy Attention P3</p>
	<p>Mutual respect and tolerance Individual liberty Friendships What are stereotypes?</p> <p>Mutual respect and tolerance Individual liberty Online Safety Online Stereotypes L5</p> <p>Mutual respect and tolerance Individual liberty Friendships How do I accept my friends for who they are?</p> <p>Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Extremism</p> <p>Financial Capability Being a critical consumer- PSHE Association</p>	<p>C1) What is prejudice?</p> <p>Mutual respect and tolerance Individual liberty Online Safety Os7) Echo Chambers (N5)</p> <p>Mutual respect and tolerance Rule of law Community C2) What is the history of prejudice?</p> <p>Mutual respect and tolerance Rule of law Community C3) What should I do if I encounter prejudice?</p> <p>Mutual respect and tolerance Racism</p>	<p>does not include sexual intercourse)</p> <p>Mutual respect and tolerance Community C4a) How can I be a great citizen?</p> <p>Online Safety Online Ads and money on the internet C1</p> <p>Rule of law Online Safety In App purchases and credit card info C5</p> <p>Financial Capability/ community C5b-How can I spend money?</p>	<p>P4) Why do some people take drugs?</p> <p>Physical Health P5) Where should I get my health information?</p> <p>Online Safety Inaccurate health info L3</p> <p>Physical Health P6) How do I save a life?</p> <p>Rule of Law Online Safety Os3) Meeting Strangers</p>	<p>Growing Up G2) How will my feelings change as I get older?</p> <p>Growing Up G3) How will I stay clean during puberty?</p> <p>Growing Up G4) What is menstruation?</p> <p>Mutual respect and tolerance Community C6) What makes it feel like we belong?</p> <p>Mutual respect and tolerance Individual Liberty Community C7) What does it mean to be British?</p> <p>Online Safety Verifying info online N3</p>	<p>Mutual respect and tolerance Friends Fr7) How do we reduce sexism?</p> <p>Mutual respect and tolerance Community C4b) How can we make a positive change in the world?</p> <p>Rule of Law Drugs and Alcohol Drugs-Managing risk-influence and pressure</p> <p>Rule of Law Drugs and Alcohol Drugs-Managing risk-Drugs, alcohol and the media</p> <p>Financial Capability/ community C5) How can I earn money?</p>
	<p>Online Safety Project Evolve I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	<p>Lesson 7: Representation matters</p> <p>Mutual respect and tolerance Racism Lesson 8: Myth busting anti-racism</p>				

Definition of PSHE Education Non-statutory

PSHE education equips children and young people with the knowledge and skills to deal with a range of issues they face as they grow up. It covers:

- drugs and alcohol education
- emotional health and well-being
- (sex) and relationship education (SRE)
- physical wellbeing
- financial capability
- safety
- careers education
- anti-racism

By the end of primary school children should know

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ 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.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.

Assessment and review of learning

Assessment plays a key role in effective RHE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing.

Teachers will keep a note of pupils who have missed significant parts of RHE teaching and learning due to absence. Pupils' development in RHE focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through the use of formative and summative assessment. At the end of each half term, pupils will complete an assessment which will inform teachers of the pupil's knowledge and understanding. Pupils will also participate in scenario card activities, brainstorming, Big Questions, pupil voice and will be assessed through observation and questioning.

Pupils' learning in these subjects will not be formally assessed through the provision of grades or through exams or tests.

Pupils will be encouraged to reflect and self-assess their own learning and progress.

The following are examples of questions that may be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

- What do I know already?
- What new information have I learnt?
- What do I now think and believe?
- How did I feel about what I found out?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- What do I now need to learn?
- What new vocabulary have I learnt?
- Scenarios/big questions such as-You see somebody being bullied. What do you do? You receive an image of something online which makes you feel uncomfortable. What do you do?

We report to parents/carers at the end of the school year on pupils' learning and progress as part of RHE in their school annual report.

Policy development, monitoring and review

Coit and Ecclesfield Primary is committed to monitoring and evaluating the effectiveness of this policy. Specifically, important to the RHE Programme are:

- Pupil feedback,
- Staff review and feedback
- Parental feedback
- Further guidance and legislative changes.

Policy availability

- This policy will form part of the induction of all staff members and annual staff training.
- The policy is shared on our website.
- Parents/guardians and all staff members will be notified of any updates.
- Parents and staff are invited to comment on the policy.

Links to other policies

This policy should be read in conjunction with other school policies, including

- Safeguarding Policy
- Bullying Policy
- Health and Safety policy
- Special Educational Needs Policy
- Health and Wellbeing Policy
- KCSIE
- Equality Act

Personal Development	
Emotional Well Being	
RHE	F2-Y6
ELO	F2-Y6
Lego therapy	Where needed (F2-Y6)
Extra transition	F2-Y6
The Nest	F2-Y6
Champions of Change	Y1-Y6
Emotionally available adults	F2-Y6
Themed days	F2-Y6
Art Therapy	Where needed (F2-Y6)
Personal Development	
RHE/Anti Racism SOW, PSHE SOW	All year groups
Residential	Y3, Y6
Visitors and Visits	Whole school
Sporting competition programme inter schools	Y1-Y6

Champions of Change	Y1-Y6
Peer Mediators	Y5 and Y6
Financial Capability opps	Y6
Music-singing lessons/instrument lessons	Changeable
Young Leaders	Y6
Swimming	Y4
Family assemblies	Whole school
Mindsets	Whole School
Crucial Crew - Lifewise training	Y6
Fund raising	Whole school
Activity mornings	Whole school
Themed days	All year groups
Physical Well-Being	
RHE	All year groups
ELO	F2-Y6
Arches lunchtimes	Whole school
Sporting competition	Y1-Y6

programme inter schools	
Themed days	All year groups
Bike ability	Y6
Balance ability	F2/Y1
Swimming	Y4
Academic Well-being Support	
Parental workshops	Whole school
Academic interventions	Whole school
Activity mornings	Whole school
Class Assemblies	Whole school
Celebration of Work	Whole school
SATS morning group 3 mornings per week	Y6
Achievement assembly	F2-6
Early morning phonic interventions	Ks1

