

'FROM GREAT TO AMAZING'



**SUFFOLKS PRIMARY SCHOOL**

**RHSE Policy**

**DECEMBER 2025**

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

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

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

### **Aims:**

#### **Relationships Education**

- To ensure that pupils understand the importance and characteristics of healthy family life
- To ensure pupils understand that families y look different to their own and that they should respect those differencing
- To ensure pupils understand the importance of happy, healthy friendships
- To enable children to manage conflict, difficult and uncomfortable situations
- To ensure that pupils understand the importance of permission-seeking and giving in relationships with friends, peers and adults
- To ensure pupils act respectfully and are aware of the possible dangers of online relationships
- To enable children to ask for advice for themselves and others; report concerns or abuse and that it is not always right to keep secrets
- To provide a framework in which sensitive discussions can take place
- To help pupils develop feelings of self-respect, confidence and empathy

#### **Sex Education**

- To ensure that pupils develop an understanding of how their bodies work and will/may grow, change and develop
- To encourage a sense of self-esteem in pupils
- To enable pupils to be aware of choices available to them and so to make responsible and informed decisions concerning personal issues
- For pupils to be aware of relationships and emotions, how to react positively to them and how to cope with stressful and unhappy situations
- To value trust, security and respect
- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty and give pupils an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy

- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

#### Health Education

- To ensure pupils know the importance of taking care of their mental health and wellbeing
- To understand how to be safe online
- To understand the importance of physical health and fitness
- To understand the importance and what constitutes healthy eating
- The risks and dangers of drugs, alcohol and tobacco
- To understand the basics of preventing ill health
- To understand the importance of basic first aid
- To understand key facts about puberty and the changes adolescent bodies go through

These aims are fulfilled through aspects of our PSHE and science curriculum as well as other opportunities that may arise through other parts of the curriculum.

## **1. Legal framework**

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Online Safety Policy
- Visitor Policy

## **2. Roles and responsibilities**

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

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

The PSHE subject leader is responsible for:

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

The SENCO is responsible for:

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

### 3. Organisation of the curriculum

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **"Sex education"** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.
- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We consult with parents, pupils and staff in the following ways:

- **Questionnaires and surveys**
- **Focus groups**
- **Meetings**
- **Training sessions**
- **letters**

Any parent or teacher wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- **Organising a meeting with the Headteacher or PSHE coordinator.**
- **Emailing [office@suffolks.enfield.sch.uk](mailto:office@suffolks.enfield.sch.uk)**

#### **4. Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships, sex and health education.

The school will consult closely with parents when reviewing the content of the school's relationships, sex and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

## **5. Relationships education overview**

### **Families and people who care for me**

By the end of primary school, pupils will know:

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

### **Caring friendships**

By the end of primary school, pupils will know:

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

### **Respectful relationships**

By the end of primary school, pupils will know:



- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

By the end of primary school, pupils will know:

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

### **Being safe**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Curriculum overview – relationships unit from <b>JIGSAW PSHE scheme.</b>							
REC	Y1	Y2	Y3	Y4	Y5	Y6	Weekly celebration
<p>To identify some of the jobs I do in my family and how I feel like I belong</p> <p>To know how to make friends to stop myself feeling lonely</p> <p>To think of ways to solve problems and stay friends</p> <p>To understand the impact of unkind words</p> <p>To use Calm Me time to manage my feelings</p> <p>To know how to be a good friend</p>	<p>To identify the members of my family and understand that there are lots of different types of families</p> <p>To identify what a good friend means to me</p> <p>To appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>To know who can help me in my school community</p> <p>To recognize my qualities as a person and a friend</p> <p>To tell you why I appreciate someone who is special to me</p>	<p>To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>To understand that there are lots of forms of physical contact within a family and that some of this acceptable and some is not</p> <p>To identify some of the things that cause conflict with my friends</p> <p>To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>To recognize and appreciate people who can help me in my family, my school and my community.</p> <p>To express my appreciation for the people in my special relationships</p>	<p>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>To identify and put into practice some of the skills of friendship e.g. taking turns and being a good listener</p> <p>To know and use some strategies for keeping myself safe online</p> <p>To explain how some of the actions and work of people around the world help and influence my life</p> <p>To understand how my needs and right are shared by children around the world and can identify how our lives may be different</p> <p>To know how to express my appreciation to my friends and family.</p>	<p>To recognize situations which can cause jealousy in relationships</p> <p>To identify someone I love and can express why they are special to me</p> <p>To talk about someone I know but no longer see</p> <p>To recognize how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>To understand what have a boyfriend/girlfriend might mean and that it is a special relationship for when I am older</p> <p>To know how to show love and appreciation to the people and animals who are special to me</p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>To understand that belonging to an online community can have positive and negative consequences</p> <p>To understand there are rights and responsibilities in an online community or a social network</p> <p>To know there are rights and responsibilities when playing a game online</p> <p>To recognize when I am spending too much time using devices (screen time)</p> <p>To explain how to stay safe when using technology to communicate to my friends</p>	<p>To know that it is important to take care of my mental health</p> <p>To know how to take care of my mental health</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>To recognize when people are trying to gain power and control</p> <p>To judge whether something online is safe and helpful for me</p> <p>To use technology positively and safely to communicate with my friends and family</p>	<p>Children who:</p> <ol style="list-style-type: none"> <li>1. Know how to make friends</li> <li>2. Try to solve friendship problems when they occur</li> <li>3. Help others to feel part of a group</li> <li>4. Show respect in how they treat others</li> <li>5. Know how to help themselves and others when they feel upset or hurt</li> <li>6. Know and show what makes a good relationship</li> </ol>

**Government guidance: What children should learn by the end of primary school (relationships)**

Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
<p>That families are important for them growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust.</p> <p>How to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>How to manage conflict.</p> <p>How to manage different situations and how to seek help from others if needed.</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.</p> <p>Which practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.</p> <p>What a stereotype is, and how they can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>That people sometimes behave differently online, including pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.</p> <p>The rules and principles for keeping safe online.</p> <p>How to recognise harmful content and contact online, and how to report these.</p> <p>How to critically consider their online friendships and sources of information.</p> <p>The risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.</p> <p>About the concept of privacy and the implications of it for both children and adults.</p> <p>That it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves and others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to seek advice, for example, from their family, their school and other sources.</p>

Relationships Education

Sex Education

PSHE

Religious Education

## **6. Sex education**

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

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

Curriculum overview – Sex education unit from **JIGSAW PSHE**

REC	Y1	Y2	Y3	Y4	Y5	Y6
<p>To name parts of my body</p> <p>To tell you some things I can do and foods I can eat to be healthy</p> <p>To know that we all grow from babies to adults</p> <p>To express how I feel about moving to Year 1</p> <p>To talk about my worries and the things I am looking forward to about Year 1</p> <p>To share my best memories about this year in Reception</p>	<p>To start to understand the life cycles of animals and humans</p> <p>To understand that as I grow, changes will happen and that it is ok</p> <p>To tell you some things about me that have changed and about things that have stayed the same</p> <p>To tell you how my body has changed since I was a baby</p> <p>To understanding that growing up is natural and that people grow at different rates</p> <p>To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>To respect my body and know which parts are private</p> <p>To understand that every time I learn something new, I change a little bit</p>	<p>To recognise life cycles in nature</p> <p>To understand that some changes are outside of my control</p> <p>To tell you the natural process of growing from young to old and understand that this is not in my control</p> <p>To recognise how body has changed since I was a baby and where I am on the continuum from young to old</p> <p>To recognise physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of my body are private</p> <p>To understand that there are different types of touch and can tell you which ones I like and don't like</p> <p>To be confident to say what I like and like and ask for help when needed</p>	<p>To understand that in animals and humans, lots of changes happen between conception and growing up and that it usually is the female that has the baby</p> <p>To understand how babies grow and develop in the mother's uterus</p> <p>To understand what a baby needs to live and grow</p> <p>To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>To identify how boys' and girls' bodies change on the outside during this growing up progress</p> <p>To identify how boys' and girls' bodies change on the inside during the process of growing up and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>To recognise how I feel about these changes</p>	<p>To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>To correctly label the internal and external parts of the male and female bodies that are necessary for making a baby</p> <p>To understand that having a baby is a personal choice</p> <p>To have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p>To describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this</p> <p>To identify changes that are out of my control and how to accept them</p> <p>To be confident enough to try to make changes when I think they will benefit me</p>	<p>To be aware of my own self-image and how my body image fits that</p> <p>To know how to develop my own self-esteem</p> <p>To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To understand that puberty is natural and happens to everybody at different times</p> <p>To describe how boys' and girls' bodies change during puberty</p> <p>To understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>To also understand that sometimes people need IVF to help them have a baby</p> <p>To identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities</p>	<p>To be aware of my own self-image and how my body image fits into that</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend and girlfriend</p> <p>To understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something I don't want to</p> <p>To be aware of the importance of a positive self-esteem and what I can do to develop it</p>

	<p>To tell you about some changed that have happened in my life and to know some strategies to cope with them</p> <p>To identify what I am looking forward to when I move to my next class</p>	<p>To identify what I am looking forward to when I move to my next class</p>	<p>happening to me and know how to cope with these feelings</p> <p>To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>To identify what I am looking forward to when I move to my next class</p>	<p>To identify what I am looking forward to when I move to my next class</p>	<p>To identify what I am looking forward to when I move to my next class</p>	<p>To identify what I am looking forward to and what worried me about the transition to secondary school</p>
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## **7. Health education overview**

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

### **Mental wellbeing**

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.

- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

### **Healthy eating**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

### **Drugs, alcohol and tobacco**

By the end of primary school, pupils will know:

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.

- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

About menstrual wellbeing and key facts relating to the menstrual cycle.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Curriculum overview – Health education unit from **JIGSAW PSHE**

REC	Y1	Y2	Y3	Y4	Y5	Y6
<p>To understand that I need to exercise to keep my body healthy</p> <p>To understand how moving and resting are good for my body</p> <p>To know which foods are healthy and not healthy and to make healthy eating choices</p> <p>To know how to help myself go to sleep and understand why sleep is good for me</p> <p>To know how to wash my hands thoroughly and understand why this is important before I eat and after I go to the toilet</p> <p>To know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>To understand the difference between being healthy and unhealthy and know some ways to keep myself healthy</p> <p>To know how to make healthy lifestyle choices</p> <p>To know how to keep myself clean and healthy and know that germs can cause illness</p> <p>To know that all household products, including medicines, can be harmful if not used properly.</p> <p>To understand that medicines can help me if I feel poorly and how to use them safely</p> <p>To know ways of helping myself if I feel poorly</p> <p>To know how to keep safe when crossing the road and people who can keep me safe</p> <p>To recognise when I feel frightened and know how to ask for help</p>	<p>To know what I need to keep my body healthy</p> <p>To show and tell you what relaxed means and to know which things make me feel relaxed and stressed</p> <p>To understand when a feeling is weak or strong</p> <p>To understand how medicines work in my body and how important it is to use them safely</p> <p>To sort foods into the correct food groups and know which food my body needs every day to keep me healthy</p> <p>To have a healthy relationship with food and know which foods I enjoy the most</p> <p>To make some healthy snacks and explain why they are good for my body</p> <p>To decide which foods to eat to give my body energy</p>	<p>To understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>To set myself a fitness challenge</p> <p>To know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>To tell you my knowledge and attitude towards drugs</p> <p>To identify things, people and places that I need to keep safe from and to know strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>To identify when something feels safe or unsafe</p> <p>To take responsibility for keeping myself and others safe</p> <p>To understand how complex my body is and how important it is to take care of it</p>	<p>To recognise how friendship groups are formed, how I fit into them and the friends I value most</p> <p>To understand that there are people who take on the roles of leaders and followers in a group and know which role I take in different situations</p> <p>To understand the facts about smoking and the effects on health and also some of the reasons some people start to smoke</p> <p>To recognise negative feelings in peer pressure situations (embarrassment, shame, inadequacy and guilt) and know how to act assertively</p> <p>To understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons people drink alcohol</p> <p>To recognise when people are putting me under pressure and can explain</p>	<p>To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>To know some of the risks of misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>To know and put into practice basic emergency aid procedures (including the recovery position) and know how to get help in emergency situations</p> <p>To know how to keep myself calm in emergencies</p> <p>To understand how the media, social media and celebrity culture promotes certain body types</p> <p>To reflect on my own body image and know how important it is that this is positive and I accept and respect myself</p> <p>To describe the different roles food can play in people's lives and can explain how people can develop eating problems</p>	<p>To take responsibility for my health and make choices that benefit my health and well-being</p> <p>To know about different types of drugs and their uses and their effects on the body, particularly the liver and heart</p> <p>To understand that some people can be exploited and made to do things that are against the law</p> <p>To know why some people join gangs and the risks this involves</p> <p>To suggest strategies to someone so they can avoid being pressurised</p> <p>To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>To recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p>

	To tell you why I think my body is amazing and identify ways to keep it safe and healthy		To respect my body and appreciate what	ways to resist this when I want  To know myself well enough to have a clear picture of what I believe is right or wrong	(disorders) relating to body image pressures  To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	
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## **8. Delivery of the curriculum**

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Sex education will be delivered through the science curriculum and the PSHE curriculum. At Suffolks, we use JIGSAW's PSHE scheme to support our delivery of relationships, sex and health education.

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

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the PSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from

accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy and as part of our continuous filtering and monitoring procedures.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

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

- Written assignments
- Group presentations
- Group tasks
- Projects

## **9. Working with external experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.



## **10. Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010 specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

## 11. Curriculum links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

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

## **12. Withdrawing from the subjects**

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

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum. This must be requested in writing to the headteacher.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. We hold parent workshops each year for parents to have their say on the curriculum and to see the resources being used. It is highly recommended that all parents attend these sessions.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## **13. Staff training**

All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

## **14. Monitoring quality**

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

## **15. Monitoring and review**

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. The next scheduled review date for this policy is **December 2026**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.