



Statutory Relationships Education and Health Education Content Coverage Staff Activity

Look at the topics mentioned and decide if currently in your school these are topics that are definitely taught, definitely not taught or you are not sure. Remember that using a spiral curriculum you may make links to some topics even without using the specific terminology, which itself might be more suited to an older age group – for example you might talk in Key Stage 1 about no-one else having the right to touch or hurt any part of the body which is usually private (for example by using the NSPCC Pants resources) and therefore you have set the scene for talking about FGM in specific detail at a later date.

When you have completed this activity have a look at where you have placed each item and use the colour code to map topics you may need to include or amend in your current provision.

Green = this topic forms part of statutory Relationships Education and Health Education at Primary School

Blue = this topic forms part of statutory Relationships Education at Primary School

Yellow = this topic forms part of statutory Health Education at Primary School

Red = this topic does not form part of the statutory requirement for either Relationships Education or Health Education at Primary School, but may form part of sex education that your school chooses to teach outside of statutory requirements or NC Science requirements.

If you have identified any gaps in your provision or just have queries about the content of what is suitable to teach at which age, please don't hesitate to contact our experienced Advisers at Services for Education who can work with you on a bespoke programme to ensure you are fully ready to implement statutory Relationships Education and Health Education in your school.

DEFINITELY TAUGHT

NOT SURE

DEFINITELY NOT TAUGHT



HEALTHY LIFESTYLE	EMOTIONAL HEALTH
MANAGING RISK	PHYSICAL ACTIVITY
PUBERTY	TRANSITION/CHANGE
MANAGING FEELINGS	DEALING WITH EMERGENCIES
HEALTHY EATING	LIKES AND DISLIKES
HYGIENE	NEEDS AND WANTS
INDEPENDENCE	RESPONSIBILITIES
BODY PARTS	MEDICINES
DRUGS	ALCOHOL
ONLINE SAFETY	UNWANTED TOUCH
FAMILY	FRIENDSHIPS
POSITIVE RELATIONSHIPS	BACTERIA AND VIRUSES
PEER PRESSURE	MEDIA
HABITS	TOBACCO
FGM	ABUSE
RELATIONSHIPS	BEHAVIOUR
MARRIAGE AND CIVIL PARTNERSHIP	DIFFERENCE
BULLYING	RESILIENCE
RESPECT	CONTRACEPTION
NEGOTIATION	CULTURAL DIVERSITY
SEXUAL ORIENTATION	GENDER
STEREOTYPES	DISCRIMINATION
SELF ESTEEM	SAFE SEX
DECISION MAKING	VALUING OTHERS
ASKING FOR HELP	STIs
HOMOPHOBIA	SELF IMAGE
CELIBACY	RAPE/SEXUAL ASSAULT
ENDING A RELATIONSHIP	LOYALTY
GOSSIP	PERSONAL SAFETY
BIOLOGY OF REPRODUCTION	SUPPORT AGENCIES
MASTURBATION	VALUING YOURSELF



Sample Policy Framework for Relationships Education in Primary Schools

This framework is suggested for schools to adapt to fit their own circumstances. Section Headings and sample sentences have been given, but it is important for schools to tailor it to what suits their culture and amend/add any other information they will require.

Statement of Values and Ethos

- This policy covers our school's approach to statutory Relationships Education. We understand the purpose of this education to be to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives, understanding and being respectful of beliefs and lifestyles different to their own, whilst recognising what constitutes respectful and positive relationships with others.
- *You can make a link to your school's mission statement or ethos here*
- We view the delivery of quality Relationships Education as a tool to safeguard children. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded through the curriculum rather than taught as a one-off event. If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead.
- The key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Our curriculum promotes the teaching of spiritual, moral, social and cultural content. In creating this policy we have consulted with staff, the governing body and parents as well as pupils, however the needs of pupils (as identified within school and following national guidance) takes precedence over any sensitivities of adults, in particular where there is a safeguarding element to any curriculum theme.
- Following consultation with a cross-section of the school community, we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.
- We ensure our Relationships Education is inclusive and meets the needs of all pupils. This includes lesson content relating to gender equality and LGBT+ equality. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010.
- *You can make a statement here to explain if your school is choosing to teach Relationships and Sex Education at primary school and the rationale if so.*



Responsibility for the Policy

- Our lead governor for Relationships Education is who has worked closely with the headteacher (.....) and the lead teacher for this area of the curriculum (.....) in creating the policy and designing curriculum content.
- **This Relationships Education policy is aligned to the following school policies:**
 - o PSHE policy
 - o Sex Education policy (*delete as appropriate*)
 - o Safeguarding policy
 - o Equal Opportunities policy
 - o *Add any other policies as appropriate*
- The curriculum content will be taught by class teachers (*amend as appropriate*), supported by teaching assistants and senior leaders as necessary. Lessons are timetabled weekly as part of our wider Personal, Social and Health Education curriculum and an overview scheme of work is contained in this policy.
- Teaching staff will receive training on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils. This training will take place before the lessons commence and will be reviewed regularly.

Legal Framework and national guidance

- Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 dated makes it a requirement for all primary schools to teach Relationships Education from September 2020.
- This guidance does not form a National Curriculum but instead gives school guidance on age-appropriate compulsory subject content whilst giving schools “flexibility to shape their curriculum according to the needs of their pupils and communities”. In primary schools this is defined as “the key building blocks of healthy, respectful relationships, focussing on family and friendships, both on and offline”.
- **The guidance should be read in conjunction with:**
 - o Education Act 1996
 - o Learning and Skills Act 2000
 - o Education and Inspections Act 2006
 - o Equality Act 2010
 - o Supplementary Guidance SRE for the 21st Century 2014
 - o Children and Social Work Act 2017
 - o Keeping Children Safe In Education 2018



How it will be taught

- Ground rules will be agreed by pupils and teachers prior to commencement of the lessons. No personal information will be shared and distancing techniques such as using fictional case studies and the third person will be used.
- Pupils will be taught that parents are a vital source of support and learning in the topic of Relationships Education.
- Our Relationships Education lessons will be taught using a range of resources and teaching methods. Students are taught not only factual knowledge about the curriculum area but also to reflect on, and develop, their skills and attitudes to subject matter. This may include challenging stereotypes and learning to resist peer pressure for example.
- Pupils will have the opportunity to ask any questions they have both during the lesson and via the use of a question box at the end of lessons (pupils will be required to put their initials on any question in the box as a safeguarding measure).
- Staff will feed back any potential safeguarding concerns to the Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.
- If students have questions which are outside of the typical content for their age and stage of development teachers will use their professional judgement to determine whether the question will be answered in the whole class setting, in a private conversation with the student involved or whether the topic is deemed to be outside of the appropriate content for that student's age and development in which case the question will not be answered and the student will receive feedback as to why. Staff have received training on the teaching and appropriate content of Relationships Education and their judgements will be based on this professional knowledge.
- We will ensure that the curriculum content is matched to the needs of our pupils through student voice, participation into curriculum design and through regular monitoring of lessons and resources used. Assessment of lesson delivery and outcomes will take place by the subject lead and pupil outcomes will be monitored regularly by class teachers. We will use the system of students achieving expected progress, showing emerging progress in the area or exceeding expectations in the area (emerging, expected, exceeding). (*Amend as appropriate*).
- Resources will be differentiated for students with SEND as necessary, following liaison between classroom teachers and staff with responsibility for SEND provision in school. We believe the students with SEND have an entitlement to age and stage appropriate Relationships Education and so students will not be routinely removed from lessons for individual support away from their peers, but will be supported with a more personalised approach to lesson objectives and outcomes. Where it is known that a situation in a student's personal life may affect their engagement with a particular topic within Relationships Education (for example some specific safeguarding issues), staff will work with students in advance to prepare them for the topic area and give the student ownership of how much, if any, of the lesson content they wish to access with their peers.
- In addition to dedicated lesson times, assemblies may make reference to themes in Relationships Education. This is in line with established good practice in PSHE (Personal, Social and Health Education) of using a spiral curriculum and developing on themes previously encountered.



- External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of school teaching staff. This will ensure that content and delivery styles reflect our school approach.
- Parents will be informed about the policy and lesson content both through material publicly available on our website and via invitation to content sessions developed for parents which will occur annually. Parents will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they have.
- Parents have the right to withdraw their child from any Sex Education content taught in primary school which falls outside of the National Curriculum Science requirements and outside of the Relationships Education guidance. Any requests to withdraw should be made to the headteacher.

Curriculum Content Overview

- *Put your SoW overview here – if you do not have this yet, please refer to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2018, section on Relationships Education (Primary). This section contains a table of requirements to have covered by the end of primary school. Equally, the PSHE Association Programme of Study 2017 contains a detailed description, n for Key Stage 1 and Key Stage 2 separately, of suggested content. Core Theme 1: Health and Wellbeing and Core Theme 2: Relationships are both closely linked to the requirements of the statutory guidance and will be of use in designing the breadth of your curriculum coverage.*

Review Procedures

- This policy will be reviewed on by
- The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community.
- The review will be led by and
- In addition throughout the review period monitoring of lesson delivery and student outcomes will be regularly carried out by (*the lead for PSHE – amend as appropriate*). In each review period provision will be audited to evaluate provision and coverage and feedback from staff, pupils and parents will be taken into account to evaluate coverage. The statutory guidance makes provision that parents will be consulted before the final year of primary school about the detailed content of what will be taught in terms of the non-statutory sex education element.



We really hope that you've found our RSE Roadmap and free resources useful and that you're feeling more prepared for Summer 2020. As previously mentioned, at Services For Education, we offer a wide range of support services to ensure that your school is ready when the time comes.

Our Primary School Relationships Education Programme will support you to review your current provision and include strategic planning sessions and consultations with children, staff and parents.



About The Author

Jo Perrin taught PSHE in secondary schools for over a decade and held the role of Designated Safeguarding Lead and pastoral lead. She currently works as an Education Adviser for Services For Education which allows her to combine her experience in schools with a personal knowledge of child protection and childhood trauma as a foster carer. In addition, Jo worked as a West Midlands' Adviser for a national PSHE resource, has delivered a presentation to the Sex Education Forum National Members' Event and has created a variety of RSE resources as part of her role for Services For Education. Jo's advisory experience is not limited to training school staff as she works with non-education based organisations to support them in safeguarding and emotional health and well-being aims and is an affiliated trainer for Mental Health At Work.

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