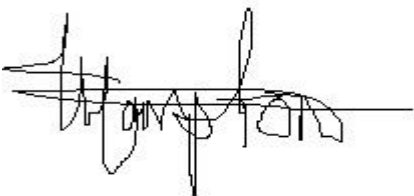




Roman Way Primary School

Relationships and Health Education (RHE) Policy

Including Sex and Relationship Education (SRE)

Reviewed and approved by Governors	
Name	Tanya Hampton
Signed	
Date	27 th March 2025

Review Date	March 2028
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1. Aims

The aims of relationships and sex education (RHE (WITH SRE)) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Roman Way, we intend for our RHE learning to run alongside and underpin all other learning within our curriculum. We will be implementing and embedding this through our S.H.I.E.L.D. (Safety, Honesty, Integrity, Excellence, Love and Determination) values which link directly with our school values, British values and ethos. Our aim is for all children to understand and encompass our Roman Way SHIELD values by the time they leave and transition to secondary school. To support this learning, we also implement a half-termly *Thrive* theme, delivered through assemblies and weekly in-depth lessons. We are proud to be a *Simon Says Champion School*, actively promoting emotional well-being and resilience. Our school has a strong bereavement awareness culture: all staff have received bereavement training, and we have developed an extensive bereavement toolkit to support both children and their families during difficult times.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHE (WITH SRE), we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Roman Way we teach RHE (and SRE) as set out in this policy.

3. Policy development

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – working group of subject leader and inclusion manager collated all relevant information including relevant national and local guidance to assess current curriculum provision and direction going forward.
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations, initial consultation with staff via INSET training and Survey Monkey on January 4th 2021.
3. Parent/stakeholder consultation – parents and any interested parties are currently (December 2020) being invited to digitally access, discuss, assess and feedback on proposed policy and documentation in the context of COVID-19. Majority of information will be shared via the school website with an online survey available to complete for an extended period of time
4. Pupil consultation:
 - a. we plan to consult with pupils after the first half term (late Feb/March 2021) to identify how well understood the S.H.I.E.L.D. values are after being implemented in January 2021
 - b. we will aim to re-consult with pupils again during summer term once the trial period in Spring term 2 has been completed/implemented
5. Ratification – once feedback and comments from all parties are considered, evaluated and amendments made policy will be shared with governors and ratified – this will be an ongoing process where the RHE curriculum will be reviewed and monitored as and when necessary

4. Definition

Relationship, Health Education is herein referred to as RHE

Sexual, Relationship Education is herein referred to as SRE

RHE (with SRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE (with SRE) involves a combination of sharing information, and exploring issues and values.

RHE (with SRE) is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We are developing the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Parents will be informed or ask to be part of this discussion so they are equipped with the tools and language to support their child.

Primary sex education is not compulsory in primary schools, it is a devolved responsibility with schools given autonomy to deliver education as they see fit to meet the needs of their children. The provision that is given at Roman Way is in addition to statutory requirements of the National Science Curriculum, as such parents have a right to withdraw their child from these aspects of the school curriculum and should do so in writing to the headteacher.

At Roman Way, Sex education is delivered in Upper Key Stage two in Years Five and Six and focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE (with SRE)

RHE (with SRE) is taught within the RHE curriculum with weekly whole school themes via assemblies at a whole school, year group and class level; discrete RHE lessons in class with themes adapted in an age-appropriate manner or half termly SRE focused weeks. Biological aspects of RHE (with SRE) are taught within the Science curriculum, and other aspects are included in religious education (RE). An additional *Thrive* lesson is delivered each week, designed to align with the half-termly *Thrive* focus. These sessions play a key role in supporting children's emotional and social development. lessons are guided by or licence thrive practitioner.

Our curriculum and framework documentation that has been outlined, proposed and evaluated by all relevant school community groups and consequently agreed with a central focus that it is age appropriate, accessible and relevant for children of all backgrounds, races, cultures, genders and educational needs. As with all of our teaching and learning policies it has been developed with a view that no children are left behind, all children are supported and that all children make progress with the skills and learning associated with RHE.

At Roman Way we seek to make RHE an integral part of children's learning, awareness and development across all curriculum areas and is embedded throughout via our S.H.I.E.L.D values (Safety, Honesty, Integrity, Excellence, Love and Determination; values that are linked directly to the school's values and ethos. Our intention is that through a growth mindset to all learning, a focused curriculum on these values and a targeted RHE curriculum children will understand and encompass these values by the end of primary school so they are well rounded, aware members of the local community with a tool kit that will serve them well in a range of scenarios and situations they will encounter as the continue to grow, learn and develop.

RHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- | | |
|---------------------------------------|-------------------------------|
| • Families and people who care for me | • Healthy Eating |
| • Caring friendships | • Basic First Aid |
| • Respectful relationships | • Drugs, Alcohol and Tobacco |
| • Online relationships | • Health and Prevention |
| • Being safe | • Changing Adolescent Body |
| • Mental Wellbeing | • Rights and Responsibilities |
| • Internet Safety and Harms | • Environment |
| • Physical Health and Fitness | • Money |

For more information about the Science Curriculum overlap, please see RHE Science Curriculum (Appendices 3).

For more information about our RHE (with SRE) curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Any instances where children and/or families feel that the delivery of the RHE curriculum at Roman Way has fallen short of this intention are welcome to contact the headteacher to discuss their worries, concerns and complaints.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHE (with SRE) policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE (WITH SRE) is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE (WITH SRE) (see section 8) in accordance with statutory guidelines.

7.3 Staff

Staff are responsible for:

- Delivering RHE (with SRE) in a sensitive and age appropriate manner
- Modelling positive attitudes to RHE (with SRE)
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately, with guidance from headteacher and subject leader, to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE (with SRE)

Staff do not have the right to opt out of teaching RHE (with SRE). Staff who have concerns about teaching RHE (with SRE) are encouraged to discuss this with the headteacher. The headteacher and subject leader are responsible for ensuring that staff feel they are secure in their knowledge and the expectations for their RHE learning. Where staff feel they require training and support time for Professional Development, training will be made available on a regular basis to ensure that staff have the required standards of knowledge and awareness to deliver curriculum content and meet the expected standards.

All teachers are responsible for leading the teaching of RHE (with SRE) for their class.

All staff are responsible for supporting learning within RHE (and SRE).

7.4 Pupils

Pupils are expected to engage fully in RHE (with SRE) and, when discussing issues related to RHE (with SRE), treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from RHE. As of September it is a statutory requirement for primary schools to deliver RHE as a core element of the curriculum

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE (with SRE).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

We would actively encourage school members to engage with the school on wishes to withdraw children from these elements of learning so that concerns can be discussed and addressed in advance of the teaching so that the school can offer potential alternative approaches to this learning where appropriate.

9. Training

Staff are trained on the delivery of RHE (with SRE) as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurse or sexual health professionals, to provide support and training to staff teaching RHE (with SRE) where training is required. Staff will be given regular formal opportunities to feedback potential professional development areas and will always be able to contact the subject leader and senior leadership about concerns they have regarding their delivery of the RHE curriculum.

10. Monitoring arrangements

The delivery of RHE (with SRE) is monitored by Kim Hughes, Subject through:

- Learning Walks/ Informal lesson observations
- Student and Staff feedback
- Book Looks (personal development books alongside class portfolios)

Pupils' development in RHE (with SRE) is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by SLT. At every review, the policy will be approved by the headteacher and recommended for approval by the governing body.

Appendix 1: Curriculum map

RHE Curriculum Map Overview – Whole School

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships (RHE)						
Families and people who care for me	To identify and respect the difference and similarities between people. To identify what makes me unique and what makes me the same. To learn about people who look after me and my family. To know who to go to if I am worried and how to attract their attention.	To identify and respect the difference and similarities between people. To identify what makes me unique and what makes me the same. To learn that I belong to different groups and communities such as family and school. To learn about the people who look after me, my family networks and who to go to if I am worried and how to attract their attention.	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	To learn that families can sometimes look different from my family but I should respect those differences. To learn how families are important because they can provide love, security and stability. To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together.	To learn that families can sometimes look different from my family but I should respect those differences and know that other children's families are also characterised by love and care. To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. To recognise ways in which a relationship can be unhealthy and whom to talk to if I need support.	To learn that families can sometimes look different from my family but I should respect those differences and know that other children's families are also characterised by love and care. To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. To recognise ways in which a relationship can be unhealthy and whom to talk to if I need support. To learn that civil partnerships and marriages are examples of public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						commitment.
Caring friendships	To identify special people (family, friends, carers), what makes them special and how special people should care for one another.	To identify special people (family, friends, carers), what makes them special and how special people should care for one another. To recognise that my behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, right and wrong. To recognise that people's bodies and feelings can be hurt; including what makes them feel comfortable and uncomfortable. To listen to other people and play and work cooperatively, including strategies to resolve simple arguments.	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	To recognise how important friendships are but that most have ups and downs. To learn strategies to resolve disputes and conflict through appropriate compromise and negotiation – resorting to violence is never the right answer.	To recognise how important friendships are but that most have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened. To learn strategies to resolve disputes and conflict through appropriate compromise and negotiation – resorting to violence is never the right answer.	To recognise what constitutes a positive, healthy relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support with problems) and develop the skills to form and maintain positive healthy relationships. To recognise ways in which a relationship can be unhealthy (i.e. who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable) and how to seek help or advice if needed.
Respectful Relationships	To identify and respect the difference and similarities between people.	To identify and respect the difference and similarities between people. To recognise that people have rights and that	To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours. To learn about the responsibilities of bystanders. To learn	To recognise the importance of respecting others (even when they are very different to me, have different beliefs or make different choices).	To listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings	To recognise and challenge stereotypes by learning what one is and how they can be unfair, negative or destructive. To understand personal

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		everyone has responsibilities to protect those rights, including protecting other's bodies and feelings; being able to take turns; share and understand the need to return things that have been borrowed. To learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. To recognise different types of bullying and to understand that these are wrong and unacceptable. To learn strategies to resist teasing and to know what to do/who to go to for help if they experience or witness bullying.	how to respond and ask for help.	To listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see respect and if necessary constructively challenge others' points of view.	and to try to see respect and if necessary constructively challenge others' points of view. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for if I need it or for others at risk.	boundaries; to identify what I am willing to share with special people, friends, classmates and others; and that we all have a right to privacy. To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	To recognise that I share a responsibility for keeping myself and others safe online, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.'	To recognise that I share a responsibility for keeping myself and others safe online, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.' To learn rules and ways of keeping physically safe and emotionally safe,	To learn the rules and principles for keeping safe online and how to recognise risks. To learn about the people who are responsible for helping me stay healthy and safe; how I can help these people keep me	To learn the rules and principles for keeping safe online and how to recognise risks. To learn strategies for keeping safe online; the importance of protecting personal information (including passwords,	To learn how information and data is shared and used online. To learn strategies for keeping safe online; the importance of protecting personal information (including passwords, addresses and the	To recognise how images in the media (and online) do not always reflect reality. To recognise how people sometimes behave differently online, including by pretending to be someone they are

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		including responsible computer use and online safety.	healthy and safe. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships both face: face and online. To realise that some people behave differently online, including by pretending to be someone they are not. To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).	addresses and the distribution of images of myself or others).	distribution of images of myself or others). To learn how to recognise risks online, harmful content and contact, and how to report it.	not. To recognise ways in which online relationships can be unhealthy and how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. To learn about pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresented or mislead; the importance of being careful what they forward to others.
Being Safe	To learn about the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret	To learn what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy.	To learn about people who are responsible for helping me stay healthy and safe; how I can help these people to keep me healthy and safe.	To learn about the concept of 'privacy' and 'keeping something confidential or a secret'. To learn when they should or should not	To learn about the sorts of boundaries appropriate in friendships (including online). To learn how to manage requests for images;	To understand personal boundaries; to identify what they are willing to share with special people; friends; classmates; others.

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	that make me feel uncomfortable, anxious or afraid.	To learn about the people who look after me, my family networks and who to go to if I am worried and how to attract their attention. To recognise that I share a responsibility for keeping myself and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.	To know how/ where to ask for advice or report concerns.	agree to this and when it is right to 'break a confidence' or 'share a secret'. To learn about the sorts of boundaries are appropriate in friendships (including online). To learn how to manage requests for images; what is and isn't appropriate to ask for or share; who to talk to if they feel uncomfortable or unsafe. To learn that each person's body belongs to them. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.	what is and isn't appropriate to ask for or share; who to talk to if they feel uncomfortable or unsafe. To learn about taking care of my body, understanding that they have a right to protect their body from inappropriate and unwanted contact.	To learn that we all have a right to privacy. To learn about taking care of my body, understanding that they have a right to protect their body from inappropriate and unwanted contact. To learn how to report concerns or abuse, and the vocabulary and confidence needed to do so and where to get advice from (family, school and/or other sources.) To understand the concept of privacy and the implications of it for both children and adults; including that is not always right to keep secrets if they relate to being safe.
Physical health and mental wellbeing - Health						
Mental Wellbeing	To communicate my feelings to others, to recognise how others show feelings and how to respond. To learn about healthy lifestyles and how to maintain a healthy	To communicate my feelings to others, to recognise how others show feelings and how to respond. To learn about good and not so good feelings.	To deepen my understanding of good and not so good feelings, to extend my vocabulary to enable me to explain both the range and intensity of my feelings to others.	To learn that mental wellbeing is a normal part of daily life, in the same way as physical health. To learn what positively and negatively affects my physical, mental and emotional health.	To recognise that mental wellbeing is a normal part of daily life (in the same way as physical health) and to understand what positively and negatively affects my physical, mental and emotional state.	To learn about the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To learn about the role of

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	lifestyle, including the benefits of physical activity and rest. To know who to go to if I am worried and how to attract their attention.	To develop my vocabulary to describe my feelings to others. To develop simple strategies for managing my feelings. To know who to go to if I am worried and how to attract their attention.	To recognise that I may experience conflicting emotions and when I might need to listen to, or overcome these. To realise the nature and lasting consequence on mental health of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). To learn about people who are responsible for helping me stay healthy and safe; how I can help these people to keep me healthy and safe. To recognise the role of voluntary, community and pressure groups; especially in relation to health and wellbeing.	To recognise how to make informed choices (that can have positive, negative and neutral consequences) on health and wellbeing. To begin to understand the concept of a 'balanced lifestyle'. To learn simple self-care techniques (including the importance of rest, time spent with friends and family, the benefits of hobbies and interests)	To learn about the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To recognise how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To deepen my understanding of good and not so good feelings, to extend my vocabulary to enable me to explain both the range and intensity of my feelings and others. To recognise that I may experience conflicting emotions and when I might need to listen to or overcome these. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of	voluntary, community and pressure groups in relation to health and wellbeing. To develop simple self-care techniques. To know where and how to seek support (including the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the support is made available, especially if accessed early enough.

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					individuals and communities; and that is can have a negative and often long lasting impact on mental wellbeing.	
Internet Safety and Harms	To learn about healthy lifestyles and how to maintain a healthy lifestyle; including rationing time spent online.	To recognise that I share a responsibility for keeping myself and others safe online.	To recognise that the internet can be a negative place. To recognise all types of bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) and that it can have a negative impact on mental health. To recognise that my actions online affect myself and others	To recognise that the internet can be a negative place. To recognise what positively and negatives affects by physical, mental and emotional health. To learn strategies for keeping safe online; the importance of keeping personal information private (including passwords, addresses and the distribution of images of myself or others)	To learn about the benefits of rationing time spent online and the risks of excessive time spent on electronic devices and the impact of positive and negative content online on my own and others' mental and physical wellbeing. To recognise the responsible use of mobile phone and safe user habits (time limits, turning it off at night etc.). To consider the effect of my online actions on others and know how to recognise and display respectful behaviour online and the important of keeping personal information private. To learn why and how rules and laws are made and enforced and why different rules are needed in different situations.	To learn how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted. To critically examine what is presented to me in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. To learn that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place. To critically examine how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know in the media.

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health and Fitness	To learn about healthy lifestyles and how to maintain a healthy lifestyle, including the benefits of physical activity and rest.	To learn about healthy lifestyles and how to maintain a healthy lifestyle, including the benefits of physical activity and rest. To make real, informed choices that improve my physical and emotional health, to recognise that choices can have good and not so good consequences.	To learn the characteristics and mental and physical benefits of an active lifestyle. To learn about people who are responsible for helping me stay healthy and safe. To learn how and when to seek support (including which adults to speak to) if they are worried about their health.	To learn the characteristics and mental and physical benefits of an active lifestyle and identify what positively and negatively affects my physical, mental and emotional health. To recognise how to make informed choices (that can have positive, negative and neutral consequences) and begin to understand the concept of a 'balanced lifestyle'.	To learn the characteristics and mental and physical benefits of an active lifestyle and identify what positively and negatively affects my physical, mental and emotional health. To recognise how to make informed choices (that can have positive, negative and neutral consequences) and begin to understand the concept of a 'balanced lifestyle'. Including the importance of building regular exercise into daily and weekly routines and the risks associated with an inactive lifestyle (including obesity).	To learn about taking care of my body, understanding that they have a right to protect their body from inappropriate or unwanted contact; including abuse and crime. To know how and when to seek support.
Healthy Eating	To learn about healthy lifestyles and how to maintain a healthy lifestyle, including healthy eating and dental health	To learn about healthy lifestyles and how to maintain a healthy lifestyle, including healthy eating and dental health.	To recognise opportunities and develop the skills to make my own choices about food, understanding what might influence my choices and the benefits of eating a balanced diet.	To learn about the characteristics of poor diet and risks associated with unhealthy eating (including obesity and tooth decay).	To learn what constitutes a healthy diet (including understanding calories and other nutritional content). To develop the skills to make my own choices about food, understanding what might influence my choices and the benefits of eating a balanced diet. To learn about the characteristics of poor	To learn what constitutes a healthy diet (including understanding calories and other nutritional content). To learn about the characteristics of poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (i.e. The impact of alcohol on diet or health).

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (i.e. The impact of alcohol on diet or health). To learn the principles of planning and preparing a range of healthy meals.	To learn the principles of planning and preparing a range of healthy meals.
Basic First Aid	To learn about 'special people' who work in our community and who are responsible for looking after me and protecting me.	To learn about 'special people' who work in our community and who are responsible for looking after me and protecting me. To learn how to contact those special people when I need them; including calling 999 in an emergency.	To learn about the concepts of first aid (for example dealing with common injuries, including head injuries) and where and how to get help.	To learn about the concepts of first aid (for example dealing with common injuries, including head injuries) and where and how to get help.	To learn about the concepts of first aid (for example dealing with common injuries, including head injuries) and where and how to get help.	To learn about the concepts of first aid (for example dealing with common injuries, including head injuries) and where and how to get help.
Drugs, Alcohol and Tobacco	To learn that household products, including medicines can be harmful if not used properly	To learn that household products, including medicines can be harmful if not used properly.	To learn the facts about legal substances and associated risks, including smoking, alcohol use and drug taking.	To learn which, why and how commonly available substances and drugs (including alcohol, tobacco and energy drinks) can damage my immediate and future health and safety; that some are restricted and some are illegal to own, use or give to others.	To learn facts about legal and illegal substances and associated risks, including smoking and drug taking.	To learn facts about legal and illegal substances and associated risks, including smoking and drug taking. To know which, why and how commonly available substances and drugs (alcohol, tobacco, energy drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Prevention	To learn about the importance of, and how to, maintain good personal hygiene. To learn about dental health. To learn how to correctly wash my hands. To learn about the benefits of rest as part of a healthy lifestyle.	To learn about the importance of, and how to, maintain good personal hygiene; including dental health, handwashing and how diseases can be spread. To learn about the responsibility I have for my own health and that of others and to develop skills to help prevent disease spreading. To learn about safe and unsafe exposure to the sun. To learn about the benefits of rest as part of a healthy lifestyle.	To learn about the importance of, and how to, maintain good personal hygiene; including dental health, handwashing and how diseases can be spread. To learn about the responsibility I have for my own health and that of others and to develop skills to help prevent disease spreading. To learn about safe and unsafe exposure to the sun. To learn about the benefits of good quality sleep as part of a healthy lifestyle.	To learn about the importance of, and how to, maintain good personal hygiene; including dental health, handwashing and how diseases can be spread. To learn about the responsibility I have for my own health and that of others and to develop skills to help prevent disease spreading. To learn that bacteria and viruses can affect health and that following simple routines can reduce their spread. To learn about safe and unsafe exposure to the sun. To learn about the benefits of good quality sleep as part of a healthy lifestyle.	To learn how to make informed choices and to begin to understand the concept of a balanced lifestyle. To recognise early signs of physical illness such as weight loss, or unexplained changes to the body. To learn about safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer. To learn about the benefits of good quality sleep as part of a healthy lifestyle and that a lack of sleep can affect weight, mood and ability to learn. To learn about personal hygiene and germs including bacteria, viruses and how they are spread and treated. To learn the facts and science relating to immunisation and vaccination.	To recognise early signs of physical illness such as weight loss, or unexplained changes to the body. To learn about safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer. To learn about the benefits of good quality sleep as part of a healthy lifestyle and that a lack of sleep can affect weight, mood and ability to learn. To learn about personal hygiene and germs including bacteria, viruses and how they are spread and treated. To learn the facts and science relating to immunisation and vaccination.
Changing adolescent body				‘from age 9 through to 11’ To learn key facts about puberty and the changing adolescent body,	To learn key facts about puberty and the changing adolescent body, including physical and emotional changes.	To learn key facts about puberty and the changing adolescent body, including physical and emotional changes.

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				including physical and emotional changes. To learn about menstrual wellbeing including the key facts about the menstrual cycle (only if appropriate for the children in the cohort and with parental consent).	To learn about menstrual wellbeing including the key facts about the menstrual cycle. <i>You will need to gain parental consent for this. Sex Education topics should be taught through the statutory requirements of the National Curriculum for Science. Parents/carers have the right to withdraw their children from all or some of the Sex Education provided outside of the National Curriculum.</i>	To learn about menstrual wellbeing including the key facts about the menstrual cycle. To learn about human reproduction. <i>You will need to gain parental consent for this. Sex Education topics should be taught through the statutory requirements of the National Curriculum for Science. Parents/carers have the right to withdraw their children from all or some of the Sex Education provided outside of the National Curriculum.</i>
Living in the Wider World						
Rights and Responsibilities	To learn I contribute to the life of the classroom and school. To help construct and agree to follow school rules and to understand how these rules help me.	To learn about how I contribute to the life of the classroom and school. To help construct and agree to follow school rules and to understand how these rules help me.	To be given the opportunity to research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of	To be given the opportunity to research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of	To be given the opportunity to research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations. To learn why and how rules and laws that protect me are made and enforced; why different rules are needed in different situations and how to take part in making and changing	To be given the opportunity to research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations to the appropriate people. To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			the voluntary community and pressure groups, especially in relation to health and wellbeing.	the voluntary community and pressure groups, especially in relation to health and wellbeing.	rules. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Declarations of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. To know there are some cultural practices which are against British Law and universal rights. To learn what being part of a community means about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To explore and critique how the media present information. To critically examine what is present to them in social media and why it is important to do so; understand how information contained in social media can be

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						misrepresented or mislead; the importance of being careful what you forward to others.
Environment	To learn how to improve my local environment and what harms it.	To learn how to improve my local environment and what harms it. To develop skills needed to care for local/natural/built environments, including conserving energy.	To learn that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.	To learn that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.	To learn that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
Money	To learn that money comes from different sources and can be used for different purposes; including the concept of saving and spending	To learn that money comes from different sources and can be used for different purposes; including the concept of saving and spending. To learn about the role money plays in my life, including how to keep safe, choices about spending it/saving it and what influences these choices.	To learn that money comes from different sources and can be used for different purposes, including concepts of spending and saving. To learn about the role money plays in their lives including how to keep safe, choices about spending or saving money and what influences those choices.	To learn that money comes from different sources and can be used for different purposes, including concepts of spending and saving. To learn about the role money plays in their lives including how to keep safe, choices about spending or saving money and what influences those choices.	To learn about the role money plays in my life including how to keep safe, choices about spending or saving money and what influences those choices. To develop an initial understanding of the concepts of 'interest', 'debt' and 'tax' (e.g. Contribution to society through the payment of VAT)	To learn what is meant by enterprise and begin to develop enterprise skills. To develop an understanding of the concepts of 'interest', 'debt', 'loans' and 'tax' (e.g. Contribution to society through the payment of VAT)

Appendix 2: By the end of primary school pupils should know

RHE expectations: Primary expectations

This is an outline of what pupils should know by the end of primary school.

Families and people who care for me

- 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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 recognized 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

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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.

Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.
- 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.

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not.
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met.
- How information and data is shared and used online.

Being safe

- 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/unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter who they don't know (in all contexts, including online).
- 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're heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice (e.g. family, school, other sources)

Appendix 3: Parent form: withdrawal from sex education within RHE (WITH SRE)

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

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

Appendix 4: RHE Science Curriculum Expectations

As part of the Science curriculum we teach the following statutory objectives that build understanding about growth and reproduction:

Year One

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year Two

- Notice that animals, including humans, have offspring which grow into adults they should not be expected to understand how reproduction occurs.

Year Five and Year Six

- Describe the life process of reproduction in some plants and animals. They should learn about the changes experienced in puberty.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including humans and Evolution and inheritance	- Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Can identify and name a variety of common animals that are carnivores, herbivores and omnivores - Can describe and compare the structure of a variety of common animals (fish,	- Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	- Can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Can identify that humans and some other animals have skeletons and muscles for support, protection and movement	- Can describe the simple functions of the basic parts of the digestive system in humans. - Can identify the different types of teeth in humans and their simple functions. - Can construct and interpret a variety of food chains, identifying producers, predators and prey	Can describe the changes as humans develop to old age.	- Can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Can describe the ways in which nutrients and water are transported within animals, including humans.

	amphibians, reptiles, birds and mammals, including pets) • Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.					Evolution and inheritance • Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Living things and their habitats		• Can explore and compare the differences between things that are living, dead, and things that have never been alive. • Can identify that most living things		• Can recognise that living things can be grouped in a variety of ways • Can explore and use classification keys to help group, identify and name a variety of living things in their	• Can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Can describe the life process of reproduction in	• Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro - organisms, plants and

		live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Can identify and name a variety of plants and animals in their habitats, including micro - habitats		local and wider environment • Can recognise that environments can change and that this can sometimes pose dangers to living things.	some plants and animals.	animals. • Can give reasons for classifying plants and animals based on specific characteristics.
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