

Brampton Primary School

Relationships, Sex and Health Education (RSHE) Policy



Building Personal Success

Written by: Bryony Henson and Marie Hardie

Date: September 2022

Link Governor: Ms Sandra Mathurin

Ratified by Chair of Governors: October 2022

Next review date: September 2023

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

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Implementation of the 2020 RSHE Statutory Guidance – A History

Before the implementation of the statutory RSHE guidance in 2020, borough-wide consultation took place with the following groups: pupils, parents and carers, community groups, faith groups, local councillors, teachers, Ofsted, school governors, Newham Local Authority and professional associations (led by Dr Jo Sell – Newham RSHE Advisor and Mrs Claire Clinton – Religious Education Advisor). The PSHE lead attended training provided by Dr Jo Sell and Mrs Claire Clinton.

School consultation, concerning the implementation of the 2020 guidance in RSHE, takes place regularly with the following groups:

	Parents/carers	School Staff	School Governors
Dates	2018-2019 2021 Summer 2022	Autumn Term 2020 Ongoing	Summer Term 2019-2020 Spring 2021 Autumn 2022
Action	<ul style="list-style-type: none"> -Individual meetings -Coffee morning -Presentation and a Q and A session -Question box 2019 -Online consultations 2021 -Online survey 2021 -See separate consultation analysis document. -Parent meetings: <ul style="list-style-type: none"> -2x Year 4 -2x Year 5 -2x Year 6 -Individual meetings 	<ul style="list-style-type: none"> -Staff Training -Staff Survey -Ongoing staff training prior to each sensitive topic being taught. -Regular staff briefings. -PSHE curriculum leader available to talk through lessons and review resources. 	<ul style="list-style-type: none"> -Governors’ Meetings -Governors’ Training -Final policy review with Governors -RSHE update and policy review

Pupils are regularly consulted about their education through reflection on lessons, during class council and during school council. Children at Brampton have said about learning in RSHE:

“I would like to learn about how feelings can affect behaviour. It is important for us to learn about the fact that some people behave differently from how they are feeling.”

“I would like to learn more about personal safety, including the impact of explicit / implicit peer pressure.”

“We should also talk about the dynamics of relationships and friendships and acceptable and unacceptable behaviour.”

“We could learn more about getting in touch with our emotions and the root of our emotions.”

“We want to learn about being more tolerant to other people.”

“Learning different strategies of becoming more confident in speaking out.”

“We learn how to make friends, how to support people who are lonely, dealing with bullies and being an upstander and not a bystander.”

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Policy statement - Aims and Objectives of RSHE

It is the intention of Brampton Primary School to teach high-quality, age-appropriate, pupil-sensitive, evidence-based RSHE that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in Brampton Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish – not just in childhood – but into adulthood, and for the rest of their lives, in a world that is sometimes complicated and difficult to navigate. This is why RSHE is such an important part of the curriculum. See *Appendix 1 – Information about how and why RSHE will be taught at Brampton Primary School* for more information. See also *Appendix 2: Explanation of Terms*.

Statutory Content: RSHE

By law, primary schools are required to teach relationships and health education, alongside the national curriculum for science and within the context of safeguarding. Here at Brampton Primary School, we acknowledge that parents and carers are a child's first, and most effective teacher, and so will ensure that annual meetings are held with parents and carers to present our RSHE curriculum, as well as hear from parents and carers about any concerns or questions they have. There is a clear aim to educate pupils about these important subjects **alongside** parents and carers.

Subject Content

Below is an overview of what each part of the RSHE curriculum seeks to achieve. See *Appendix 3: Lesson overview and long-term plan for primary RSHE* for a full list of content.

Relationships Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children, and adults. Lessons will be evidence-based, age (and culturally) appropriate, based in the law and sensitive to the needs of pupils. They will seek to promote the fundamental British values of tolerance and mutual respect.

There is no right to withdraw from relationships education.

Health Education (Physical Health and Mental Wellbeing)

The aim of health education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in health education and should, as far as possible, be addressed **before** children begin puberty.

There is no right to withdraw from health education.

Non-statutory Sex Education

Sex education that goes beyond national curriculum science:

- The government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum.

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- Following recommendations from the RSHE Partnership and the DfE, Brampton have decided to include teaching human reproduction in the Year 6 RSHE curriculum. Please see our consultation document for more details on how we made our decision.

Parents and carers will retain the right to withdraw their children from any RSHE lessons on human reproduction.

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

KS1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults.
Lower KS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • 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. • identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Upper KS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Year 5). • describe the life process of reproduction in some plants and animals (Year 5). • describe the changes as humans develop to old age. • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

There continues to be no right to withdraw from national curriculum science.

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues, arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (protected characteristics).

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND. The SEND team will make decisions on an individual basis for each child they teach. This will depend on that

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child's stage of development. The SEND team will adapt the Jigsaw scheme of work as well as using other resources that made specifically for teaching children with SEND.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that the relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Brampton Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Monitoring Evaluation and Assessment

To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by the PSHE/RSHE curriculum leader and the senior leadership team. Currently, the school teaches RSHE through a range of different subjects. While most of the teaching is carried out in PSHE, RSHE is also taught through subjects such as science, computing and physical education. PSHE lessons and assemblies are based, in part, on the Jigsaw scheme of work and on relevant books. In order to monitor, evaluate and assess these lessons the school will:

- identify pupils' prior knowledge at the beginning of each lesson;
- assess pupils' learning and progress through teacher observation and marking and feedback of children's work (each child has a Jigsaw Journal) and
- evidence pupils' learning and progress by completing the 'My Learning Progress This Year' sheet for each child during terms 2-6.

Resources

The school will draw from a number of educational resources. For example, the Jigsaw scheme of work, Newsround, Espresso Discovery and a range of PSHE themed storybooks. Parents and carers will be given a list of the books used in PSHE Read Aloud assemblies as well as books covered in PSHE Jigsaw lessons.

It is the role of the RSHE curriculum leader, and the senior leader responsible for the wider curriculum, to ensure that resources are appropriate and up-to-date for the school's use in teaching RSHE.

RSHE Curriculum Lead Teacher

Any queries about this policy, or the materials and resources used, should be addressed to the PSHE/RSHE curriculum leader or Mrs Marie Hardie (curriculum leader).

Developed from materials shared with Dr Jo Sell from Tower Hamlets LA and used with permission.

Approved by: Newham local authority; Newham SACRE (standing advisory council on religious education), NEWHAM ASSOCIATION OF PRIMARY AND NURSERY HEADTEACHERS and NEWHAM ASSOCIATION OF SECONDARY HEADTEACHERS.

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Appendix 1

Information about how and why RSHE will be taught at Brampton Primary School.

Why is RSHE taught at Brampton?

- Because it is the right thing to do. Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. As a school, we want our pupils to flourish in the world they find themselves and we want to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity; make the most of technology; understand the importance of healthy and strong relationships with friends and family and enabling them to develop the skills which lead to them being able to sustain healthy and strong relationships in the future.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born – human reproduction) is also taught in primary school.
- At Brampton Primary School, we have decided to teach sex education, ‘how babies are conceived and born’, as human reproduction, because young people tell us that the school is a trusted place where they would like to learn RSHE (Sell 2019). Also, a recent consultation of secondary school students in Newham has seen 63% of Year 10s say that they think that pupils should learn how a baby is made and born at primary school age. By teaching this topic at primary school, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground. The decision to teach sex education was taken following consultation with parents/carers and governors.

The teaching of RSHE at Brampton Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.

- Statutory Guidance on RSHE 2019:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

- Equality Act 2010 and The Public Sector Equality Duty 2014.
- School ethos and educational aims.

The teaching of RSHE in Brampton Primary School is delivered within and influenced by all relating school policies:

- Anti-bullying Policy
- Behaviour Policy
- Equality Policy, Information and Objectives
- Child Protection and Safeguarding Policy
- PSHE Policy

How will we ensure lessons are taught sensitively?

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Puberty and menstruation and *human reproduction and birth* are seen as sensitive topics to teach in RSHE and therefore special measures will be put in place to ensure that pupils feel at ease when talking about these topics. These may include:

- Single sex classes for all lessons taught on sensitive topics so that children feel less self-conscious and students may be more relaxed and feel able to ask questions.
- Use of anonymous question boxes.
- Same sex teachers for single sex groups.

When will RSHE will be taught?

Much of the RSHE curriculum is taught throughout the year in our PSHE lessons as well as some objectives being covered by computing, science and physical education. Class teachers teach PSHE weekly through Jigsaw lessons which work using a spiral curriculum to ensure that children’s knowledge is built upon each year.

As *puberty and menstruation* and *human reproduction and birth* are seen as sensitive topics, these are taught at specific times to ensure the information is delivered at an age-appropriate level.

Menstruation and puberty must be taught by the time children leave primary school (*Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers- page 35*).

Topic	When is it taught?	How will it be taught and by who?
Menstruation	Year 4 as an additional parent and carer session and in Year 5 in the Summer Term	Year 4 – Parent and Carer session delivered by PSHE Leader and a member of SLT Year 5 – Single sex groups taught by Year 5 teachers and a member of SLT (both groups to learn about menstruation)
Puberty	Year 5 Summer Term	Single sex groups taught by Year 5 teachers and a member of SLT (both groups to learn about puberty in boys and girls)
Human Reproduction and Birth	Year 6 Summer Term	Single sex groups taught by Year 6 teachers and a member of SLT

How will we ensure communication with parents and carers?

- Brampton Primary School works closely with parents and carers and will communicate regularly to parents and carers about their child’s learning in RSHE. The aim is to offer a meeting each year to explain what will happen in RSHE, so that parents and carers can, if they wish, talk to their children ahead of lessons. This will allow parents and carers to be ready for any questions that their child may have concerning what they have learnt in school.
- Before each sensitive topic is taught (menstruation, puberty and human reproduction and birth), the PSHE Leader will send out letters to parents and carers and invite parents and carers in to view the teaching materials, discuss lesson plans and to get support and advice on how to talk about these sensitive topics with their children.

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- The PSHE curriculum leader will send out a 'top tips' letter to parents before each sensitive topic is taught (menstruation, puberty and human reproduction and birth) so that they can prepare for having conversations with their children about what they have been learning. A text message and/or a letter will also be sent out on the day of the lessons each sensitive topic is taught (menstruation, puberty and human reproduction and birth) so that parents are aware.
- Letters will be sent out to parents and carers communicating the objectives for PSHE each half term and informing parents and carers of the books that will be used in PSHE.
- Whenever sex education (human reproduction/how a baby is made and born) is being taught outside of the national curriculum for science, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. The intention is to make these lessons as sensitive to the background of all our pupils as possible so that parents and carers feel confident about letting their children remain in the lesson. This way they will learn the facts from a teacher rather than second-hand in the playground. However, the school respects the right of parents and carers to remove their children from sex education if they wish. Parents and carers who wish to remove their children from sex education need to inform the school in writing. Following a meeting with a member of the SLT to discuss concerns, alternative provision can be made for the child. This process will be documented.

Who will be teaching RSHE?

At Brampton Primary School, most of PSHE is taught by a child's class teacher. Elements of RSHE are also taught by a child's P.E. teacher (physical health). We believe this allows the children to learn from a teacher that they are comfortable with should they wish to ask questions. Sensitive areas are taught in single sex groups and a member of SLT (same sex) will deliver lessons on puberty with teachers from the year group.

What training will staff be given?

All staff members are given regular yearly training on RSHE to ensure that they know how to answer questions and teach RSHE topics in an age appropriate way. Any staff members who teach sensitive topics are given additional training prior to delivering any of the sessions to ensure children all receive the same high standard of education.

What materials will be used to deliver RSHE?

At Brampton Primary School, we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. While we do use Jigsaw for much of our teaching of RSHE, we **have adapted and tailored** the scheme and resources to ensure that they are age appropriate and culturally sensitive to the children at our school.

Scheme of work

Attached to this policy is a long-term plan or general scheme of work. Research has shown (Sell 2019) that very religious pupils may feel that they should learn topics in RSHE a year later than others. The school will need to break down the long-term plan into smaller pieces of curriculum to accommodate the different needs for delivery time, teaching expertise, possibly informed parental views and the needs and backgrounds of the pupils.

It is good if parents and carers are aware of what is being taught and when so that they can teach their children at home before the learning takes place in school and/or talk with their children afterwards. Knowing what their children are learning at school can offer parents and carers a chance to talk to their children about relationships and sex in a more open way if they choose.

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It is the aim of Brampton Primary School to provide all of our pupils with high quality, pupil sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupils' background and needs. If there are any questions about what we teach and why, please contact the PSHE/RSHE lead or Mrs Marie Hardie (curriculum lead).

Reviewing the Policy

Parents will be informed when the policy is being reviewed so that there is an opportunity to give feedback, raise any concerns or inform the school about what has worked well, in the RSHE lessons and in the information given to parents.

There will be another full consultation if any significant changes are going to be made to the policy based on school, local authority or government guidance. For example, changing which year groups learn about different sensitive topics (menstruation, puberty and human reproduction and birth).

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Appendix 2 Explanation of terms

Relationships, Sex and Health Education (RSHE), is the term most often used by schools in Newham. Health education appears in the same set of guidance from the DfE (2019), is very closely related to relationships and sex education and is often linked in lessons.

Relationships Education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and Sex Education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in Year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that, sex education is non-statutory in primary schools.

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Appendix 3

Lesson overview and long-term plan for primary RSHE

This long-term plan contains all the topics that the RSHE guidance says primary school pupils should know by the time they leave primary school. While that should be seen as part of the RSHE curriculum, it may be taught in other subjects, as well as part of a school wide, integrated or cross curricular approach to RSHE.

Some topics should be reiterated in age appropriate ways in each year of primary school to build on previous teaching. A number of these over-arching topics are included in this year 1-6 section.

Minority family backgrounds should be included here in a natural and caring way. Respect for difference may not mean agreement with, but by fostering respectful relationships the school will help pupils to adopt a positive approach to difference.

Scientific names for genitals i.e. vulva and penis should be used at an early stage for safeguarding reasons and should form part of the school's safeguarding policy. Children should not be expected to draw or discuss at length these body parts and the acknowledgement that families may also use other words for genitals should also be mentioned and respected. Vagina is an internal organ and should not need to be mentioned until teaching about puberty or reproduction.

Years 1-6

Caring friendships

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 are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

The conventions of courtesy and manners.

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Being safe

Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Where to get advice e.g. family, school and/or other sources.

Physical health and fitness

How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

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The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.

Health and prevention

The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

How to make a clear and efficient call to emergency services if necessary.

Year 1-2

Families and people who care for us

That families are important for children growing up because they can give love, security and stability.

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.

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends.

That healthy friendships are positive to 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.

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.

Mental wellbeing

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations.

How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.

Computing

Use technology safely and respectfully, keeping personal information private; where to go for help when they have concerns about content or contact on the internet.

Internet safety

How to keep safe online and seek help if needed.

That for most people the internet is an integral part of life and has many benefits.

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P.E

Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle.

Health and prevention

Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

Science

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.

Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Growing and that people change as they grow.

Good health and how eating the right sorts of food in the right quantities, drinking enough, air quality, exercise and hygiene has an effect on health. Can be linked to RSHE healthy eating and health and prevention.

Year 3-4

Families and people who care for me

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 relationships

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Respectful relationships

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

The importance of self-respect and how this links to their own happiness.

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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.

Computing

Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Being safe

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) that they do not know.

How to recognise and report feelings of being unsafe or feeling bad about any adult.

How to ask for advice or help for themselves or others, and to keep trying until they are heard.

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health.

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, 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.

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Where and how to seek support (including recognising 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 (including issues arising online).

Computing Curriculum

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Internet safety and harms

About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Why social media, some computer games and online gaming, for example, are age restricted.

Where and how to report concerns and get support with issues online.

Computing is included here too as in the guidance it is separated into relationships education and health education. In reality, internet safety is likely to be taught in both computing and RSHE, with relationships and health education being merged into one lesson.

Science

Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content).

PE

Learn how to lead healthy, active lives.

Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.

Physical health and fitness

The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, 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).

Health and prevention

The facts and science relating to allergies, immunisation and vaccination.

Changing adolescent body

Key facts about puberty and the changing adolescent body including physical and emotional changes. Key facts about menstrual wellbeing including the key facts about the menstrual cycle. **This will be optional for parents in a session run after school.**

*The DfE, Ofsted and common sense say that children should understand about puberty **before** onset. Puberty starts at different times for different children, so the school needs to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.*

Year 5-6

Families and people who care for me

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.

Online relationships

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

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How information and data is shared and used online.

Many topics important to this age group, such as caring and respectful relationships etc. are included in the year 1-6 section at the beginning of this appendix. Please bear that in mind when planning individual lessons.

Science

Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Changing adolescent body

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

Key facts about menstrual wellbeing including the key facts about the menstrual cycle.

*The DfE, Ofsted and common sense, say that children should understand about puberty **before** its onset. Puberty starts at different times for different children so the school needs to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.*

Year 5-6 Human Reproduction

How babies are conceived and are born

This is a recommended topic for primary schools; however it is not statutory to teach it in primary schools. Most year 10s (63%) questioned in three Newham schools have said that they think human reproduction should be taught to primary age children. At Brampton Primary School we have decided, after our consultation process, that we will teach human reproduction to children in the Year 6 Summer term. Parents and carers will retain the right to withdraw their children from any lessons on human reproduction.

DfE 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Approved by: Newham LA; Newham SACRE, NEWHAM ASSOCIATION OF PRIMARY AND NURSERY HEADTEACHERS and NEWHAM ASSOCIATION OF SECONDARY HEADTEACHERS

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