

# PSHE Education Policy, including Relationships and Sex Education and Health Education



**RIVERSIDE BRIDGE SCHOOL**  
**INSPIRE, EMPOWER, ACHIEVE**



Partnership Learning

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### 1. Introduction

#### What is PSHEe?

PSHEe helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

### 2. Statutory Duties

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. PSHE education makes a major contribution to schools fulfilling this duty.

In addition, The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes the following statement about statutory requirements:

#### **For Primary Schools, or pupils receiving Primary Education**

- Relationships Education will be compulsory in all Primary Schools, or for those pupils receiving Primary Education – *this includes academies, free schools and independent schools*
- Health Education will be compulsory in all Primary Schools, or for those pupils receiving Primary Education) – *this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.*
- In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils:

#### **For Secondary Schools, or pupils receiving Secondary Education**

- Health Education will be compulsory in all Secondary Schools (or for those pupils receiving Secondary Education) – *this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.*
- Relationships and Sex Education will be compulsory in all Secondary Schools, or for those pupils receiving Secondary Education – *this includes academies, free schools and independent schools:*

Schools also have duties in relation to promoting pupil well-being and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). In the statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE.'

Relevant issues which may be covered in PSHE & RSE education including child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on pupils, the dangers of extremism and radicalisation, forced

marriage, honour-based violence and female genital mutilation.

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

### 3. PSHEe at Riverside Bridge School

Personal, Health, Social and Economic Education (PSHEe) underpins life at Riverside Bridge School. Pupils' attitudes to themselves and each other must be healthy if effective learning is to take place. Riverside Bridge School believe that the teaching and learning of Relationships & Sex Education (RSE) is fundamental in the developing our young people's life skills. The emphasis is on encouraging individual responsibility, awareness and informed decision-making to promote healthy lifestyles.

Our Flow Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development as well as British Values and prepares all pupils for the opportunities, responsibilities and experiences of life.

#### **PSHE reinforces the school's vision and values:**

- capturing pupils' achievement through purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning;
- unlocking professional potential through a welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

#### **The school's aims for all pupils are that:**

- they should be safe, secure and happy in school;
- they have equal access to the curriculum, regardless of ability, gender, race or religion;
- they develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others;
- and that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Within the RSE curriculum we have enveloped the UNESCO technical guidance maps across eight RSE thematic areas into the Flow curriculum:

- Relationships
- Understanding gender
- Human body and development
- Values, rights, culture & sexuality
- Skills for health & wellbeing
- Staying safe
- Sexuality and sexual behaviour
- Sexual & reproductive health

The International technical guidance on sexuality education guidance was developed to assist education, health and other relevant authorities in the development and implementation of school-based comprehensive sexuality education programmes and materials. It is immediately relevant for curriculum developers, school principals and teachers. The Guidance is also useful for anyone involved in the design, delivery and evaluation of sexuality education programmes in schools, including stakeholders working on quality education, sexual and reproductive health (SRH), adolescent health and/or gender equality, among other issues.

Comprehensive sexuality education (CSE) plays a central role in the preparation of young people for a safe, productive and fulfilling life.

#### **The Guidance is intended to:**

- provide a clear understanding of CSE and clarify the desired positive outcomes of CSE;
- promote an understanding of the need for CSE programmes by raising awareness of relevant sexual and reproductive health (SRH) issues and concerns that impact children and young people;
- share evidence and research-based guidance to assist policy-makers, educators and curriculum developers;
- increase teachers' and educators' preparedness and enhance institutional capacity to provide high-quality CSE;
- provide guidance to education authorities on how to build support for CSE at the community and school levels;
- provide guidance on how to develop relevant, evidence-informed, age- and developmentally-appropriate CSE curricula, teaching and learning materials and programmes that are culturally responsive;
- demonstrate how CSE can increase awareness about issues that may be considered sensitive in some cultural contexts, such as menstruation and gender equality;
- CSE can also raise awareness of harmful practices such as child early and forced marriage (CEFM) and female genital mutilation/cutting (FGM/C).

#### **4. Aims of the PSHEe Policy**

- To provide all pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To support all pupils to develop socially, morally, emotionally, physically and mentally.
- To prepare all pupils for the opportunities, responsibilities and experiences of later life.
- To encourage all pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- To support all pupils to become active citizens within their local community.
- To support all pupils in recognising their own worth and others'.
- To allow all pupils to acknowledge and appreciate difference and diversity.
- To enable all pupils to become increasingly responsible for their own learning.
- To help all pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To show all pupils how to make and act on informed choices and decisions and respond to challenge.
- To enable all pupils to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To enable all pupils to have a sense of purpose.
- To support all pupils to be positive and active members of a democratic society;
- To provide all pupils with a toolkit for understanding and managing their and others' emotions.
- To support all pupils to form and maintain healthy and positive relationships.
- To help all pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- To give all pupils accurate information about puberty, reproduction and contraception. This will help all pupils prepare for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To create for all pupils a positive culture around issues of sexuality and relationships.
- To help all pupils to become healthy and fulfilled individuals by promoting the mental and physical development of all pupils.
- To help all pupils to develop feelings of self-respect, confidence and empathy.

- To teach all pupils the correct vocabulary to describe themselves and their bodies.
- To teach all pupils to understand what constitutes a safe and healthy lifestyle.
- To provide all pupils with a framework in which sensitive discussions can take place.
- To prepare all pupils for transitions and the opportunities, responsibilities and experiences of adult life.
- To ensure that all pupils can protect themselves and ask for help and support;
- To encourage all pupils to respect their own and other people's decisions, rights and bodies.
- To give all pupils opportunities to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.

## 5. Teaching and Learning of PSHe

PSHEe, which is delivered throughout all our curriculum areas of development, including assemblies, supports pupils to be healthy, active and lead fulfilling lives. The programme of learning incorporates all aspects of statutory Health Education and Statutory Relationships and Sex Education, as well as other areas within our wider personal development and Flow curriculum. All teaching staff under the guidance of the Healthy Living lead deliver PSHEe & RSE lessons throughout the curriculum, from EYFS to Sixth form level.

Pupils learn to respond positively to challenges, solve problems, handle risks and develop self-confidence. It lays the foundations for long term well-being and contributes to children's spiritual, moral, social and cultural development (SMSC).

Pupils develop an awareness of what is acceptable and unacceptable behaviours towards their peers within social situations and how to manage the relationships they form with others; they learn about their place in society and their responsibilities both as individuals and as members of their communities.

Pupils also learn about their changing bodies, caring for and looking after their bodies; and as they become more confident children and develop a growing self-awareness, they learn to make informed decisions that will enable them to lead happy and healthy lives and they use their pupil voice to influence decisions - thus experiencing all aspects of British Values.

We also strive to prepare our pupils for the next stage in life, whether that be the next part of their education or ultimately the workplace. This is why our work-related learning curriculum spreads from EYFS to Sixth Form, creating opportunities for our pupils to learn about finance as well as careers.

Pupils have numerous opportunities within our Curriculum Areas of Development to develop vital skills through everyday experiences which may be planned through specific lessons to ensure breadth and depth of learning at an appropriate level but also often arise incidentally.

Enrichment activities include educational visits, outdoor learning experiences as well as structured and unstructured playtimes which provide opportunities for movement breaks, peer interaction, social relationship development, and physical fitness. Access to a range of cultures, faiths and traditions are also provided to all pupils through religious festivals and celebrations.

### 5.1 Ground rules in PSHEe

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching PSHEe. Staff are encouraged to create a safe and secure climate within their classes to teach by implementing ground rules: respect (everyone has the right not to answer the question); openness; confidentiality; kindness.

Additionally, staff should agree with pupils the following rules: we use the anatomically correct names for body parts; meanings of words will be explained in a sensible and factual way, and we don't ask or must answer any personal questions.

### 5.2 Dealing with difficult and sensitive questions in PSHEe

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult or sensitive question that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Senior Leadership Team or/and Safeguarding Team.

**The below points provide basic guidance to teachers and co-educators:**

- staff must be careful to ensure that their personal beliefs and attitudes do not influence the teaching and support of PSHEe and RSE. To this end ground rules have been agreed to provide a common values framework within which to teach and support;
- if a question is too personal, staff should remind the pupil of the ground rules and seek advice from senior staff;
- if a question is too explicit, feels too old for a pupil, is inappropriate for the class, or raises concerns about sexual abuse, staff should acknowledge it and attend to it later on an individual basis;
- if staff are concerned that a pupil is at risk of sexual abuse, they should follow the school's Child Protection procedures;
- there must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis;
- staff should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way;
- staff should not be drawn into providing more information than is appropriate to the age of the pupil;
- staff should listen to pupil but not lead or further question the pupil, in line with the school's child protection guidelines;
- if a member of staff is concerned that a pupil is at risk of harm this needs to be reported immediately to the Safeguarding Team and the usual child protection procedures followed.

### 5.3 Using Distancing techniques in PSHEe

Staff should make use of distancing techniques to avoid embarrassment and protect pupils' privacy. For example, discussions should be depersonalised, role play can be used to help pupils 'act out' situations and case studies and social stories can support the delivery of PSHEe.

### 5.4 Use of materials to teach PSHEe

Resources such as objects of reference, pictures, modelling tools, videos, stories and presentations will be assessed before use in order to protect pupils from inappropriate content and to ensure that they are appropriate for the age and maturity of pupils and sensitive to their needs.

Parents/Carers will be informed of the RSE curriculum and learning outcomes in advance and can request access to resources and information being used.

Parents/Carers should contact the school if they wish to discuss the curriculum or resources further with the Assistant Headteacher in charge of their child's pathway.

## 6. Issues Specifically Relating to Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) Guidance from the DfE in 2000 provides the following definition: "It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

The new 2020 guidance states that Relationships and Sex Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. Relationships and Sex Education is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Riverside Bridge School is fully complying with the DfE recommendations for all primary and secondary schools to have a RSE programme, tailored to the age and the physical and emotional maturity of the pupils. As such we are referring to Relationships Education as Relationships and Sex Education (RSE).

Riverside Bridge School would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Riverside Bridge School also aims to raise pupils' self-esteem and confidence, trying to develop communication, independence and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the



media or online.

We teach pupils to be accepting and respectful of different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

We believe that RSE should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly.

**RSE has three main elements:**

- **attitudes and values:**
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas;
  - developing critical thinking as part of decision-making.
- **personal and social skills:**
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict;
  - learning how to recognise and avoid exploitation and abuse.
- **knowledge and understanding:**
  - learning and understanding physical development at appropriate stages;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships;
  - learning about contraception and the range of local and national sexual health advice, contraception and support services;
  - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

## 7. Teaching and Learning of RSE

RSE at Riverside Bridge School will be delivered as part of the school's Flow Curriculum under the Development Areas of Personal Development and Healthy Living. The teaching of RSE will be carried out with sensitivity and in reference to the law.

Riverside Bridge School will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will consider the age, ability, readiness and cultural backgrounds of pupils to ensure that all our pupils receive an RSE programme of learning that is relevant and suitable to meet their needs.

RSE lessons will provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

What is covered in RSE?

In the new guidance, the DfE continues to recommend that all primary and secondary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Health Education includes a section for primary and secondary schools on puberty, the changing adolescent body, menstrual



well-being and the menstrual cycle. Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life cycle, emotions, acceptable behaviour and right and wrong. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

## 8. Statutory RSE within Relationships and Sex Education

- **for pupils aged 5-7 years old**
  - Families and people who care for me
  - Caring Friendships
  - Respectful Relationships
  - Awareness of body parts and which sense they are related to
  - Being Safe
  
- **for pupils aged 7-11 years old**
  - Families and people who care for me
  - Relationships
  - Describe the changes as humans develop to old age
  - Describe the life process of reproduction
  - Recognition of offspring
  - Gestation and birth
  - Online Relationships
  - Being safe
  
- **for pupils aged 11-14 years old**
  - Families
  - Respectful Relationships, including Friendships
  - Reproduction in humans
  - Structure and function of the male and female reproductive systems
  - Menstrual cycle
  - Online and Media
  - Being Safe
  
- **for pupils aged 14-16 years old**
  - Families
  - Respectful Relationships, including Friendships
  - Reproduction in humans
  - Hormones in human reproduction
  - STIs including HIV and AIDs
  - Structure and function of the male and female reproductive systems
  - Menstrual cycle
  - Sexual determination
  - Online and Media
  - Being Safe
  - Intimate and Sexual Relationships, including Sexual Health

## 9. Statutory RSE within the Science Curriculum:

- **for pupils aged 5-7 years old**
  - Identifying, naming, drawing and labelling the basic parts of the human body and saying which part of the body is associated with each sense.
  - Noticing that animals, including humans, have offspring which grow into adults.

- Describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- **for pupils aged 7-11 years**
  - Describing the life process of reproduction in some plants and animals.
  - Describing the changes as humans develop to old age.
  - Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
  - Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- **for pupils aged 11-14 years old**
  - Reproduction → reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- **for pupils aged 14-16 years old**
  - Health, disease and the development of medicines → the relationship between health and disease; communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.
  - Coordination and control → principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception; evolution, inheritance and variation; sex determination in humans.

## 10. Statutory Health Education, including elements of RSE

- **for pupils aged 5-16 years old**
  - Mental Well-Being
  - Internet Safety and Harms
  - Physical Health and Fitness
  - Healthy Eating
  - Drug, Alcohol and Tobacco
  - Health and Prevention
  - Basic First Aid
  - The Changing Adolescent Body (Puberty)

Supporting each of the below areas within the Flow curriculum:

Personal Development
<p><b>How to be with others</b></p> <ul style="list-style-type: none"> <li>○ Accepts the presence of others in familiar environment</li> <li>○ Engages in shared activity</li> <li>○ Copes with proximity of others in public space</li> </ul> <p><b>How to have relationships</b></p> <ul style="list-style-type: none"> <li>○ Engages positively with supporting adults</li> <li>○ Accepts help from an adult</li> <li>○ Accesses activities/situations with adult support</li> <li>○ Seeks and support from adult</li> </ul> <p><b>How to have maintain friendships</b></p> <ul style="list-style-type: none"> <li>○ Initiates interaction with peer(s)</li> <li>○ Engages positively in interaction with peer(s)</li> <li>○ Takes account of others' interests/needs/feelings within interactions</li> <li>○ Takes actions to sustain positive relationship</li> <li>○ Recognises negative or bullying behaviour towards self or others</li> </ul> <p><b>How to be involved in group activities</b></p> <ul style="list-style-type: none"> <li>○ Attends to focus of group</li> <li>○ Participates in group activity</li> <li>○ Is aware of self as part of group</li> </ul>

- Understands and conforms to expectations of working in a group
- Participates in group discussions

**How to understand and express Own Emotions**

- Expresses a range of emotions
- Identifies own emotions
- Identifies cause of emotion

**How to manage emotions and behaviour**

- Responds to calming strategies of others
- Uses own strategies to manage stress
- Takes part in planning and preparing strategies to manage own emotions and behaviour
- Reflects on behaviour

**How to understand others' emotions and intentions**

- Recognises and responds to emotions in others
- Identifies cause of emotions in others
- Makes judgements relating to others' behaviour
- Identifies potential or actual risk within situations
- Is aware of difficulties with "reading" others' emotions/intentions

**Engagement and Learning**

**Experiencing the Natural and Humanly Constructed World**

How to be able to sequence the life cycle of a human being

How to describe personal physical changes since birth

**Healthy Living**

**Relationships and Sex Education**

**How to identify personal characteristics**

- Knows personal information
- Identifies physical characteristics
- Identifies body parts and function
- Identifies interests
- Recognises strengths

**How to recognise and accept differences between people**

- Recognises similarities and differences between self and others
- Accepts that there are a variety of different types of person
- Shows respect for others

**How to understand and accepts changes that occur at puberty**

- Identifies changes that occur at puberty
- Accepts that changes will occur to themselves
- Manages own self-care in relation to changes at puberty

**How to understands personal space**

- Maintains social distance appropriate to situation

**How to distinguish between 'public' and 'private'**

- Identifies situations that require privacy
- Identifies 'public' and 'private' places in context
- Identifies 'private' body parts
- Carries out 'private' behaviour in an appropriate place
- Differentiates between 'public' and 'private' conversational topics
- Allows others to have privacy
- Identifies 'private' situations that may be unsafe
- Identifies which type of personal information is appropriate to share in particular situations

**How to understand different types of relationships**

- Identifies relationship of self to others
- Identifies characteristics of friendships
- Identifies characteristics of 'girlfriend'/'boyfriend' relationships
- Understands and accepts that people may choose different types of relationships

**How to use behaviour appropriate to relationship**

- Uses behaviour appropriate to relationship
- Identifies behaviour that is ok / not ok in particular contexts / relationships

**How to understand laws relating to consent in relationships**

- Understands that romantic / sexual relationships are a two way partnership that require both parties to agree to them
- Understands that some behaviours within relationships require consent from both parties
- Understands laws relating to consent in relationships
- Understands that reaching a certain age does not dictate expected behaviour

**How to keep safe within relationships**

- Communicates 'No' assertively when uncomfortable within a situation
- Identifies appropriate / inappropriate touch
- Identifies characteristics of 'healthy' and 'unhealthy' relationships
- Knows that keeping secrets might not always be the right thing to do
- Knows to seek advice and support about any aspect of relationships they are unsure or unhappy about

**How to know where to seek advice or help**

- Identifies situations where they require advice or help
- Identifies trusted person to go to for advice and support
- Knows where to seek advice and support concerning sexual health

**Creative and Sensory****How to express sensory likes/ dislikes**

- Expresses likes/ dislikes of sensory experiences/ stimuli encountered by body language.
- Intentionally communicates likes/ dislikes of familiar sensory experiences/ stimuli.
- Communicates likes/ dislikes of new sensory experiences.
- Indicates "enough" or "finished" in response to a sensory experience.

**How to understand own sensory needs**

- Identifies own sensory needs.
- Communicates sensitivity to a feature of the environment.
- Expresses feelings in relation to sensory experiences.
- Identifies sensory experiences that cause them anxiety or discomfort.
- Identifies sensory experiences that are beneficial to them e.g. calming or alerting.
- Understands that differences in sensory processing are common in people on the autism spectrum.

**How to respond to sensory adaptation to the environment**

- Calms/ alerts/ regulates behaviour in response to environmental adaptation being made.
- Responds to sensory input from supporting adult
- Calms/ alerts/ regulates behaviour in response to physical contact (touch).
- Calms/ alerts/ regulates behaviour in response to movement input from adult (proprioceptive).

**How to respond to input using sensory 'equipment'**

- Calms/ alerts/ regulates behaviour in response to tactile item.
- Calms/ alerts/ regulates behaviour in response to visual input.
- Calms/ alerts/ regulates behaviour in response to vestibular (movement and balance) input.
- Calms/ alerts/ regulates behaviour in response to proprioceptive (positioning) input.
- How to respond to regular sensory programmes
- Calms/ increases alertness in response to movement break.
- Calms/ increases alertness in response to sensory 'circuit'.

**How to show increased tolerance of sensory input**

- Shows increased tolerance of specified touch.
- Shows increased tolerance of specified visual input.
- Shows increased tolerance of movement.
- Shows increased awareness and control of their own body.

**How to accept support to manage own behaviour in relation to sensory needs**

- Responds to prompt to use equipment/ aid to alleviate sensory input.
- Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or the environment.
- Understands and observes 'time and place' rules in relation to specified sensory stimulation.

**11. Implementation of RSE**

It is important that we implement RSE consistently throughout the school and provide effective provision throughout classes.

We encourage staff to provide learning experiences that are specific to the need of the pupils in their classes, and responsive to their pupils' behaviour and development.

Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable all our pupils to make informed decisions regarding relationships and sex. It is important that pupils know the difference between fact, opinion and belief.

The teaching of RSE curriculum will be delivered by class teachers as part of Healthy Living lessons, overseen by the Healthy Living lead. Individual learning objectives will be implemented to suit the ages, gender, abilities and needs of individual pupils. The RSE curriculum is also supported by school events and assemblies.

**The teaching of RSE will be guided by the following:**

- Relationship and Sex Education will complement and support the role of parents/carers and take into account their wishes so that sex education becomes a shared responsibility;
- the content will be presented in a sensitive, objective and balanced manner taking into account the age, maturity and needs of the pupils as well as their cultural background;
- the content will be planned and progressive;
- for pupils going through puberty there will also be an emphasis on coping with the changes which are taking place in their bodies.

**Terminology within RSE**

Pupils will be taught the anatomically correct names for body parts, but everyday words used in certain social circles will be discussed if they arise: this will inform a discussion about what is said and what is and isn't acceptable language.

## 12. RSE and Parents/Carers

The school expects parents/carers to share the responsibility of RSE and support their child's personal, social and emotional development.

We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters linked to PSHE.

Parents are also encouraged to seek additional support in this from the school where they feel it is needed. Riverside Bridge School takes every opportunity to inform and involve parents/carers:

- by making our commitment clear in the school Curriculum Handbook and website; by inviting parents/carers to discuss personal development when their child enters the school;
- by inviting parents/carers to read the PSHE policy, including specific references to our additional Relationships and Sex Education (RSE) provision within PSHE. The school places the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views, they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents/carers, who we regularly keep informed about content of the sex education programme;
- by inviting parents/careers at parental workshops and parents' meetings in the autumn and spring terms to view curriculum resources and address any questions or issues they have in relation to the content of these additional lessons;
- by making parents/carers specifically aware of their right to request that their child be withdrawn from some or all of the sex education we deliver within RSE, as stated in section 4.06 below.

## 13. Right to Withdrawal from RSE

The Department for Education recommends that primary schools can tailor their sex education programme to the age, and physical and emotional maturity of their pupils, and as such can choose to offer some lessons in addition to statutory content. Here at Riverside Bridge School, in order to deliver a curriculum that meets the needs and maturity of our pupils, we deliver

lessons that sit mainly within the National Curriculum as part of statutory science i.e. human Flow and reproduction, and within Statutory Health Education i.e. changes to the adolescent body, including puberty (see section 4.02).

Parents/Carers of primary age children will only be able to withdraw their children from Relationships and Sex Education lessons that sit outside statutory content. The school will inform parents/carers of this right by writing to parents/carers via letter before non-statutory content is being delivered.

For secondary age pupils, parents/carers have the right to withdraw their child from Sex Education within the topic entitled Intimate Sexual Relationships including Sexual Health. However, parents do not have the right to withdraw their child from any of the sex education content that sits in the National Curriculum as part of statutory science or from any of the statutory Health or Relationships Education (see appendix 3)

Whilst parents/carers have this right to withdraw their children from Sex Education, this is only up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Schools will continue to be required to publish policies on these subjects for parents/carers, and statutory guidance will continue to set out that schools should consult parents on those policies to ensure they are feeding in their views.

Any parent/carer wishing to withdraw their child from RSE should contact in writing the school and complete a "Request for Withdrawal from Sex Education Lessons" (see Appendix 2). The school will then arrange a meeting to discuss the concerns of parents/carers.

RSE is a vital part of the school curriculum and supports child development. So we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Parents or carers who have a complaint or concern regarding the RSE curriculum should contact the school and follow the school's complaints procedures.

#### **14. Safeguarding and Confidentiality in PSHe**

We provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home.

It may be the case that discussions within PSHe & RSE, including issues related to what is acceptable and not acceptable in relationship, may lead to the disclosure of a child protection issue. If this is the case, staff should follow the school's Safeguarding and Child Protection policy & procedures.

Personal information about pupils who have approached a member of staff for discussion and disclosed sensitive information should not be shared with any other person.

Pupils with special educational needs are more vulnerable to exploitation and less able to protect themselves from harmful influences. Child Sexual Exploitation, or CSE, is a form of sexual abuse which sees children/young people being manipulated or coerced into sexual activity for receiving 'something' such as; gifts, money, food, attention, somewhere to stay etc. Technology is very often used to groom victims. This may occur through social networking sites and mobile phones with internet access. As pupils spend more and more time accessing internet enabled devices, emphasis at Riverside Bridge School is also placed on teaching pupils to recognise ways they could put themselves at risk through the use of technology and how to stay safe while online. If staff have concerns regarding any of our pupils, they should seek support from the Safeguarding Team and follow the school's Safeguarding and Child Protection Policy & Procedures.

Confidentiality for children and young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses sensitive information which the child asks not to be passed on. All staff have the duty to fulfil their professional responsibilities in relation to:

- child protection. (It is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed to the Safeguarding Team.
- co-operating with a police investigation.
- referral to external services.

The following curriculum area informs pupils about personal safeguarding issues:

<b>Independence and Community Participation</b>
<b>Keeping safe in the community</b>
<p>How to show awareness of potential 'safe'/ 'unsafe' places in the community.</p> <p>How to recognise potentially unsafe situations and takes appropriate action.</p> <p>How to keep belongings/ personal information safe when out in the community.</p> <p>How to be aware of potential 'stranger danger' and knows how to respond.</p> <p>How to make informed judgement about giving out personal information.</p> <p>How to understand and applies the need for self and others to have privacy in some community settings.</p> <p>How to maintain social distance appropriate to the community situation.</p> <p>How to recognise that others' proposals/ suggestions may pose a risk.</p> <p>How to choose to say 'No' to risks or suggestions proposed by others.</p>
<b>Knowing how to get help in the community</b>
<p>How to identify potential 'safe' person to ask for help if needed.</p> <p>How to use mobile phone to get help as needed.</p> <p>How to identify services who help keep us safe.</p> <p>How to know how and when to contact emergency services.</p>
<b>Keeping safe on-line (e-safety)</b>
<p>How to show interest in toys with buttons, flaps and simple mechanisms.</p> <p>How to seek to operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>How to seek to acquire basic skills in turning on and operating some digital equipment.</p> <p>How to make connections between control devices and information on screen e.g. pressing a specific graphic on a touch screen.</p> <p>How to use a touch screen.</p> <p>How to use some technology in play.</p> <p>How to know how to operate toys with buttons, flaps and simple mechanisms.</p> <p>How to use a keyboard.</p> <p>How to use a mouse.</p> <p>How to respond to simple instructions to control a device.</p> <p>How to use a variety of unplugged computing resources like Beebots.</p> <p>How to make marks using a computer.</p> <p>How to be aware that computers or other devices can be used to play back sounds.</p> <p>How to take a photograph.</p> <p>How to load a resource and makes choice from it.</p> <p>How to save an image from the internet.</p> <p>How to use ICT to communicate meaning and expresses ideas in a variety of contexts.</p> <p>How to use ICT to communicate and present their ideas.</p> <p>How to use ICT software to change sounds like pitch, tempo.</p> <p>How to be aware that sound can be recorded and stored.</p> <p>How to communicate via email or other electronic communications.</p> <p>How to edit a photograph.</p> <p>How to make basic edits to text.</p> <p>How to save work to be easily retrieved at a later date.</p> <p>How to name a file and saves it to a specified location.</p> <p>How to create a piece of writing using a word document.</p> <p>How to use an image from the internet in a word document.</p> <p>How to understand that information can be stored on a computer.</p> <p>How to understand computers work all around us in everyday locations like traffic lights.</p> <p>How to keep personal information safe when using social media / gaming</p> <p>How to use privacy settings when using social media</p> <p>How to understand consequences of sharing information on social media</p> <p>How to make decisions about 'friend' requests on social media</p> <p>How to know to inform adult if an online acquaintance asks to meet</p> <p>How to apply safety rules when receiving emails from unknown sender</p> <p>How to appraise authenticity of websites</p> <p>How to check with an adult before making online purchase</p> <p>How to observe age rating guidance when choosing games / films for own use</p>



How to inform adult of anything they encounter online that makes them feel uncomfortable  
How to know how to block or report people or content  
How to understand consequences of own actions when using social media or the Internet

## 15. Roles and Responsibilities within PSHe

### 15.1 Governors and Senior Leaders will:

- develop this school policy and review it at least every three years;
- ensure that all staff are given regular and ongoing training on issues relating to PSHEe;
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHEe;
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHEe to pupils;
- ensure that PSHEe is age-relevant and appropriate across all year groups;
- support parental involvement in the development of the PSHEe curriculum;
- ensure that their personal beliefs and attitudes will not prevent them from providing a balanced PSHEe in school;
- communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHEe, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

### 15.2 All staff will:

- keep up to date with school policy and curriculum requirements regarding PSHEe;
- attend and engage in professional development training around PSHEe provision;
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them as necessary;
- provide regular feedback to their line managers on their experience of teaching and supporting the delivery of PSHEe and pupil response;
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHEe in school;
- tailor their teaching and support to suit pupils in their class, across the whole range of abilities
- establish ground rules with their pupils;
- know how to deal with unexpected questions or comments and concerns of sexual abuse and bullying;
- use distancing techniques;
- encourage reflection.

## 16. Monitoring and Evaluation of this PSHe Policy

Our aim is to provide PSHEe that is relevant and tailored to meet the individual needs of our pupils, depending on their age and stage of personal development.

Provision in respect of promoting PSHEe is reviewed regularly as part of the curriculum monitoring and evaluation cycle. This will be achieved by:

- monitoring of planning, and teaching and learning by the Senior Leadership Team;
- chronological and topical training for staff to coincide with their lesson delivery;
- regular discussions at staff and governors' meetings;
- audit of the policies around the curriculum content and delivery;
- review of the delivery and impact of the Flow curriculum;
- sharing of classroom work and practice;
- scrutiny of pupils' work.
- feedback from pupils; parents; and staff.

## Appendix 1 – Stems of Development from the ‘Flow’ Curriculum

HL2. Medication and Health Risk Reduction	HL2.1	(BR) Responds to exposure to medication.
	HL2.2	(BR) Takes agreed medication with preparation.
	HL2.3	(BR) Responds to exposure of how to reduce viral risks.
	HL2.4	(CR) Identifies different medication with adult support.
	HL2.5	(CR) Takes agreed medication with limited support.
	HL2.6	(CR) Identifies different risks to health with adult support.
	HL2.7	(CR) Identifies viral risks with adult support.
	HL2.8	(ST) Takes agreed medication independently.
	HL2.9	(ST) Communicates symptoms/ concerns to health professional.
	HL2.10	(ST) Co-operates during medical appointments with preparation.
	HL2.11	(ST) Copes with waiting for an appointment.
	HL2.12	(ST) Covers nose when sneezing.
	HL2.13	(LA) Accepts reasons and need for routine appointments.
	HL2.14	(LA) Makes a medical appointment.
	HL2.15	(LA) Knows that it is important to take correct dosage of medication.
	HL2.16	(LA) Knows that it may be dangerous to take medicines belonging to others.
	HL2.17	(LA) Knows that medicines must be kept safely.
	HL2.18	(LA) Follows instruction labels on medicines.
	HL2.19	(LA) Acts on information in diary/ calendar/ planner.
	HL2.20	(LA) Sets reminders for when to take own medicines.
	HL2.21	(LA) Understands and uses a range of formats for dates.
	HL2.22	(LA) Refers to diary/ calendar/ planner to check events recorded.
	HL2.23	(LA) Covers mouth when coughing.
	HL2.24	(LA) Washes hands after sneezing.
	HL2.25	(LA) Uses and disposes of tissues appropriately.

### HL3. Making Healthy Choices

HL3.1	(BR) Diet: Identifies one healthy food item.
HL3.2	(BR) Emotional health: Identifies one emotion in themselves or others.
HL3.3	(BR) Exercise: Identifies one type of exercise.
HL3.4	(BR) Sleep: Identifies one element of a healthy bedtime routine.
HL3.5	(CR) Diet: Identifies one healthy food item and one unhealthy food item.
HL3.6	(CR) Emotional health: Identifies two emotions in themselves or others.
HL3.7	(CR) Exercise: Identifies two types of exercise.
HL3.8	(CR) Sleep: Identifies two to three elements of a healthy bedtime routine.
HL3.9	(ST) Diet: Identifies two healthy food items and two unhealthy food items.
HL3.10	(ST) Emotional health: Identifies four emotions in themselves or others.
HL3.11	(ST) Exercise: Identifies three or more types of exercise.
HL3.12	(ST) Sleep: Identifies when someone is tired and they need to go to bed.
HL3.13	(LA) Diet: Identifies three or more healthy food items and three or more unhealthy food items.
HL3.14	(LA) Emotional health: Explains why someone may be feeling the way they are feeling.
HL3.15	(LA) Sleep: Orders a healthy bedtime routine.
HL3.16	(LA) Drugs, alcohol and smoking: Identifies the risks to health associated with smoking.
HL3.17	(LA) Drugs, alcohol and smoking: Identifies the risks to health associated with drinking alcohol.
HL3.18	(LA) Drugs, alcohol and smoking: Identifies illegal drugs.
HL3.19	(LA) Drugs, alcohol and smoking: Understands the consequences of possessing or taking illegal drugs.
HL3.20	(LA) Drugs, alcohol and smoking: Knows the age limits in relation to smoking and alcohol.



<b>HL4. Uses Toilet in Familiar Setting</b>	HL4.1	(BR) Communicates discomfort or distress with wet or soiled nappy by using behaviour, gesture, facial expression, vocalisation.
	HL4.2	(BR) Co-operates actively with nappy changing.
	HL4.3	(BR) Tolerates sitting on the toilet for a short period of time with adult support.
	HL4.4	(CR) Communicates clearly when with wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges.
	HL4.5	(CR) Communicates that they need to use toilet by using sign or visual system.
	HL4.6	(CR) Sits voluntarily on the toilet for the required period of time.
	HL4.7	(CR) Identifies items needed when toileting e.g. nappy, cleaning items.
	HL4.8	(ST) Communicates verbally and clearly they need the toilet before being taken to the toilet.
	HL4.9	(ST) Adjusts clothing to use toilet.
	HL4.10	(ST) Maintains privacy when using toilet.
	HL4.11	(ST) Uses toilet without help.
	HL4.12	(ST) Cleans/ Wipes self after using toilet.
	HL4.13	(ST) Adjusts clothing when finished using toilet.
<b>HL5. Uses Public Toilets</b>	HL5.1	(ST) Waits turn/ Takes place in queue when using public toilets.
	HL5.2	(LA) Recognises 'Male/ Female' sign on public toilets.
	HL5.3	(LA) Tolerates public toilets environment.
	HL5.4	(LA) Maintains privacy in public toilets.
	HL5.5	(LA) Respects privacy of others in public toilets.



## HL6. Maintains Good Hand Hygiene

HL6.1	(BR) Co-operates with adult when washing hands after using toilet with adult prompting and support.
HL6.2	(BR) Co-operates with adult when drying hands with adult prompting and support.
HL6.3	(BR) Identifies one reason why we take baths/showers with adult support.
HL6.4	(BR) Toothbrushing: Identifies one element of toothbrushing equipment.
HL6.5	(BR) Toothbrushing: Is willing to brush the model teeth.
HL6.6	(BR) Toothbrushing: Co-operates with adult when the adult is brushing their teeth.
HL6.7	(CR) Identifies two reasons why we take baths/showers with adult support.
HL6.8	(CR) Washes hands as necessary.
HL6.9	(CR) Washes hands effectively.
HL6.10	(CR) Dries hands effectively.
HL6.11	(CR) Toothbrushing: Identifies two elements of toothbrushing equipment.
HL6.12	(CR) Toothbrushing: Brushes their teeth with adult support.
HL6.13	(CR) Toothbrushing: Holds the toothbrush in their own mouth.
HL6.14	(ST) Uses hand-drying device effectively.
HL6.15	(ST) Identifies own sensory sensitivities in relation to clothing.
HL6.16	(ST) Toothbrushing: Orders the toothbrushing routine.
HL6.17	(ST) Toothbrushing: Brushes their teeth independently.



HL6.18	(ST) Toothbrushing: Identifies one reason why we brush our teeth.
HL6.19	(LA) Identifies reasons for hand washing.
HL6.20	(LA) Identifies activities that require hand-washing before/ after.
HL6.21	(LA) Identifies reasons for good personal hygiene.
HL6.22	(LA) Recognises good/ bad hygiene in relation to self.
HL6.23	(LA) Washes self effectively.
HL6.24	(LA) Washes hair regularly.
HL6.25	(LA) Uses appropriate hygiene products.
HL6.26	(LA) Manages menstruation effectively.
HL6.27	(LA) Recognises when clothes need washing/ changing.
HL6.28	(LA) Takes responsibility for own personal grooming.
HL6.29	(LA) Checks own appearance/ hygiene.
HL6.30	(LA) Takes action to remedy sensory sensitivities.
HL6.31	(LA) Identifies preferred hygiene products.
HL6.32	(LA) Toothbrushing: Identifies risks of not brushing our teeth.
HL6.33	(LA) Toothbrushing: Identifies two or more reasons why we brush our teeth.



<b>HL7 . Dresses Self</b>	HL7.1	(BR) Co-operates with adult with dressing routine.
	HL7.2	(CR) Helps with and increasingly independently puts on simple clothing items.
	HL7.3	(CR) Helps with and increasingly independently takes off simple clothing items.
	HL7.4	(ST) Matches clothing to body part.
	HL7.5	(ST) Puts on clothing in correct sequence.
	HL7.6	(ST) Asks for help with fastenings.
	HL7.7	(ST) Uses a range of fastenings on clothing.
	HL7.8	(LA) Ties shoelaces.
	HL7.9	(LA) Checks that clothing is correctly worn/ fastened.
	HL7.10	(LA) Is discreet when getting changed/ dressed in public.
	HL7.11	(LA) Chooses clothing appropriate to conditions.
	HL7.12	(LA) Chooses clothing appropriate to social situation.
<b>HL8. Understanding the Human Body</b>	HL8.1	(CR) Develops an awareness of their own bodies: Identifies one 'safe zone' on my body.
	HL8.2	(CR) Develops an awareness of their own bodies: Identifies one not 'safe zone' on my body.
	HL8.3	(ST) Identifies interests.
	HL8.4	(ST) Recognises similarities and differences between self and others.
	HL8.5	(ST) Shows respect for others.
	HL8.6	(LA) Recognises strengths.
	HL8.7	(LA) Accepts that there are a variety of different types of person.
	HL8.8	(LA) Identifies changes that occur at puberty.
	HL8.9	(LA) Accepts that changes will occur to themselves.
	HL8.10	(LA) Manages own self-care in relation to changes at puberty.



HL9. Understanding Personal Space	HL9.1	(BR) Safe distance: Identifies safe and unsafe distance to another person with adult support.
	HL9.2	(BR) Co-operates with adult modelling safe distance.
	HL9.3	(BR) Co-operates with adult with asking for a safe distance.
	HL9.4	(CR) Labels a safe distance between two people.
	HL9.5	(CR) Identifies who is allowed to come into their personal space.
	HL9.6	(CR) Safe distance: Identifies safe and unsafe distance to another person in practise.
	HL9.7	(ST) Safe distance: Accepts that distance must be kept between them and others
	HL9.8	(ST) Identifies 'public' and 'private' places in context.
	HL9.9	(ST) Identifies 'private' body parts.
	HL9.10	(LA) Maintains social distance appropriate to situation.
	HL9.11	(LA) Identifies situations that require privacy.
	HL9.12	(LA) Carries out 'private' behaviour in an appropriate place.
	HL9.13	(LA) Differentiates between 'public' and 'private' conversational topics.
	HL9.14	(LA) Allows others to have privacy.
	HL9.15	(LA) Identifies 'private' situations that may be unsafe.
	HL9.16	(LA) Identifies which type of personal information is appropriate to share in particular situations.



HL10. Understanding gender	HL10.1	(BR) Identifies a boy.
	HL10.2	(BR) Identifies a girl.
	HL10.3	(CR) Identifies a boy becomes a man traditionally.
	HL10.4	(CR) Identifies a girl becomes a woman traditionally.
	HL10.5	(CR) Identifies a traditional British male role in society.
	HL10.6	(CR) Identifies a traditional British female role in society.
	HL10.7	(ST) Stereotyping: Identifies two stereotypical male jobs in society
	HL10.8	(ST) Stereotyping: Identifies two stereotypical female jobs in society
	HL10.9	(ST) Stereotyping: Identifies one way in which we can break traditional stereotypes in Britain.
	HL10.10	(ST) Stereotyping: Understands that every gender is equal in Britain.
	HL10.11	(LA) Challenging stereotypes: Identifies three or more roles that break traditional employment stereotypes.
	HL10.12	(LA) Challenging stereotypes: Identifies three or more roles that break traditional household stereotypes.
	HL10.13	(LA) Challenging stereotypes: Identifies three or more roles that break traditional sporting stereotypes.
	HL10.14	(LA) Identifies that boys/girls may not always stay as a boy or a girl.
	HL10.15	(LA) Identifies that there are more than two genders.



HL11. Understanding relationships	HL11.1	(CR) Identifies who may love them.
	HL11.2	(CR) Identifies two people who love each other.
	HL11.3	(CR) Is exposed to the concept of love between two people.
	HL11.4	(ST) Identifies relationship of self to others.
	HL11.5	(ST) Identifies characteristics of friendships.
	HL11.6	(LA) Identifies characteristics of 'girlfriend'/'boyfriend' relationships.
	HL11.7	(LA) Understands and accepts that people may choose different types of relationships.
	HL11.8	(LA) Uses behaviour appropriate to relationship.
	HL11.9	(LA) Identifies behaviours that are acceptable and unacceptable in particular contexts/relationships.
	HL11.10	(LA) Understands that romantic/sexual relationships are a two-way partnership that require both parties to agree to them.
	HL11.11	(LA) Understands that some behaviours within relationships require consent from both parties.
	HL11.12	(LA) Understands laws relating to consent in relationships.
	HL11.13	(LA) Understands that reaching a certain age does not dictate expected behaviour e.g legal age does not imply actions.
	HL11.14	(ST) Identifies appropriate/inappropriate touch.
	HL11.15	(LA) Communicates 'No' assertively when uncomfortable within a situation.
	HL11.16	(LA) Identifies characteristics of 'healthy' and 'unhealthy' relationships.
	HL11.17	(LA) Understands that keeping secrets might not always be the right thing to do.
	HL11.18	(LA) Identifies situations where they require advice or help.
	HL11.19	(LA) Identifies trusted person to go to for advice and support regarding sexual activity.
	HL11.20	(LA) Knows to seek advice and support about any aspect of relationships they are unsure or unhappy about.
HL12. Safe Zones & People	HL12.1	(BR) Identifies where their underwear is located with adult support.
	HL12.2	(BR) Identifies one safe person in the class who is allowed to help them with their underwear with adult support.
	HL12.3	(CR) Knows where their underwear is located.
	HL12.4	(CR) Identifies two safe person in the class who is allowed to help them with their underwear.
	HL12.5	(CR) Understand the concept of 'No' in the context of relationship.
	HL12.6	(ST) Recognises a person's body belongs to them.
	HL12.7	(ST) Identifies respectful and disrespectful behaviours towards others' body.
	HL12.8	(LA) Explains why a person's body belongs to them.

HL13. Sex Education	HL13.1	(BR) Self-stimulates in a private location.
	HL13.2	(CR) Understands self-stimulation is a private part of life.
	HL13.3	(ST) Understands the concept of consent.
	HL13.4	(ST) Understands the appropriate terminology linked to self-stimulation.
	HL13.5	(LA) Recognises teenagers will have sexual urges.
	HL13.6	(LA) Identifies the body parts needed for a man and a woman to have sexual intercourse.
	HL13.7	(LA) Understands how a man and a woman have sexual intercourse.
	HL13.8	(LA) Understands two people have to both consent to have sexual intercourse.
	HL13.9	(LA) Recognises not all sexual activity is sexual intercourse.
	HL13.10	(LA) Recognises not all sexual activity is heterosexual.
	HL13.11	(LA) Understands self-stimulation is a healthy part of life.
	HL13.12	(LA) Identifies a form of contraception.
	HL13.13	(LA) Identifies one sexually transmitted disease.
	HL13.14	(LA) Understands how to stay sexually healthy.



## Appendix 2 – Weekly Teaching & Learning Overviews

2024-2025 Scheme of Learning Overview Subject - Ripples														
Week 09/09	Week 16/09	Week 23/09	Week 30/09	Week 07/10	Week 14/10	Week 21/10	Week 04/11	Week 11/11	Week 18/11	Week 25/11	Week 02/12	Week 09/12	Week 16/12	
Understanding basic emotional and physical health			Personal hygiene: Toileting & Toothbrushing			Understanding the human body: Body parts			Identifying Gender: Male & Female		Human lifecycle			
Week 06/01	Week 13/01	Week 20/01	Week 27/01	Week 03/02	Week 10/02	Week 24/03	Week 03/03	Week 10/03	Week 17/03	Week 24/03	Week 31/03			
Relationships: Family			Safe touch: PANTS		Online safety week	Skills for health and well-being: Food and exercise			Values & Rights					
Week 21/04	Week 28/04	Week 05/05	Week 12/05	Week 19/05	Week 02/06	Week 09/06	Week 16/06	Week 23/06	Week 30/06	Week 07/07	Week 14/07			
British Culture: What is and where is Britain			Discomfort: Understanding pain, thirst and hunger		Tolerating medication		Safe people			Staying safe: The summer holidays				

2024-2025 Scheme of Learning Overview Subject - Brooks														
Week 09/09	Week 16/09	Week 23/09	Week 30/09	Week 07/10	Week 14/10	Week 21/10	Week 04/11	Week 11/11	Week 18/11	Week 25/11	Week 02/12	Week 09/12	Week 16/12	
Understanding basic emotional and physical health				Personal hygiene: Toileting & Toothbrushing			Understanding the human body: Body parts			Gender: Boys to men & girls to women		Human lifecycle		
Week 06/01	Week 13/01	Week 20/01	Week 27/01	Week 03/02	Week 10/02	Week 24/03	Week 03/03	Week 10/03	Week 17/03	Week 24/03	Week 31/03			
Relationships: Family			Safe touch: PANTS		Online safety week	Skills for health and well-being: Food and exercise			Values & Rights					
Week 21/04	Week 28/04	Week 05/05	Week 12/05	Week 19/05	Week 02/06	Week 09/06	Week 16/06	Week 23/06	Week 30/06	Week 07/07	Week 14/07			
British Culture: What is and where is Britain			Discomfort: Understanding pain, thirst and hunger		Understanding medication		Safe people			Staying safe: The summer holidays				

2024-2025 Scheme of Learning Overview Subject - Creeks														
Week 09/09	Week 16/09	Week 23/09	Week 30/09	Week 07/10	Week 14/10	Week 21/10	Week 04/11	Week 11/11	Week 18/11	Week 25/11	Week 02/12	Week 09/12	Week 16/12	
Understanding basic emotional and physical health				Personal hygiene: Toileting, cleanliness & Toothbrushing			Understanding the human body: Human parts including safe zones			Gender: Male, Female gender roles in society		Human lifecycle		
Week 06/01	Week 13/01	Week 20/01	Week 27/01	Week 03/02	Week 10/02	Week 24/03	Week 03/03	Week 10/03	Week 17/03	Week 24/03	Week 31/03			
Relationships: Love			Safe touch: PANTS		Online safety week	Skills for health and well-being: Diet, emotions and exercise			Values & Rights					
Week 21/04	Week 28/04	Week 05/05	Week 12/05	Week 19/05	Week 02/06	Week 09/06	Week 16/06	Week 23/06	Week 30/06	Week 07/07	Week 14/07			
British Culture: What are British values?			Medication		Body changes: Physical changes in the body			Understanding consent		Staying safe: The summer holidays				

2024-2025 Scheme of Learning Overview Subject - Streams															
Week 09/09	Week 16/09	Week 23/09	Week 30/09	Week 07/10	Week 14/10	Week 21/10	Week 04/11	Week 11/11	Week 18/11	Week 25/11	Week 02/12	Week 09/12	Week 16/12		
Understanding basic emotional and physical health				Personal hygiene: Personal grooming, cleanliness & Toothbrushing			Understanding the human body: Human parts including fertility parts			Gender: Stereotyping		Human lifecycle			
Week 06/01	Week 13/01	Week 20/01	Week 27/01	Week 03/02	Week 10/02	Week 24/03	Week 03/03	Week 10/03	Week 17/03	Week 24/03	Week 31/03				
Relationships: Healthy and unhealthy relationships				Safe touch: PANTS		Online safety week	Skills for health and well-being: Diet, emotions, smoking and exercise			Values & Rights					
Week 21/04	Week 28/04	Week 05/05	Week 12/05	Week 19/05	Week 02/06	Week 09/06	Week 16/06	Week 23/06	Week 30/06	Week 07/07	Week 14/07				
British Culture: Cultures and religions in Britain				Medication		Body changes: Recognising emotional and physical changes in the body			Understanding consent		Staying safe: The summer holidays				

2024-2025 Scheme of Learning Overview Subject - Lakes													
Week 09/09	Week 16/09	Week 23/09	Week 30/09	Week 07/10	Week 14/10	Week 21/10	Week 04/11	Week 11/11	Week 18/11	Week 25/11	Week 02/12	Week 09/12	Week 16/12
Understanding basic emotional and physical health				Personal hygiene			Understanding the human body: Human parts including puberty			Gender: Challenging social stereotypes		Human lifecycle	
Week 06/01	Week 13/01	Week 20/01	Week 27/01	Week 03/02	Week 10/02	Week 24/03	Week 03/03	Week 10/03	Week 17/03	Week 24/03	Week 31/03		
Relationships: Online relationships			Safe touch: PANTS		Online safety week	Skills for health and well-being: Diet, emotions, smoking, alcohol and exercise			Values & Rights				
Week 21/04	Week 28/04	Week 05/05	Week 12/05	Week 19/05	Week 02/06	Week 09/06	Week 16/06	Week 23/06	Week 30/06	Week 07/07	Week 14/07		
British Culture: Cultures, religion and sexuality in Britain			Sexual behaviours in young adults		Sexual behaviour		Sexual health		Reproduction	Staying safe: The summer holidays			

2024-2025 Scheme of Learning Overview Subject - Oceans 1, 2 and 3													
Week 09/09	Week 16/09	Week 23/09	Week 30/09	Week 07/10	Week 14/10	Week 21/10	Week 04/11	Week 11/11	Week 18/11	Week 25/11	Week 02/12	Week 09/12	Week 16/12
Understanding basic emotional and physical health				Personal hygiene			Understanding the human body			Gender: Exposure to non-traditional genders		Human lifecycle	
Week 06/01	Week 13/01	Week 20/01	Week 27/01	Week 03/02	Week 10/02	Week 24/03	Week 03/03	Week 10/03	Week 17/03	Week 24/03	Week 31/03		
Relationships: More than friends			Safe touch: PANTS		Online safety week	Skills for health and well-being: Diet, emotions, smoking, alcohol and exercise			Values & Rights				
Week 21/04	Week 28/04	Week 05/05	Week 12/05	Week 19/05	Week 02/06	Week 09/06	Week 16/06	Week 23/06	Week 30/06	Week 07/07	Week 14/07		
British Culture: Cultures, religion and sexuality in Britain			Sexual behaviours in young adults		Sexual behaviour		Sexual health		Reproduction	Staying safe: The summer and beyond Riverside Bridge School			

### Appendix 3

## Request for Withdrawal from Non-Statutory Sex Education Lessons

### Pupil's Details

Surname	<input type="text"/>	First Name	<input type="text"/>
Date of Birth	<input type="text"/>	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Pathway	<input type="text"/>	Class	<input type="text"/>

### Reasons for withdrawing your child from non-statutory Sex Education within RSE

### Any other information you would like the school to consider.

**Appendix 4**

Within the Statutory guidance for RSE, the specific sex education topic within the RSE curriculum is entitled ‘Intimate and Sexual Relationships, including Sexual Health’ and whilst parents could withdraw from any lessons within this content, there are some overlaps with some of the statutory content in health education and science.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

**Here is the statutory guidance and the specific Sex Education theme within the RSE for Secondary schools:**

<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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The following areas have been suggested as the areas within a secondary PSHE/RSE curriculum which parents CAN withdraw from.

**KS3 RSE – Contraception**

- about the purpose, importance and different forms of contraception; how and where to access contraception and advice
- be able to name the most common forms of barrier and hormonal contraception methods
- have an understanding of where to access contraception and advice around it

**PLEASE NOTE - All this content in the above 3 bullet points is covered in Statutory Science at KS4, so at that point parents/carers cannot withdraw from this content.**

**KS3 – Intimate relationships and contraception**

- to gauge readiness for sexual intimacy
- That intimate relationships should be pleasurable
- that everyone has the choice to delay sex, or to enjoy intimacy without sex
- the communication and negotiation skills necessary for contraceptive use in healthy relationships
- to manage the influence of drugs and alcohol on decision-making within relationships and social situations
- the risks related to unprotected sex
- the consequences of unintended pregnancy, sources of support and the options available
- understand that people have choices regarding readiness for sexual activity, delaying sex or enjoying intimacy without sex
- have some knowledge about the most common STIs including how they are spread through sexual activity and that barrier contraceptive methods offer some protection
- list sources of support in the event of unintended pregnancy



- that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

**PLEASE NOTE - This last bullet point is covered in the science Curriculum in KS4, which parents/carers cannot withdraw from.**

#### **KS4 Diverse Relationships and Contraception**

- the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- the different types of intimacy - including online – and their potential emotional and physical consequences (both positive and negative)
- the role of pleasure in intimate relationships, including orgasms
- be confident in their skills to assess their readiness for sexual activity
- understand different types of intimacy and the role of pleasure in intimate relationships

#### **KS4 Sexual health, fertility and pregnancy choices**

- The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
- About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice
- about the current legal position on abortion and the range of beliefs and opinions about it
- About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
- recognise how someone may respond to an unintended pregnancy and be aware of the options available and where to access accurate, impartial advice
- know about the choices and support available for an unplanned pregnancy
- be aware of the legal position on abortion and understand the different beliefs and opinions about it
- understand that miscarriages are possible and support is available for people who aren't able to conceive or maintain a pregnancy

