

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



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



Partnership Learning

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Contents

1. Introduction.....	3
2. Statutory Duties.....	3
3. PSHE at Riverside Bridge School.....	4
4. Aims of the PSHEe Policy	5
5. Teaching and learning of PSHe.....	6
6. Issues Specifically Relating to Relationships and Sex Education (RSE)	7
7. Teaching and Learning of RSE.....	8
8. Statutory RSE within Relationships and Sex Education	9
9. Statutory RSE within the Science Curriculum	9
10. Statutory Health Education, including elements of RSE.....	10
11. Implementation of RSE	13
12. RSE and Parents/Carers	13
13. Right to Withdrawal from RSE	13
14. Safeguarding and Confidentiality in PSHe	14
15. Roles and Responsibilities within PSHe.....	16
16. Monitoring and Evaluation of this PSHe Policy.....	16
17. Monitoring and evaluation arrangements.....	11
18. Links with other policies and documents.....	11
Appendix 1- Weekly Teaching & Learning Overviews.....	27
Appendix 2- Request to withdraw from RSE.....	28
Appendix 3- Statutory Guidance.....	29

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

PSHe, 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 PSHe & 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 à 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:

The following curriculum stems will be taught to pupils across the PSHEe and RSE curriculums. Pupils will follow the curriculum that matches their personalised learning programme according to their learning level in line with the school's Flow curriculum; Flow 1a (F1a), Flow 1b (F1b), Flow 2 (F2), Flow 3 (F3), key stage and age-appropriate content.

F1a	Expresses discomfort, hunger or thirst, distress and pain by using behaviour, gesture, facial expression, vocalisation.
F1a	Identifies location of discomfort or pain.
F1b	Indicates discomfort, hunger or thirst, distress and pain by using sign or visual system.
F1b	Identifies location of discomfort or pain independently.
F1b	Indicates intensity of pain using a visual scale with adult support.
F1b	Accepts adult suggestion of treatment when unwell e.g. rest, drink.
F2	Rates severity of pain.
F2	Accepts help when unwell or in pain.
F2	Asks for help when injured.
F2	Locates a first aid box.
F2	Applies safely a plaster/ band aid to self.
F3	Knows what medication they take and how it helps them.
F3	Identifies own allergies/ intolerances.
F3	Administers basic first aid to self.
F3	Recognises how to stop bleeding hygienically.
F3	Identifies how to treat a nose bleed.

F3	Identifies how to treat a bump or a bruise.
F3	Identifies a burn and how to treat it.
F3	Identifies stings e.g. from nettles, wasps and how to treat.
F1a	Responds to exposure to medication.
F1a	Takes agreed medication with preparation.
F1a	Responds to exposure of how to reduce viral risks.
F1b	Identifies different medication with adult support.
F1b	Takes agreed medication with limited support.
F1b	Identifies different risks to health with adult support.
F1b	Identifies viral risks with adult support.
F2	Identifies own medication container e.g. colour/label.
F2	Recognises when a tissue is needed with adult prompting.
F2	Takes agreed medication independently.
F2	Communicates symptoms/ concerns to health professional.
F2	Co-operates during medical appointments with preparation.
F2	Copes with waiting for an appointment.
F2	Covers nose when sneezing.
F3	Accepts reasons and need for routine appointments.
F3	Makes a medical appointment.
F3	Knows that it is important to take correct dosage of medication.
F3	Knows that it may be dangerous to take medicines belonging to others.
F3	Knows that medicines must be kept safely.
F3	Follows instruction labels on medicines.
F3	Acts on information in diary/ calendar/ planner.
F3	Sets reminders for when to take own medicines.
F3	Understands and uses a range of formats for dates.
F3	Refers to diary/ calendar/ planner to check events recorded.
F3	Covers mouth when coughing.
F3	Washes hands after sneezing.
F3	Uses and disposes of tissues appropriately.
F1a	Diet: Identifies one healthy food item.
F1a	Emotional health: Identifies one emotion in themselves or others.
F1a	Exercise: Identifies one type of exercise.
F1a	Sleep: Identifies one element of a healthy bedtime routine.
F1b	Diet: Identifies one healthy food item and one unhealthy food item.
F1b	Emotional health: Identifies two emotions in themselves or others.
F1b	Exercise: Identifies two types of exercise.

F1b	Sleep: Identifies two to three elements of a healthy bedtime routine.
F1b	Diet: Chooses between a healthy and unhealthy food item.
F1b	Emotional health: Identifies emotions using symbol/emotion cards.
F1b	Exercise: Selects a preferred exercise from two options.
F1b	Sleep: Follows 2–3 steps of a bedtime routine.
F2	Diet: Identifies two healthy food items and two unhealthy food items.
F2	Emotional health: Identifies four emotions in themselves or others.
F2	Exercise: Identifies three or more types of exercise.
F2	Sleep: Identifies when someone is tired and they need to go to bed.
F3	Diet: Identifies three or more healthy food items and three or more unhealthy food items.
F3	Emotional health: Explains why someone may be feeling the way they are feeling
F3	Sleep: Orders a healthy bedtime routine.
F3	Drugs, alcohol and smoking: Identifies the risks to health associated with smoking.
F3	Drugs, alcohol and smoking: Identifies the risks to health associated with drinking alcohol.
F3	Drugs, alcohol and smoking: Identifies illegal drugs.
F3	Drugs, alcohol and smoking: Understands the consequences of possessing or taking illegal drugs.
F3	Drugs, alcohol and smoking: Knows the age limits in relation to smoking and alcohol.
F1a	Identifies what is hot and cold weather.
F1a	Identifies sunscreen.
F1a	Is willing to have sunscreen applied to their skin.
F1b	Identifies what is drinkable water.
F1b	Identifies difference between sunny and shady areas.
F1b	Identifies safe and unsafe water to go into.
F1b	Points to/chooses a safety item when prompted e.g. hat, armbands.
F1b	Matches pictures of safe/unsafe places to play outdoors.
F2	Identifies 3 or more safety items when riding a bike/scooter/trike.
F2	Identifies ways in which we can stay safe around BBQs and fires.
F2	Identifies who is a safe person to speak to in our community when out in the summer.
F2	Identifies someone we genuinely know on the internet to talk to when at home.
F3	Explains the difference between safe approach others in our community.
F3	Explains the need for safety equipment such as arm bands, helmets and sunscreen during the summer time when playing outdoors.
F3	Can explain the need for staying well-hydrated during the hot weather when playing outdoors.
F3	Identifies the sources of help and/or guidance on issues we may have at home or in the community with other individuals we interact with.
F1a	Communicates discomfort or distress with wet or soiled nappy by behaviour/gesture/facial expression/vocalisation.
F1a	Co-operates actively with nappy changing.
F1a	Tolerates sitting on the toilet for a short period of time with adult support.

F1b	Communicates clearly when with wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges.
F1b	Communicates that they need to use toilet by using sign or visual system.
F1b	Sits voluntarily on the toilet for the required period of time.
F1b	Identifies items needed when toileting e.g. nappy, cleaning items.
F1b	Indicates toilet needs using both visual cue and vocalisation.
F1b	Carries item needed for toileting (nappy, pants, wipes) to the toilet.
F2	Communicates verbally and clearly they need the toilet before being taken to the toilet.
F2	Adjusts clothing to use toilet.
F2	Maintains privacy when using toilet.
F2	Uses toilet without help.
F2	Cleans/ Wipes self after using toilet.
F2	Adjusts clothing when finished using toilet.
F2	Waits turn/Takes place in queue when using public toilets.
F3	Recognises 'Male/Female' sign on public toilets.
F3	Tolerates public toilets environment.
F3	Maintains privacy in public toilets.
F3	Respects privacy of others in public toilets.
F1a	Co-operates with adult when washing hands after using toilet with adult prompting and support.
F1a	Co-operates with adult when drying hands with adult prompting and support.
F1a	Identifies one reason why we take baths/showers with adult support.
F1a	Toothbrushing: Identifies one element of toothbrushing equipment.
F1a	Toothbrushing: Is willing to brush the model teeth.
F1a	Toothbrushing: Co-operates with adult when the adult is brushing their teeth.
F1b	Identifies two reasons why we take baths/showers with adult support.
F1b	Washes hands as necessary.
F1b	Washes hands effectively.
F1b	Dries hands effectively.
F1b	Toothbrushing: Identifies two elements of toothbrushing equipment.
F1b	Toothbrushing: Brushes their teeth with adult support.
F1b	Toothbrushing: Holds the toothbrush in their own mouth.
F1b	Sequences handwashing steps with visual prompts.
F1b	Toothbrushing: Follows 2-step brushing sequence.
F2	Uses hand-drying device effectively.
F2	Identifies own sensory sensitivities in relation to clothing.
F2	Toothbrushing: Orders the toothbrushing routine.
F2	Toothbrushing: Brushes their teeth independently.

F2	Toothbrushing: Identifies one reason why we brush our teeth.
F3	Identifies reasons for hand washing.
F3	Identifies activities that require hand-washing before/after.
F3	Identifies reasons for good personal hygiene.
F3	Recognises good/bad hygiene in relation to self.
F3	Washes self effectively.
F3	Washes hair regularly.
F3	Uses appropriate hygiene products.
F3	Manages menstruation effectively.
F3	Recognises when clothes need washing/changing.
F3	Takes responsibility for own personal grooming.
F3	Checks own appearance/hygiene.
F3	Takes action to remedy sensory sensitivities.
F3	Identifies preferred hygiene products.
F3	Toothbrushing: Identifies risks of not brushing our teeth.
F3	Toothbrushing: Identifies two or more reasons why we brush our teeth.
F1a	Co-operates with adult with dressing routine.
F1b	Helps with and increasingly independently puts on simple clothing items.
F1b	Helps with and increasingly independently takes off simple clothing items.
F1b	Matches clothing to body part.
F2	Selects clothing item when prompted e.g. 'Find socks'.
F2	Places clothing item on correct body part.
F2	Puts on clothing in correct sequence.
F2	Asks for help with fastenings.
F2	Uses a range of fastenings on clothing.
F3	Ties shoelaces.
F3	Checks that clothing is correctly worn/fastened.
F3	Is discreet when getting changed/ dressed in public.
F3	Chooses clothing appropriate to conditions.
F3	Chooses clothing appropriate to social situation.
F1a	Tolerates positive physical interaction in familiar routines
F1a	Responds to body-related vocabulary in context
F1b	Develops an awareness of their own bodies: Identifies one 'safe zone' on my body.
F1b	Develops an awareness of their own bodies: Identifies one not 'safe zone' on my body.
F1b	Matches pictures of body parts on self and others.
F1b	Identifies body part associated with a simple action e.g. 'eyes for looking'.
F2	Identifies interests.

F2	Recognises similarities and differences between self and others.
F2	Shows respect for others.
F3	Recognises strengths.
F3	Accepts that there are a variety of different types of person.
F3	Identifies changes that occur at puberty.
F3	Accepts that changes will occur to themselves.
F3	Manages own self-care in relation to changes at puberty.
F1a	Safe distance: Identifies safe and unsafe distance to another person.
F1a	Co-operates with adult modelling safe distance.
F1a	Co-operates with adult with asking for a safe distance.
F1b	Labels a safe distance between two people.
F1b	Identifies who is allowed to come into their personal space.
F1b	Safe distance: Identifies safe and unsafe distance to another person in practice.
F1b	Indicates safe/unsafe distance.
F1b	Responds appropriately when another person enters personal space.
F2	Safe distance: Accepts that distance must be kept between them and others
F2	Identifies 'public' and 'private' places in context.
F2	Identifies 'private' body parts.
F3	Maintains social distance appropriate to situation.
F3	Identifies situations that require privacy.
F3	Carries out 'private' behaviour in an appropriate place.
F3	Differentiates between 'public' and 'private' conversational topics.
F3	Allows others to have privacy.
F3	Identifies 'private' situations that may be unsafe.
F3	Identifies which type of personal information is appropriate to share in particular situations.
F1a	Identifies a boy.
F1a	Identifies a girl.
F1b	Identifies a boy becomes a man traditionally.
F1b	Identifies a girl becomes a woman traditionally.
F1b	Identifies a traditional British male role in society.
F1b	Identifies a traditional British female role in society.
F1b	Matches pictures of boys/men and girls/women.
F1b	Identifies one stereotypical role.
F2	Stereotyping: Identifies two stereotypical male jobs in society.
F2	Stereotyping: Identifies two stereotypical female jobs in society.
F2	Stereotyping: Identifies one way in which we can break traditional stereotypes in Britain.
F2	Stereotyping: Understands that every gender is equal in Britain.

F3	Challenging stereotypes: Identifies three or more roles that break traditional employment stereotypes.
F3	Challenging stereotypes: Identifies three or more roles that break traditional household stereotypes.
F3	Challenging stereotypes: Identifies three or more roles that break traditional sporting stereotypes.
F3	Identifies that boys/girls may not always stay as a boy or a girl.
F3	Identifies that there are more than two genders.
F1b	Identifies who may love them.
F1b	Identifies two people who love each other.
F1b	Is exposed to the concept of love between two people.
F1b	Recognises family members and friends in photos.
F1b	Matches simple scenarios to 'friend' or 'not a friend'.
F2	Identifies relationship of self to others.
F2	Identifies characteristics of friendships.
F2	Identifies appropriate/inappropriate touch.
F3	Identifies characteristics of 'girlfriend'/'boyfriend' relationships.
F3	Understands and accepts that people may choose different types of relationships.
F3	Uses behaviour appropriate to relationship.
F3	Identifies behaviours that are acceptable and unacceptable in particular contexts/relationships.
F3	Understands that romantic/sexual relationships are a two-way partnership that require both parties to agree to them.
F3	Understands that some behaviours within relationships require consent from both parties.
F3	Understands laws relating to consent in relationships.
F3	Understands that reaching a certain age does not dictate expected behaviour e.g legal age does not imply actions.
F3	Communicates 'No' assertively when uncomfortable within a situation.
F3	Identifies characteristics of 'healthy' and 'unhealthy' relationships.
F3	Understands that keeping secrets might not always be the right thing to do.
F3	Identifies situations where they require advice or help.
F3	Identifies trusted person to go to for advice and support regarding sexual activity.
F3	Knows to seek advice and support about any aspect of relationships they are unsure or unhappy about.
F3	Knows where to seek advice and support concerning sexual health.
F1a	Identifies where their underwear is located.
F1a	Identifies one safe person in the class who is allowed to help them with their underwear.
F1b	Knows where their underwear is located.
F1b	Identifies two safe person in the class who is allowed to help them with their underwear.
F1b	Understand the concept of 'No' in the context of relationship.
F1b	Identifies when to say 'No'.
F1b	Matches symbol/photo of safe adult to their real person.
F2	Recognises a person's body belongs to them.
F2	Identifies respectful and disrespectful behaviours towards others' body.

F3	Explains why a person's body belongs to them.
F1a	Self-stimulates in a private location.
F1b	Understands self-stimulation is a private part of life.
F2	Identifies private/public places.
F2	Labels 'private' body areas.
F2	Understands the concept of consent.
F2	Understands the appropriate terminology linked to self-stimulation.
F3	Recognises teenagers will have sexual urges.
F3	Identifies the body parts needed for a man and a woman to have sexual intercourse.
F3	Understands how a man and a woman have sexual intercourse.
F3	Understands two people have to both consent to have sexual intercourse.
F3	Recognises not all sexual activity is sexual intercourse.
F3	Recognises not all sexual activity is heterosexual.
F3	Understands self-stimulation is a healthy part of life.
F3	Identifies a form of contraception.
F3	Identifies one sexually transmitted disease.
F3	Understands how to stay sexually healthy.

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 consider their wishes so that sex education becomes a shared responsibility;
- the content will be presented in a sensitive, objective and balanced manner considering 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/carers 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.

15. Roles and Responsibilities within PSHEe

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, considered 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.





Request for Withdrawal from Non-Statutory Sex Education Lessons

Pupil's Details

<i>Surname</i>		<i>First Name</i>	
<i>Date of Birth</i>		<i>Gender</i>	<i>Male</i> ☐ <i>Female</i> ☐
<i>Pathway</i>		<i>Class</i>	

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

Any other information you would like the school to consider.

<i>Parents/ Carers' Signature</i>		<i>Date</i>	
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Agreed actions from meeting with parents/ carers (to be completed by the school)

Appendix 2

Flow 1 KS1

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Understanding basic emotional health			Understanding basic physical health			Personal hygiene: Toileting & Toothbrushing - Co-operate with dressing and toileting.			Understanding the human body: Body parts - Body and limbs			Identifying Gender: Boy & Girl		Human lifecycle: Identifying baby, child & adult
	Spring Term		Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 09/03	Week 16/03	Week 23/03			
			Relationships: My immediate family			Safe touch: PANTS				Skills for health and well-being: Diet and exercise: Eating less or moving more			Values & Rights: class values				
	Summer Term		Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
			British Culture: What is and Where is Britain			Discomfort: Understanding thirst and hunger through different body parts related to this				Understanding why we take medication		Safe people in my immediate communities			Staying safe: The summer holidays: Dressing for hot weather		

Flow 1 KS2

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Understanding basic emotional health			Understanding basic physical health			Personal hygiene: Toileting & Toothbrushing - Begin helping with clothing on/off, toileting items			Understanding the human body: Body parts - Identifying fertility parts			Gender: Boys to Men and Girls to Women		Human lifecycle: Basic stages: birth -> baby -> child -> teenager -> adult -> older adult
	Spring Term		Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 09/03	Week 16/03	Week 23/03			
			Relationships: My wider family			Safe touch: PANTS				Skills for health and well-being: Diet and exercise - How diet and exercise are linked			Values & Rights: Riverside Bridge School values				
	Summer Term		Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
			British Culture: Britain's diversity			Discomfort: Understanding pain, thirst and hunger: Begin identifying location of pain, 2 emotions				Tolerating medication		Safe people: In my community			Staying safe: The summer holidays: Watch safety items to weather/play (hat, armbands)		

Flow 1 KS3

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Emotional health in myself and others			Physical health in myself and others			Personal hygiene: Toileting & Toothbrushing - Increase independence with simple dressing and toileting tasks			Understanding the human body: Body parts - Fertility parts and how they work			Identifying Gender: Gender diverse and non-binary genders		Human lifecycle: Childhood, adolescence, adulthood, parenthood, old age
	Spring Term		Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 09/03	Week 16/03	Week 23/03			
			Relationships: My community			Safe touch: PANTS				Skills for health and well-being: Diet and exercise - Understanding my BMI and how I need to stay healthy for later life			Values & Rights: Basic human rights and values				
	Summer Term		Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
			British Culture: Britain's diversity in my local area and community			Discomfort: Understanding pain, thirst and hunger: Express pain using signs/symbols, identify safe/not safe zones				Tolerating medication		Safe people: In my community			Staying safe: The summer holidays: Judge safe/unsafe places with support, identify sunny/shady		

Flow 2 KS1

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			What is emotional health and how to achieve it			What is physical health and how to achieve it			Personal hygiene: Toileting, Bathing & Toothbrushing - Communicating toilet need, adjust clothing with help, sequence brushing			Understanding the human body: Body parts - Body and limbs			Identifying Gender: Traditional genders		Human lifecycle: Identifying baby, child & adult
			Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 09/03	Week 16/03	Week 23/03			
Spring Term			Relationships: Recognise friendships, safe vs unsafe to			Safe touch: PANTS				Skills for health and well-being: Diet	Skills for health and well-being: Staying active	Skills for health and well-being: Sleep	Values & Rights				
			Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
Summer Term			British values: Mutual respect and tolerance of others' comfort: Recognise pain, ask for help, recognise pain							Caring for others in my community			Safe people in Britain		Staying safe: The summer holiday - Identify safe adults, talk about safe adults		
			Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	

Flow 2 KS2

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Managing my emotional health when returning to school			Managing my physical health			Personal hygiene: Toothbrushing, Cleanliness and pre-pubescent changes			Understanding the human body: Body parts - Body and limbs			Identifying Gender: Traditional genders and their roles in society		Human lifecycle: Understanding how the body changes during the human lifecycle
			Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 09/03	Week 16/03	Week 23/03			
Spring Term			Relationships: Identify stereotypes, talk about friendships/			Safe touch: PANTS				Skills for health and well-being: Junk food	Skills for health and well-being: Energy drinks	Skills for health and well-being: Sleep	Values & Rights				
			Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
Summer Term			British values: Democracy, law of the land			First aid: Begin using first aid box, identify medication c				Basic first aid knowledge			Safe people: In the wider community and Britain as a whole		Staying safe: The summer holiday - Recognise more safety items, safe vs unsafe fire/BBQ practices		
			Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	

Flow 2 KS3

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Managing my emotional health when returning to school			Managing my physical health			Personal hygiene: Toothbrushing, Cleanliness and pubescent changes			Understanding the human body: Body parts - Body and limbs			Identifying Gender: Breaking traditional gender roles in society		Human lifecycle: Identifying pubescent changes in the body
			Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 09/03	Week 16/03	Week 23/03			
Spring Term			Relationships: Apply equality, consent, respectful behaviours, safe relationships			Safe touch: PANTS				Skills for health and well-being: Smoking	Skills for health and well-being: Alcohol	Skills for health and well-being: Drugs	Values & Rights				
			Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
Summer Term			British Culture: Different religions and sexualities in modern Britain			Discomfort: Apply plaster safely, communicate to health professional, cope with appointments				Sexual behaviour in young adults including the law			Sexual health		Reproduction		Staying safe: The summer holiday - Apply safety knowledge to community/internal scenarios
			Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	

Flow 3 KS2

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Understanding pre-teen emotional and physical health				Personal hygiene: Cleanliness and preparing for puberty				Understanding the human body: Human parts and preparing for puberty				Gender: Respecting diversity - Challenging social stereotypes		Human lifecycle: Growing and change during teenage years
			Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 09/03	Week 16/03	Week 23/03			
Spring Term			Relationships: More than friends			Safe touch: appropriate and inappropriate/unsafe contact			Online safety week: Accessing social media sites	Skills for health and well-being: Junk food	Skills for health and well-being: Energy drinks	Skills for health and well-being: Sleep	Values & Rights				
			Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
Summer Term			British Culture: Cultures and religion in Britain			Sexual behaviours in young adults				Sexual behaviour			Sexual health		Reproduction		Staying safe: Preparing for more independence in the wider community for 6 weeks
			Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	

Flow 3 KS3

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Understanding teenage emotional and physical health				Personal hygiene: Cleanliness and pubescent changes				Understanding the human body: Human parts including puberty and the changes they will experience				Gender: Traditional genders and LGBT+		Human lifecycle: Hormonal changes to your body during older age (fertility and menopause)
	Spring Term		Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 9/03	Week 16/03	Week 23/03			
			Safe touch: Consent		Relationships: Online relationships			Online safety week: Chatting online to friends			Skills for health and well-being: Smoking	Skills for health and well-being: Alcohol	Skills for health and well-being: Drugs	Values & Rights			
	Summer Term		Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
			British Culture: Cultures, religion and sexuality in Britain				Reproduction: Understanding the reproductive system and life cycle in further depth				Sexual behaviour: Preparing, protecting, and reassuring children of safe side of sexual activity		Sexual behaviour: Pornography, sexualisation of the world through social media and the impact of these in our lives		Staying safe: Independence in the community for 6 weeks		

KS4

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Understanding mental health in adolescence -- Stress, anxiety, returning to school, responsibilities and pressure these bring				Personal hygiene and body image -- Hygiene, exercise, healthy food choices, sleep routines		Understanding the human body -- What happens, periods, wet dreams, why bodies change		Gender & identity -- Simple understanding of gender and sexuality, respecting others choices				Kinds of relationships, kindnesses, bullying, respect for differences		Keeping safe in the community -- Stranger danger, safe travel, asking for help, trusted adults
	Spring Term		Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 9/03	Week 16/03	Week 23/03			
			Consent, boundaries, and law -- Yes/no, body boundaries, private vs public behaviour		Online relationships -- Safe people, saying no, who to trust, privacy online and offline			Online safety (week) -- Online stranger danger, safe chat, asking for help, trusted adults			Health & risk behaviours -- Simple messages about smoking, vaping, alcohol and drugs (bad for health, saying no)		Values & Rights -- Simple rights (to be safe, to be respected), simple responsibilities (kindness, looking after self)				
	Summer Term		Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
			British Culture -- Celebrating differences, festivals, respect for religion and culture				Reproduction & sexual health -- Why people have babies, basics of reproduction (simplified)				Sexual behaviour & safety -- Setting, pornography, sexual harassment, power dynamics in relationships		Independence in the community -- Learning life skills: shopping, cooking, using money, travelling safely				

KS5

Healthy Living	Autumn Term		Week 08/09	Week 15/09	Week 22/09	Week 29/09	Week 06/10	Week 13/10	Week 20/10		Week 03/11	Week 10/11	Week 17/11	Week 24/11	Week 01/12	Week 08/12	Week 15/12
			Mental health in young adulthood -- Managing stress, daily routines, coping skills, who to talk to if worried				Healthy lifestyles -- Food planning, making meals, keeping clean, sleep and exercise				Body image & media -- Positive self-image, accepting differences, body care as an adult		Sexual health basics -- Contraception awareness (simplified), safe relationships, where to get help		Simple laws (age of consent, voting, money, jobs), knowing your rights to be safe and respected		
	Spring Term		Week 05/01	Week 12/01	Week 19/01	Week 26/01	Week 02/02	Week 09/02		Week 23/02	Week 02/03	Week 9/03	Week 16/03	Week 23/03			
			Risk behaviours -- Dangers of drugs, alcohol, smoking, keeping safe in parties or with friends				Staying safe online & offline -- Scams, safe apps, setting risks (very simplified), who to ask for help				Sexual safety & trust -- Safe vs unsafe touch, who to trust, avoiding exploitation		Sexual health & fertility -- Contraceptive choices, STIs, fertility treatment, pregnancy options, parenting responsibilities				
	Summer Term		Week 13/04	Week 20/04	Week 27/04	Week 04/05	Week 11/05	Week 18/05		Week 01/06	Week 08/06	Week 15/06	Week 22/06	Week 29/07	Week 16/07	Week 13/07	
			Reproduction & family planning -- IVF, surrogacy, adoption, choices about children, work-life balance		Sexual behaviour & society -- Pornography industry, sex work, legal debates, human trafficking awareness			Family & future planning -- Different family types, choices about having children, relationships			Culture & community -- Belonging, being respectful, joining community groups, celebrating differences		Independent living -- Shopping, cooking, laundry, travel, training, asking for help in the community		Managing money -- Budgeting basics, spending wisely, avoiding debt (simplified)		

Appendix 3

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:

Intimate and sexual relationships, including sexual health	Pupils should know • 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. • 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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • 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). • 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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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

