

Scapegoat Hill J & I School



School Road, Scapegoat Hill, Huddersfield HD7 4NU
Telephone: 01484 647008, Email: office@scapegoathill.co.uk
Website: www.scapegoat-hill.kirklees.sch.uk
Acting Head of School: Miss Natalie Shackleton

PHSE & RHSE POLICY

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Intent

Scapegoat Hill Junior and Infant School follows a broad curriculum focused on improving outcomes for students. Personal, social, health and economic education (PSHE) helps students to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps students to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Teaching of PSHE includes, but is not limited to, curriculum content for statutory relationships' education and health education. Scapegoat Hill School's board of governors, in consultation with the community, have agreed that in accordance with government advice, age-appropriate sex education should be taught.

At Scapegoat Hill School, PSHE teaching is a priority subject for students and the fundamental role that PSHE teaching holds in safeguarding our students is recognised. It is acknowledged that without the social and emotional skills which are developed through PSHE, many students would not be able to successfully access the academic curriculum. Research shows that academic outcomes for students who receive comprehensive PSHE education are better than those who do not. PSHE addresses Scapegoat Hill School's core aims of developing aspiration, reflection, respect, compassion as well as independence. Communication skills are developed through discussion and debate.

Every student in Scapegoat Hill Junior and Infant School will have a weekly PSHE lesson lasting a minimum of 30 minutes. Most sessions will be taught by the student's teacher, and the concepts covered in class will be linked across other aspects of the curriculum and referred to regularly in day to day life. All specified lessons (see Appendix 1) must be taught over the academic year to ensure that coverage of all statutory content is achieved.

At Scapegoat Hill School, PSHE education is a planned programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives. As well as following a specific PSHE curriculum, students also have access to a wider offer of PSHE through cross-curricular links and opportunities. The PSHE and wider curriculum is dynamic and is used to respond to current issues, events, risks and changes as they develop. As part of a whole school approach that acknowledges and builds upon previous learning, the PSHE curriculum is intended to help each student develop the qualities and attributes they need to thrive as individuals, family members and members of society. Scapegoat Hill School's PSHE curriculum intends to equip students with knowledge and skills in order that they will be able to deal with, and make the most of, the opportunities, challenges and responsibilities they will inevitably face growing up in such rapidly changing and challenging times.

Scapegoat Hill School's PSHE curriculum aims to help each student connect and apply the knowledge and understanding they acquire in all subjects to practical, real-life situations while helping them to feel safe and secure. An interactive approach to teaching and learning will provide valuable opportunities for reflection so that students are able to deepen their understanding, encouraging them to embrace and value difference. The curriculum will provide students with valuable tools that will enable them to keep themselves safe in their everyday lives and when using technology.

<p>Statutory Relationships education: Parents are not able to withdraw their children from this statutory content.</p> <ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being Safe <p>A summary of how the statutory content for Relationships Education will be covered is included in Appendix 1, 2 and 3.</p> <p>Content which is sensitive, but not optional is highlighted in Appendix 2.</p>	<p>Broader PSHE</p> <p>Parents are not able to withdraw their children from this content.</p> <ul style="list-style-type: none"> ● Growth mindset ● Money, budgeting and finance ● Rights and responsibilities ● Democracy ● local, national and global citizenship ● The environment
<p>Statutory Health education: Parents are not able to withdraw their children from this statutory content.</p> <ul style="list-style-type: none"> ● Mental wellbeing ● Internet safety and harms ● Physical health and fitness ● Healthy eating ● Drugs, alcohol and tobacco ● Health and prevention ● Basic first aid ● Changing adolescent body <p>A summary of how the statutory content for Health Education which is covered is included in Appendix 1, 2, and 3.</p> <p>Content which is sensitive, but not optional is highlighted in Appendix 2</p>	<p>Non-statutory Sex Education: Parents have a right to withdraw their child from this non-statutory content.</p> <ul style="list-style-type: none"> ● Sex Education content is taught in mixed gender class groups ● Sex Education content will be delivered by children’s normal class teacher but this teaching should be supported by a member of school staff who has received specialised training ● Parents will be informed in advance that Sex Education content will be taught and will be encouraged to take the opportunity to view lesson plans and teaching materials prior to teaching ● Exercise their right to withdraw pupils from any non-statutory SE content but not from any statutory Health Education, Relationships Education or Science Curriculum content. (see appendix 4). ● Should a parent or carer wish to withdraw their child from sex education they should take the opportunities offered to discuss the lesson content and to view the teaching materials with the PSHE lead and the child’s class teacher.
	<ul style="list-style-type: none"> ● They should then express this choice in a letter addressed to the Headteacher. Pupils withdrawn from lessons will be sent to work in another classroom on an independent task while the lesson takes place. ● A summary of the SE specific content to be taught is included in appendix 3.

Through their time in school, students will be encouraged to consider the links between rights, rules and responsibilities, learning to appreciate how their actions and that of others can impact on the rights of individuals and groups. Students will be taught that decision making can have significant consequences for the individual and for others. Scapegoat Hill School's PSHE curriculum aims to provide students with contexts where they can practise decision making in a safe environment and then consider a range wide of possible outcomes. In doing so, students are supported to understand the decision-making process and the importance of making considered judgements. This is increasingly important when students are learning how to have safe and respectful relationships and about sex and human reproduction.

Implementation

PSHE is taught through a broad programme of PSHE education beyond the statutory requirements, using the SCARF resource.

As part of Scapegoat Hill School's overall approach to the teaching of PSHE, the SCARF resource is used to deliver our PSHE teaching. Lessons focus on a social norms approach; they look at what is normal in a fact-based manner rather than personalising experiences.

Autumn 1	Me and My Relationships	Feelings & emotions Friendship Conflict resolution
Autumn 2	Valuing Difference	Understanding what is special about ourselves Understanding how other people are similar or different to ourselves Considering stereotypes Learning about tolerance and respect British Values focus
Spring 1	Keeping Myself Safe	Internet safety Drugs Sun safety Bullying Relationships Education (safeguarding)
Spring 2	Rights and Responsibilities	Money Democracy Citizenship, the wider world The Environment Children's Rights
Summer 1	Being My Best	Being healthy Having a 'Growth Mindset' Goal setting & celebrating achievement
Summer 2	Growing and Changing	Life Stages
		Bodies Puberty Sex Education content

PSHE planning is in the form of a spiral curriculum and covers all of the DfE's new statutory requirements for Relationships Education and Health Education and the PSHE Association's Programme of Study recommended learning opportunities. In some instances, lesson content intended for a year group has been placed in an older year group which reflects school specific leadership decisions specific to the school's context and individual pupils, about vocabulary or appropriateness.

In each year group lessons have been selected to ensure coverage and breadth is maintained. For each year group, the lessons to cover in each half term are specified. Class teachers should access and follow the lesson plans from the Coram Life Education website, preparing resources and adapting content as necessary.

The half-termly focuses are:

Mixed Year Groups

There is no order in which statutory objectives must be taught, thus it is possible in mixed year groups to alternate between year groups over a two-year period – e.g. In our mixed Year 2 and year 3 class, we would cover the Year 2 curriculum in the first year, and the Year 3 curriculum in the second year. In class 3 with years 4,5 and 6 this would be over 3 years.

The EYFS

Focussed work on PSHE is arguably most important in the Early Years as students are supported to develop their fundamental personal, social and emotional skills (PSED). This is why PSED is included in the Early Years Foundation Stage (EYFS) as one of the 3 prime areas. A student's ability to build relationships, self-regulate their emotions and behaviour, control their attention and remain task orientated is essential for students to succeed. There is additional strong evidence that a student's ability to 'self-regulate' is a strong predictor for pre-reading skills and later outcomes in Maths and Literacy.

Scapegoat Hill School has opted to embed PSED content from the PSHE programme in our Reception classes in line with provision across the rest of the school. References are to the proposed new Early Learning Goals (ELGs) from September 2020/21. They refer to Self-Regulation (SR), Managing Self (MS) and Building Relationships (BR).

Lesson structure

At Scapegoat Hill School, lessons follow the structure below:

Introduction

Activity

Plenary

PSHE in general and any Relationships Education teaching will follow the same familiar model format.

The Scapegoat Hill School approach to the teaching of PSHE will be less formal. Ground rules and circle time rules will be well established and understood and issues explored are done so through an 'impersonal' and objective manner, avoiding discussion around naming people and avoiding making the private public. Questions will be dealt with in a manner which is respectful and which adheres to statutory guidance, with particular care being taken in relation to Relationships Education related questions. Vocabulary used will be the correct vocabulary linked to guidance from SCARF and statutory guidance.

Lesson Content

PSHE curriculum objectives are cross referenced to National Curriculum, Department for Education (DFE) statutory requirements and PSHE Association learning opportunities.

Active learning, exploration, discussion, circle time and collaborative activities, as well as direct teaching methods will be employed.

Differentiation

At Scapegoat Hill School, every student is expected to achieve statutory objectives by the end of KS2. Teaching will be in mixed ability and mixed age classes, taught ideally by the class teacher. Collaborative work, where employed, will be in the form of mixed ability and mixed age groupings. Any materials offered will be differentiated for different ability levels and language should also be differentiated for all levels of language ability. Teachers can support pupils of varying ability by:

- providing high quality teaching
- designing open ended tasks
- varying outcomes
- differentiated questioning
- differentiated resources
- adult support
- peer support

Interventions

As a result of summative assessment analysis, individual students may be referred to a trained (in delivery of PSHE) Educational Teaching Assistant who will engage individuals and groups in interventions designed to support PSHE development. This may be particularly useful for students who enter school at other than the usual time.

Collaborative Learning

At Scapegoat Hill School, students engage in peer discussion, and the proving and disproving of ideas. This supports metacognition (being aware of one's thought processes) and secures learning in long-term memory.

Recording Learning

Learning journeys will be recorded in class Floor Books and workbooks for PSHE. As well as PSHE learning, these books will also record the learning journey across the wider school curriculum addressing British Values and Spiritual, Moral, Social and Cultural development.

Enrichment

This will include support and teaching from Coram Life Education including visits from experts in a specific areas and other trained professions, as well as visitors for themed assemblies.

Safeguarding and PSHE

It is likely that PSHE teaching may uncover safeguarding concerns. A teacher should follow Scapegoat Hill School's safeguarding procedures and report any concerns to Designated Safeguarding Leads (DSL's) through the normal processes.

Assessment

Assessment should follow SCARF guidance: pre and post assessments, summative assessments and 'wearing my SCARF'. Students will also be assessed on entry to the school if they are admitted at other than the usual time. As well as this, these pupils will also be closely monitored by their class teacher and other professionals.

Impacts

Through a variety of interactive and practical activities, students will learn the knowledge, skills and values they will require to be effective life-long learners who are empowered to make decisions, within a complex and ever-changing world, so that they are able to positively adapt and lead successful and happy lives. They will develop the knowledge and skills they require within the context of strong shared values of mutual respect, so that across all of their learning children reflect, become increasingly resilient and develop responsibility.

Staff Training and Development

Leaders, in partnership with SLT, will need to give all teaching staff access to the PSHE materials, and will train staff on those materials. Individual training will also take place for staff delivering the human reproduction part of the Relationships Education curriculum in Year 6.

Involving parents

Parents have a right to withdraw children from the Year 6 human reproduction part of the curriculum only. It is necessary that as a school, prior to teaching this part of the curriculum, we share with parents the following:

- The rationale for teaching Relationships Education
- The approach to teaching different gender groups
- How children will be taught
- What children will be taught
- Who will be teaching the children
- Any useful resources for parents

Letters must also go out to parents about the curriculum giving them the option to withdraw their child from this part of the curriculum, whilst highly recommending that they do not do so.

Parental reporting

Class teachers will make a comment specifying a child's engagement and understanding of PSHE content.

Monitoring and Evaluation

This will include scrutiny of Floor Books/workbooks and individual pupil folders, observations around school, discussion with teachers and other professionals, conversations with students, surveys and analysis of behaviour incidents, including bullying incidents.

Relationships' Policy

How this Policy was developed

This policy was written by leaders and practitioners in Scapegoat Hill Junior and Infant School. It has been approved by The Scapegoat Hill School governors prior to consultation with parents.

Requirements on schools in law

- Schools and academies should have an up to date Relationships (and Sex Education) (RSE) policy, even if they choose not to deliver it except for that which is included in National Curriculum Science. Delivering RSE as part of PSHE in order to meet their Spiritual, Moral, Cultural and Spiritual obligations plays a key part in the school achieving good overall outcomes in their Ofsted inspection.
- From 2020 it will be statutory to deliver Relationships Education in primary schools, Schools and academies are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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, also statutory from 2020, covers the key facts about puberty and the changing adolescent body.

Introduction

The Scapegoat Hill School's Relationships Education curriculum is a comprehensive sex and relationships education resource that brings together all the key elements of Relationships Education: Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction. The content of the resource (SCARF) has been informed by the PSHE Association's Programme of Study and related Learning Opportunities; also, by the needs and wants of schools surveyed by Coram Life Education in advance of the resource development (CLE survey of head teachers and leads, March-May

2017) and, crucially, by young people themselves, through feedback captured by the Sex Education Forum (a membership organisation that works with its members and other stakeholders to achieve quality sex and relationships education).

The Scapegoat Hill School Relationships Education curriculum is designed as a spiral curriculum that helps students to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that students receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age relevant scenarios, helping them to make healthy decisions and keep themselves and others safe. Within the Children and Social Work Act, Relationships and Sex Education (currently known as SRE or RSE) is a mandatory part of the curriculum for all schools from the academic year 2020/2021.

It will be known as Relationships & Sex Education in secondary schools, and Relationships Education in primary schools. This includes the option to extend statutory status to Personal Social Health and Economic (PSHE) education at a later date. More can be read about the government's intentions via weblinks at the end of this document.

Rationale: Safeguarding, school culture, ethos, values and relationships and sex education

Schools have a statutory duty to safeguard children and young people – as set out in the DfE document Keeping Children Safe in Education. A school also has a duty to promote the Equality Act 2010, British values, including democracy, tolerance, and the rule of law; provide a broad and balanced curriculum, and address the spiritual, moral, social and cultural development of pupils. Together, these positive and empowering elements should set a school culture that underpins effective PSHE (including Relationships Education) pedagogy and practice.

At Scapegoat Hill School, we believe that Relationships Education is best when taught as part of a planned PSHE programme; there should be a correlation between the values embedded in a school's culture and ethos, and those taught and discussed through Relationships Education (within PSHE), Citizenship and planned assemblies.

From spring 2014 schools have been required to publish their PSHE curriculum alongside other subjects (on websites). This approach will provide support for the entire community; the underpinning values of equality, respect and inclusion will ensure a secure platform to address all issues relating to safeguarding and child protection. Relationships Education is essential to the effective teaching about relationships, keeping safe, being assertive, rights, responsibilities and health.

Ofsted is clear that schools must have a preventative programme which enables pupils to learn about safety and risks in relationships. Through its Common Inspection Framework Ofsted will make judgements on how well schools are supporting children and young people's:

- Management of their own feelings and behaviour, and how they relate to others
Understanding of how to keep themselves safe from sexual exploitation, including when using the internet and social media
- Knowledge of how to keep themselves healthy, both emotionally and physically
- Personal development, so that they are well prepared to respect others

For many students, school is their preferred, and sometimes only, source of Relationships Education, which is why a positive, values-based approach and the development of safeguarding skills play such an important role in the safety, welfare and behaviour of pupils.

Addressing Sensitive Issues

Relationships Education will involve discussing sensitive topics, questions and issues. Where possible, consideration should be given on how best to address issues before they arise. The use of a question box or 'Ask it basket' are particularly useful in Relationships Education lessons. They allow time to consider appropriate responses to questions and are also empowering for the students, providing a safe, useful way of encouraging openness whilst deflecting embarrassment. Even with this in place, it is quite possible that a student will ask a question that you do not know the answer to. In these situations, it is best to be honest.

Effective teaching and learning in relationships education

Effective teaching and learning in this subject should be very similar to that in any other subject: it requires good teaching and universal learning pedagogy; however, Relationships Education requires teachers to be aware of effective safeguarding practices, including:

- Creating a safe environment
- Setting and agreeing appropriate ground rules (contract/agreement), and
- Teacher knowledge, skills and confidence in how to deal with sensitive issues, including potential disclosures.

Effective teaching and learning also requires effective assessment for and of learning. Lessons should begin where the pupils are, so that progress is developmental and builds on students' needs and existing knowledge.

Effective teachers are reflective practitioners and consider:

- What works well, according to students' needs
- What doesn't work well
- How to build on sessions to improve them for future use
- Whether resources, groupings, timings are effective, and to what extent.

Relationships Education addresses subject knowledge, along with the development of specific skills, including assertiveness, resilience, negotiation, addressing bias, conflict resolution, empathy; it explores personal and cultural values and beliefs. All Relationships Education lessons support the development of spiritual, moral, social and cultural appreciation and will support the personal development, behaviour and welfare of pupils. Scapegoat Hill School is required to provide a policy which, to be most effective, embeds Relationships Education across the curriculum.

Creating a safe and secure learning environment

At Scapegoat Hill School, we believe this is essential to effective Relationships Education. Students need to feel safe, comfortable and confident in sharing their ideas and opinions; to reflect on issues and questions along with their own and others' values and attitudes safely, without fear of negative feedback. A safe, secure environment will also help teachers to feel confident when managing discussions about sensitive issues.

Alongside this, teachers are advised to increase their knowledge and awareness of issues that have a legal element, such as female genital mutilation (FGM), under-age sexual activity and the distribution of youth-produced sexual imagery, so that they can be confident in giving clear messages around these topics. There are useful websites for these specific subjects and issues at the end of this document.

Group Agreement

Use of a group agreement helps establish acceptable boundaries, promote respect for each other's views and supports anti-discriminatory practice. For this to be developed there must be a development of shared values, to enable everyone to participate without the fear of being ridiculed or teased. Ensuring there is a group agreement (ground rules or contract) helps to ensure that pupils can take part in discussions and activities. It is important that issues such as confidentiality (see below) and not answering or asking personal questions are included. The SCARF Relationships Education resources include film clips of setting up class agreements. In the event where a difficult question is asked, praise them for asking such a good question and say you will find out and let them know in the next lesson/appropriate time.

Single Sex or Mixed Groups

Decisions on HOW the lesson is going to be delivered can also help when covering sensitive issues, e.g. consider whether it is appropriate for the classes to be mixed or single sex groups. Also consider the best facilitator /teacher for the lessons: would a female or male teacher be more appropriate, or would this not matter? The key point is that it is delivered by someone who is competent and confident to do so.

It is important to remember that children need (and often want) to understand the changes and challenges that face all genders in relation to puberty and body changes as they grow into young adults. One way to deliver this would be for the girls and boys to be taught the same lesson regarding body changes, but separately, therefore they would receive the same information but be given the opportunity to ask questions that may be more specific to them, reducing any potential embarrassment.

Confidentiality and safeguarding

Staff cannot offer or guarantee pupils unconditional confidentiality. This should be understood by all staff and pupils, and embedded through the use of a group agreement. Staff should follow the school procedures as set out in the Scapegoat Hill School Safeguarding and Child Protection Policy if they feel that a pupil is at risk or in danger. Any concerns should be swiftly discussed with the school's Designated Safeguarding Lead (DSL). External agencies delivering programmes should be made aware of the school's safeguarding policy and procedures.

On rare occasions, a teacher may be directly approached by a primary-age child who is sexually active, is contemplating sexual activity or is involved in an abusive situation. This should be viewed as a child protection issue and reported to the Safeguarding lead, following school safeguarding/child protection procedures immediately.

Active Learning Methods

At Scapegoat Hill School we believe that the knowledge and beliefs that young people bring to the classroom should be the starting point for Relationships Education. Varied and interactive teaching methods can be used to give young people opportunities to express their own ideas, share and learn about the views of their peers and to reflect on discussions. Examples include activities in pairs and groups, games, graffiti sheets, question boxes, storyboards, class discussions, role play, diamond nine activities (where children prioritise a set of statements according to their perceived importance, helping to clarify values and attitudes) and the use of puppets or other visual aids.

Social Norms Approach

The fact that humans are largely influenced by and conform to peer norms underpins social norms theory and practice. Humans feel safer and more emotionally comfortable when they conform, which explains the success of the fashion-led industries, not limited to clothes but food, cars, furniture, in fact almost all aspects of life.

Research has focussed on whether the perception of peer norms is the same as the actual peer norms, and findings across the world have shown that they are consistently quite different. Young people (and adults) tend to overestimate the amount of risky behaviour (bullying, substance misuse, sexual behaviour etc.) their peers are engaged in and underestimate the safe and protective behaviours of the peer group. Crucially, we are inclined to believe that the way in which the majority behave is most acceptable.

Therefore, when the perception of 'usual' or 'normal' behaviour such as an exaggerated view of the normal amount of risk-taking behaviour becomes the prevalent or majority view we become more inclined to adopt that behaviour even when if it is contrary to an actual consumption proven by research – because this is less well known.

Practical application of Social Norms theory at Scapegoat Hill School, ensure that teachers use strategies which can make a tangible difference to young people's behaviours. In essence, the more positive and healthy behaviours can be promoted, the more those behaviours increase within the group. By correcting the misperceptions of norms of behaviours the more likely the actual norms of behaviours will change.

At Scapegoat Hill School, it is understood that the more that there is a focus on extreme (negative/risk-taking) behaviour, in education programmes, the more misperception problems occur. There is a need to talk regularly and credibly about the fact that the majority exhibit healthy and positive behaviours. Therefore, a balanced Relationships Education programme will promote healthy norms challenging misperceptions of peers' risk taking, and taking a preventative approach.

Terminology/ language

For students, learning about the body, feelings and relationships brings with it a range of new vocabulary. Recognising this and giving students time to absorb this will help them learn best, as well as provide a safe environment in which everyone is using the same language and therefore understands what is being discussed. This is particularly important and relevant in relation to using the correct names for the sexual organs.

Although children learn the correct names for body parts as part of the Science curriculum, the

Programmes of Study statements are not specific about the correct names for genitalia. In 2002, Ofsted's report on Relationships Education, which draws upon good practice, states that by the end of Key Stage 1 they expect pupils to know and understand:

- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts.

At Scapegoat Hill School, we believe that it is important to recognise that families will have their own language when referring to genitalia, and that children can learn the correct medical words at the same time, forming a key part of safeguarding. The NSPCC 'PANTS' campaign: NSPCC 'PANTS' campaign aims to support primary aged students in keeping safe with the message that privates are private, using materials appropriate for parents, schools and students (see website details at the end).

Assessment

Monitoring, Evaluation and Assessment of the Relationships Education programme is important as it enables schools to:

- Understand students' stage of development and needs
- Deliver relevant and engaging lessons
- Reflect on and analyse the impact and effectiveness of Relationships Education in the classroom and across the school.

In 2013, Ofsted published grade descriptors for PSHE education, reflecting their criteria for making judgements on:

- The achievement of pupils in PSHE education
- The quality of teaching in PSHE education
- The quality of the PSHE education curriculum
- The quality of leadership in, and management of, PSHE education.

Partnership with Parents and Carers

At Scapegoat Hill School our approach to effective Relationships Education is a partnership approach. Parents are consulted during the development and review of the Relationships Education curriculum and policy.

It is important that the Relationships Education delivered supports the needs and requirements of its community – effective communication and open dialogue between staff, parents/carers, governors and pupils will help to achieve these aims. Parents should be aware of the school's duties in relation to the spiritual, moral, social and cultural development of pupils, their duty to promote inclusion, equality and British values, the role of personal development within this and a school's duty to safeguard children and young people. Effective and comprehensive Relationships Education helps to keep students safe.

Parents often appreciate help and guidance with supporting their children's physical and emotional development. Being aware of what is covered within the school Relationships Education curriculum, the type of questions asked by students and techniques to answer questions in an age-appropriate manner is helpful information for parents, as is familiarisation with the resources used.

The right to withdraw

Parents have the right to withdraw their children from all, or part of the Relationships Education curriculum, except for those parts included within the National Curriculum (Science) and from September 2020 that which falls under the new requirements for Primary Schools. This means that it will be statutory for primary schools to address relationships in their Relationships Education (as well as the National Curriculum Science elements) but they may also want to cover other topics, in accordance with the needs of the students and community. If they choose to do this, the right to withdraw from those other topics (such as puberty and human reproduction) will still apply, and parents should be made aware of this right. Effective methods to communicate the school approach to Relationships Education, including the parental right to withdraw their child include: the school website, curriculum/information evenings, as well as the Relationships Education policy.

Because Relationships Education is best delivered in partnership with parents, communities are encouraged to think creatively about how best to work with their parents in introducing how Relationships Education is delivered, to minimise the chances of a child being withdrawn.

This may include: inviting parents in for coffee mornings and parents' evenings to view proposed Relationships Education resources and consult them on the planned programme; working with concerned parents to identify what in particular they would like to withdraw their child from and finding a mutually agreeable solution with the child's needs and safety at the heart of the discussion.

Before granting a request to withdraw a student from those other topics (such as puberty and human reproduction) it is good practice for the principal to discuss the request with the parent and, as appropriate with the student, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice is also likely to include the principal discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student. This could include any social and emotional effects of being excluded, as well as the likelihood of the student hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Dissemination of the Policy

All those involved in the original consultation process should be informed of the outcome and of the next opportunity for review. All schools must ensure the policy is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one, and should publish the policy on their school website.

Further support and resources

For further guidance regarding the delivery of effective Relationships Education Coram Life

Education have produced a series of short films, demonstrating good practice in the areas covered in the Teaching and Learning section of this document. These can be found on the SCARF website.

Useful websites for specific subjects and issues within Relationships Education:

Female Genital Mutilation FORWARD <http://forwarduk.org.uk/key-issues/fgm/>

HIV and AIDS NAT <http://www.nat.org.uk/>

Sexual Health and Wellbeing Information for both young people and professionals

BROOK- <https://www.brook.org.uk/>

CEOP (Child Exploitation and Online Protection) <https://www.thinkuknow.co.uk>

GIRES-The Gender and Identity Research Education Society's website (specifically these two pages regarding Transgender): www.gires.org.uk/support/information-and-support-for-families-ofadult-transgender-non-binaryand-non-gender-people#Understanding

www.gires.org.uk/education/information-for-educators and

<http://www.allsortsyouth.org.uk/resources> (Family Planning Association) -specifically the law on sex

<http://www.fpa.org.uk/factsheets/lawon-sex>

NSPCC (National Society for the Prevention of Cruelty to Children) - covers a range of issues such as online safety, sexting and personal safety <https://www.nspcc.org.uk>

The NSPCC Speak out. Stay safe programme (formerly Childline Schools Service) is offered to primary schools in the UK supports specially trained volunteers to talk to children about abuse:

<https://www.nspcc.org.uk/services-and-resources/working-with-schools/speak-out-stay-safe-service/>

Information for Children, Parents and Teachers about the body and growing up

<http://www.nhs.uk/Livewell/puberty/Pages/pubertyhome.aspx>

Information for professionals delivering Relationships Education and its forthcoming statutory status Sex Education Forum:

<http://www.sexeducationforum.org.uk/> Where professionals can report and have removed inappropriate material online (e.g. inappropriate images of pupils):

Responding to incidents and safeguarding young people in relation to youth produced sexual imagery:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_S

[P_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf](#)

Further background information on the current and intended status of Relationships Education and PSHE:

Department for Health Policy Statement on RSE and PSHE March 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

Sex Education Forum (professional membership body) Frequently Asked Questions

<http://www.sexeducationforum.org.uk/policy-campaigns/faqs-on-statutory-sre-2017.aspx>

Ofsted Not yet good enough: PSHE education in schools (2013)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413178/Not_yet_good_enough_personal__social__health_and_economic_education_in_schools.

Appendix 1: Statutory Coverage

Relationships Education Families Who Care For Me

1. That families are important for children growing up because they can give love, security and stability.
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.

4. The importance of self-respect and how this links to their own happiness.
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

On Line Relationships

1. That people sometimes behave differently online, including by pretending to be someone they are not.
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. How information and data is shared and used online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. Where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Well-Being (Health Education) Mental Well-Being

1. That mental wellbeing is a normal part of daily life, in the same way as physical health. 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
2. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
3. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
4. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
5. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

6. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Internet Safety

1. That for most people the internet is an integral part of life and has many benefits.
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
4. Why social media, some computer games and online gaming, for example, are age restricted.
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
7. Where and how to report concerns and get support with issues online.

Physical Health and Fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
3. The risks associated with an inactive lifestyle (including obesity).
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. The principles of planning and preparing a range of healthy meals.
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs Alcohol and Tobacco

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
4. The facts and science relating to allergies, immunisation and vaccination.

Reception	There is no sensitive content in the Reception PSHE Curriculum
Year One	Our Special People balloons – Sensitive content but not optional Good or Bad Touches – Sensitive content but not optional
Year Two	Keeping Privates Private – Sensitive content but not optional. I don't like that – Sensitive content but not optional
Year Three	Family and Friends – Sensitive content but not optional My body, your body – Sensitive content but not optional The lesson includes a section on naming the genitals (penis/vulva/testicles/nipples) and labelling these on a diagram. The lesson explores how everyone is unique
Year Four	Islands – Sensitive content but not optional All Change – The lesson is sensitive but not optional The lesson revisits and expands understanding of male and female body parts (vulva, vagina, ovaries, eggs, womb, clitoris, labia, entrance to the vagina, penis, testicles, sperm, pubic hair) The lesson explores that changes to the body in puberty are to prepare for reproduction in the future.
Year Five	Changing Bodies and Feelings – sensitive content but not optional. The lesson includes a labelling task where children label male and female body parts and link these to changes in puberty. The lesson explores changing emotions in puberty.
Year Six	Is this Normal? Lesson content is sensitive but not optional The lesson will revisit what is puberty and address misconceptions about it. The children complete a task where they offer advice about puberty as agony aunts or uncles.

Basic First Aid

1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2. About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Statutory content which is potentially sensitive

The lessons identified in Appendix 2 all address areas of the statutory Health or Relationships education program that we are required to teach. Some of the lesson content may be seen as sensitive by some families. We will inform parents when these lessons will be taught but parents cannot opt to withdraw their children from these lessons as the content is statutory.

Appendix 3: Sex Education (optional coverage)

The lessons identified in Appendix 3 form part of our optional Sex Education programme which is beyond the requirements of statutory Health and Relationships education. Parents has a right to withdraw their children from these lessons. A letter explaining the lesson content and inviting parents to view resources will be sent before each of these lessons is taught.

Year Four	My Changing Body – The statutory Health Education content covered in this lesson is also addressed elsewhere. The lessons are part of our optional Sex Education programme. The lesson explains how mammals (cats) grow babies (kittens) inside the mother’s womb or uterus. Mammal babies are made from 2 seeds; a female egg and a male sperm. The lesson explores what happens when the egg does not meet a sperm – the menstrual cycle.
Year Five	Is it True? – The lesson explores the idea of truth in an online context. The plenary considers gender, gender expression and gender identity. The plenary is optional content and a parent could request that their child is withdrawn from the plenary.
Year Six	Making Babies – The statutory Relationships and Health content included in this lesson are covered elsewhere in the programme. This lesson is part of our optional content. The lesson will recap that the purpose of puberty is to prepare the body to reproduce. It explains conception through sexual intercourse. It explores the timeline of conception and pregnancy. It teaches legal facts about sexual intercourse. The lesson identifies other means of reproduction (including reference to same sex couples) including adoption, surrogacy and IVF. The lesson establishes that not every instance of sexual intercourse will result in a baby and talks briefly about contraception.