



## Local Procedure/Protocol

School/Home Name:	Hinckley House
Local Procedure/Protocol Title:	Relationships and Sex Education Protocol
Linked to Group Policy Title & Code:	Relationships and Sex Education Policy
Date Reviewed:	July 2024
Next Update Due:	June 2025
Procedure/Protocol Lead:	Paul Jones
Procedure/Protocol Sponsor:	Kelly Berry – School Development Lead
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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### 1. RATIONALE AND CONSULTATION

- 1.1 This protocol sets out the framework for Relationships and Sex Education (RSE) at our school providing clarity on how our RSE curriculum is informed, organised and delivered. This links directly to the Witherslack Group Relationships and Sex Education (RSE) Policy which is a statutory requirement.
- 1.2 At our school, we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents and carers in the development of their child's understanding about relationships, sex and health. From September 2020, the law required schools to consult with parents and carers on their approach to RSE.
- 1.3 At our school we will notify parents/carers each September when the policy and protocol have been reviewed, updated and uploaded to the school website and we will provide a window of opportunity for all parents and carers to respond with their views. The final version of the policy and protocol will then be available on the school website for reference.
- 1.4 We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSE curriculum by providing:
  - Notification of when RSE topics are to be taught and a summary of the content to be covered
  - Opportunities to view and discuss examples of RSE teaching and learning resources and curriculum materials, including those related to the teaching of sensitive topics
  - Information about parents' right to withdraw their child from non-statutory elements of RSE
- 1.5 Parents/carers of new pupils will be provided with all of the above information at the point of admission, regardless of the time of year they join the school. Parents/carers will be provided with opportunities to find out about the progress of their children in RSE related topics; for example, as part of Annual Reviews of EHCPs, during parents' evenings and within termly progress reports.
- 1.6 We understand that parents and carers may have concerns about some aspects of RSE and all views will be listened to and carefully considered. However, the school will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as parental views and the needs of our pupils.

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1.7 In 2023, the DfE announced the formation of an independent expert advisory panel who will advise on the review of the relationships, sex and health education statutory curriculum (taught as part of PSHE and Citizenship at our school). The DfE state this will provide an opportunity to consider whether the guidance covers the right topics and will offer further clarity on how to teach sensitive subjects and engage parents positively. The review will be completed by the end of 2024, and any subsequent updates will be reflected in this protocol. In the meantime, our school will carry out a consultation process which will include discussion with pupils as part of a pupil focus group (School Council) and invite parents/carers to complete a questionnaire.

1.8 This policy was reviewed and developed in response to the guidance referenced in Section 13.

## 2. DEFINITIONS

2.1 Within the parameters of this protocol, the following definitions apply:

- **PSHE:** Personal, social, health and economic (PSHE) education.
- **RSHE:** Relationships, sex education and health education
- **Health education:** Health education is learning about physical health and mental wellbeing
- **Relationships education:** Relationships education is learning about the physical, social, legal, and emotional aspects of human relationships including friendships, family life and relationships with other children and adults
- **RSE:** Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health
- **Sex education:** Sex education is learning about reproduction, pregnancy and birth, preventing pregnancy and STIs

## 3. AIMS AND INTENT

3.1 At our school, our over-arching aims for RSE are as follows:

- To deliver high-quality and age-appropriate RSE lessons as part of our overall planned school curriculum and ethos
- To fulfil our legal obligations related to RSE
- To take account of parental views and carry out effective consultation
- To ensure pupils are provided with accurate information from reliable sources
- To ensure pupils know how to keep themselves safe and how to seek help if needed
- To use a range of appropriate resources matched to the strengths and needs of individual pupils
- To provide pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions
- To encourage pupils to remember what they learn to support their ongoing preparation for the future

3.2 In order to achieve our aims, we will plan and teach the RSE content set out by the DfE and provided in **Appendix 1** of this policy.

## 4. LEGAL OBLIGATIONS AND RIGHT TO WITHDRAW

4.1 The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020. Relationships and Health Education are now compulsory for all pupils receiving primary and secondary education. It is also compulsory for schools to provide Sex Education to all pupils receiving secondary education.

4.2 It is important to note that primary schools have the option to decide whether or not pupils are taught 'Sex Education'. In order to support pupils' ongoing emotional and physical development effectively, we will offer this for our primary-aged pupils at (name of school), where the teaching and learning is appropriate for the age and maturity of each pupil. However, the vast majority of what is taught as part of 'Sex Education' for our

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primary-aged pupils, is already covered as part of the National Curriculum for Science or as part of Health Education in PSHE.

4.3 4.3 RSE is an important part of our curriculum and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the rights of parents/carers as described below:

- Parents will be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education (other than those provided as part of the Science curriculum) up to and until three terms before the age of 16.
- In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

4.4 For further clarity, please see Appendix 2 of this protocol for an overview of the compulsory aspects of RSE at the different stages of education as set out by the DfE.

## 5. ROLES AND RESPONSIBILITIES

5.1 At our school, the Headteacher, assumes overall responsibility for ensuring that the organisation and delivery of RSE lessons are carried out by staff who have an appropriate level of expertise and knowledge and that all pupils make progress in achieving the expected outcomes. The Headteacher is also responsible for managing any requests to withdraw pupils from non-statutory sex education lessons and organising alternative appropriate education.

5.2 The PSHE and Citizenship Lead, is responsible for ensuring that RSE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. With the support of the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for ensuring that RSE is taught consistently well across the school and is suitably resourced. This may include liaising with and supporting other staff members/external professionals who deliver some/all of the RSE lessons at our school. The PSHE/Citizenship Lead is expected to work closely with the Designated Safeguarding Lead (DSL) as well as colleagues in related curriculum areas to ensure the curriculum is suitable for individual pupils and complements content covered in National Curriculum subjects.

5.3 Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support, advice and additional professional development wherever necessary to ensure that teaching continues to be well-prepared and of a high standard at all times.

5.4 The governance structure provided by Witherslack Group will ensure that the school complies with the provisions of the RSE policy and local protocol and that legal obligations related to RSE are fulfilled.

## 6. TRAINING AND CPD

6.1 At Hinckley House school, we recognise the importance of ensuring teachers of RSE have an appropriate level of expertise and knowledge. This is achieved through internal and external training (eg. from the Sex Education Forum), attendance at Witherslack Group PSHE and Citizenship Network Meetings and support from the school's PSHE and Citizenship Lead and DSL.

## 7. IMPLEMENTATION (ORGANISATION AND DELIVERY)

7.1 At our school RSE is carefully planned and delivered primarily through our PSHE and Citizenship curriculum. PSHE/Citizenship lessons are given a high priority and are timetabled every week for all Key Stages. Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, giving full

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consideration to the timing of this as related to the age and emotional maturity of our pupils. Additional teaching may also take place within assemblies, Science lessons, RE lessons and other areas of the curriculum, but these will be part of our carefully planned approach to RSE and not simply an ‘add-on’. Please see Appendix 3 of this policy for an overview of RSE within our curriculum.

## 7.2 Through effective organisation and delivery of RSE, we ensure that:

- RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing.
- Teachers ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion. Ground rules are developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.
- Core knowledge is sectioned into units of a manageable size.
- Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work, and where relevant are linked to other areas of the curriculum.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum proactively addresses issues in a timely way in line with current evidence on pupils’ development as well as their age.
- Groupings are carefully considered by teachers and senior leaders (including the Designated Safeguarding Lead as appropriate) - some classes may be taught in gender-specific groups, on a one to one basis or within a whole class setting - dependent on the nature of the topic being delivered at the time, the cultural, religious or personal background of pupils, their age and SEND.
- All resources are selected carefully and are suitable for the needs of the pupils being taught – inappropriate/illegal images, videos and other materials are not be used in any circumstances and all related school policies will be followed.
- Care is taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. children in care or young carers.
- There is an awareness that some pupils are more susceptible to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.
- There is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.
- It is recognised that pupils may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.
- Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.
- There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.
- Steps are taken to foster healthy and respectful peer-to-peer communication and we provide an environment which challenges sexual violence and harassment as well as perceived limits on pupils based on their gender or any other protected characteristic.
- There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment (including online), with positive action taken to build a school culture within which these are not tolerated.

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- Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental PSHE programme, with all recent government guidance carefully considered.

## 8. WORKING WITH OTHER PROFESSIONALS

**8.1** Working with external agencies can sometimes enhance our delivery of some aspects of RSE, bringing in specialist knowledge and different ways of engaging pupils. For example, our school may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. Alternatively, we might introduce pupils to the School Nurse or a representative from the NSPCC Speak Out/Stay Safe Programme via a workshop.

**8.2** Our school only uses visitors to enhance teaching provided by our school staff, not to replace it. Staff employed by the school will be present during any RSE session delivered by an external visitor commissioned by the school. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Child Protection Policy and Procedures. Similarly, the school will consider whether information-sharing is necessary and will comply with the provisions of the school's Data Protection Policy.

**8.3** Where external experts are invited to assist from time-to-time with the delivery of RSE, they will be expected to comply with the provisions of this protocol and any related policies. In line with the usual procedures and policies of our school, we will check the credentials of all external agencies and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this protocol. The school/learning centre will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is age-appropriate and accessible for all pupils. The school/learning centre will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

**8.4** Where a pupil has involvement from specialist external agencies, discussions between those agencies and appropriate senior staff in school, including the school's Designated Safeguarding Lead (DSL), are important in order to ensure that RSE lessons are delivered in a way that is most appropriate for the individual child.

## 9. SAFEGUARDING AND CONFIDENTIALITY

**9.1** At our school there is a focus on keeping our pupils safe, and the RSE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online and how to stay safe within the community, as part of our over-arching curriculum. Teachers are made aware of common 'adverse childhood experiences' or ACEs (such as family breakdown, bereavement and exposure to domestic violence). Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

**9.2** The PSHE/Citizenship Lead liaises with the school's Designated Safeguarding Lead (DSL) in anything that is safeguarding-related within the context of PSHE and Citizenship, including RSE and keeping safe. The DSL is likely to have knowledge of trusted, high quality local resources that could be engaged, as well as knowledge of any particular local issues which may be appropriate to address in lessons. The DSL liaises with the PSHE and Citizenship Lead about the circumstances of individual pupils if felt to be required, including when and how adverse childhood experiences may be affecting any individual pupil and so may be influencing how they experience these subjects topics. Additional professional advice will be sought if needed as related to those pupils, including support and advice from our on-site clinical services staff.

**9.3** Our good practice allows pupils to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to increased safeguarding reports. The school's Child Protection Policy and Procedures must be adhered to at all times and without exception, concerns or disclosures made within or as a result of PSHE and Citizenship lessons must be shared with the Designated Safeguarding Lead (DSL). Pupils are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. Staff will never promise a

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child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## 10. Managing Difficult Questions

10.1 At our school, the PSHE and Citizenship Lead will provide advice to staff on the type of questions which are appropriate and inappropriate to ask and answer within a whole-class setting and the use of Ground Rules with pupils will support this process. Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question will be answered at the time. They may decide to explain to a pupil that their question will be returned to at a later time and they may decide to discuss possible responses to questions with a parent/carer, the PSHE and Citizenship Lead, the DSL or a member of the Senior Leadership Team. Answers to questions may then be followed-up with individuals, small groups or a whole class as deemed to be appropriate.

## 11. IMPACT AND ASSESSMENT

11.1 Our school has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. We recognise that impact of the RSE curriculum may not ever be observed in school or indeed until adulthood, but every effort will be made to track destination data which will provide us with some impact information. We will also make efforts to find out if pupils have been able to apply learning in the community or at home as appropriate eg. through discussions with parents, carers and other professionals

11.2 Learning is assessed and assessments are used to identify where pupils need extra support, intervention or additional challenge. Whilst there is no formal examined assessment for RSE, teachers will assess all outcomes to capture progress. Strategies include assessment against the school's own assessment system (see Assessment Policy), as well as additional tests/quizzes, written assignments, self/peer evaluations, use of structured questioning, mind-maps, presentations/role-play, pupil interviews and learning portfolios.

## 12. MONITORING AND REVIEW

12.1 Supported by the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for monitoring the quality of teaching and learning in RSE.

The quality of RSE provision is also subject to regular and effective self-evaluation as part of termly subject reports for PSHE and Citizenship. Information to be taken into account includes feedback from lesson visits and learning walks, planning and work scrutiny, pupil and parent feedback and pupil progress.

12.2 Factors to be considered as part of this process are outlined below:

- Is the curriculum effectively managed and are staff teaching RSE suitably skilled and knowledgeable?
- Does the RSE curriculum reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the curriculum as intended?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Are the RSE resources used suitable and accessible?

12.3 Our school will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Relationships and Sex (RSE) Policy.

## 13. REFERENCES

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [16 to 19 study programmes guidance: 2023 to 2024 academic year - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Regulating independent schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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- [\[Withdrawn\] Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [Three steps to RSHE success | sexeducationforum.org.uk](#)
- [Advice & Guidance | sexeducationforum.org.uk](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [National curriculum in England: framework for key stages 1 to 4 - GOV.UK \(www.gov.uk\)](#)

#### 14. ASSOCIATED FORMS

#### 15. APPENDICES

APPENDIX 1: Key Content

APPENDIX 2: Compulsory Aspects

APPENDIX 3: Curriculum Map

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## APPENDIX 1

The school's curriculum is planned so that the key content is taught at the appropriate time for each pupil. The key content is outlined below and is provided within the *DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'*. This does not include related content taught as part of the National Curriculum for Science or related content taught as part of Health Education.

By the end of primary school, pupils should know:

### Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious*).
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

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

### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

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- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **Being safe**

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

### **Related content in the National Curriculum for Science at Key Stages 1-4**

Year 1

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

Year 2

notice that animals, including humans, have offspring which grow into adults

Year 5

describe the life process of reproduction in some plants and animals.  
describe the changes as humans develop to old age.

Year 6

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Related content in the Health Education curriculum as part of PSHE and Citizenship at Key Stages 1-4**

#### **Mental wellbeing**

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).

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- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### Physical health and fitness

Pupils should know

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

### Healthy Eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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

Pupils should know

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

### Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

### Basic first aid

Pupils should know:

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

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### Changing adolescent body

Pupils should know:

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

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## APPENDIX 2

Please see below an overview of the compulsory aspects (as set out by the DfE) of RSE, within the different stages of education.

	KS1	KS2	KS3	KS4
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE - Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science - reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Schools can choose whether to teach this – parents can withdraw	Schools can choose whether to teach this – parents can withdraw	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16 <sup>th</sup> birthday

### Post 16/KS5 Pupils

The Independent Schools Standards clarify that PSHE is compulsory and also that where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs must be in place. The DfE 16-19 study programme clarifies that the principles apply equally to students with SEND. Whilst there is no specific reference to RSE in the 16-19 study programmes, the guidance explains that all 16-19 pupils are expected to take part in meaningful non-qualification activity, such as activities to develop confidence, character, resilience and life-skills.

In line with the SEND Code of Practice (2015), some young people aged 16 and over may have RSE related outcomes in their EHCPs as part of their transition to adulthood. In addition, the SEND Code of Practice explains that after compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the Children and Families Act 2014 applies to young people directly, rather than to their parents.

Schools within the Witherslack Group have chosen to continue to offer RSE for Post 16 students, in response to the above requirements and as a progression of learning for secondary pupils.

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### APPENDIX 3

Please see below our Curriculum Map which shows when RSE related content is taught within this academic year:

Class/ Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phoenix Class Year 1 and 3	<p>PSHE <u>Self-Awareness</u></p> <ul style="list-style-type: none"> <li>-Describe myself</li> <li>-Describe the ways in which we are special, unique and different</li> <li>-Recognise that there is self and there are others</li> <li>-Know I belong to my class/group/school.</li> <li>-Know the people in my class/group.</li> <li>-Know that everybody in the world has feelings.</li> <li>-Describe things that we enjoy or that make us feel happy.</li> <li>-Identify what we are good at, both in and out of school.</li> <li>-Describe what feeling angry, upset and worried means.</li> <li>-Know some ways to help me stay calm if I feel angry, upset or worried.</li> <li>-Know the rules of the classroom and how to take turns in a group.</li> <li>-Recognise that behaviour which hurts others' is wrong.</li> </ul>		<p>PSHE <u>Relationships</u></p> <ul style="list-style-type: none"> <li>-Name a range of feelings</li> <li>-Understand why we should care about other people's feelings</li> <li>-Identify and understand unkind behaviours</li> <li>-Know that bullying occurs Several Times On Purpose (STOP)</li> <li>-Know how to cope with bullying behaviours - Start Telling Other People (STOP)</li> <li>-Understand how your online activity can affect others</li> <li>-Identify the positives and negatives of using technology</li> <li>-Recognise kind and unkind comments</li> <li>-Understand how your online actions can affect others</li> <li>-Know who and how to ask for help</li> </ul>	<p>PSHE <u>Safer Relationships</u></p> <ul style="list-style-type: none"> <li>-Understand and learn the PANTS rules/Pantosaurus</li> <li>-Correctly name body parts and know which parts should be private</li> <li>-Know the difference between wanted and unwanted touch</li> <li>-Understand that they have the right to say "no" to unwanted touch</li> <li>-Identify people who are special to us and who we can ask for help</li> </ul>	<p>PSHE <u>Keeping Safe</u></p> <ul style="list-style-type: none"> <li>-Identify people at home, school and in other settings who are responsible for helping us and keeping us safe.</li> <li>-Describe some simple ways we can help keep ourselves safe in school and at home.</li> <li>-Describe some simple rules for keeping safe near water, railways, roads and fire.</li> <li>-Explore who uses the roads and how to cross roads safely</li> <li>-Describe how to be responsible using the computer and following the rules for this.</li> <li>-Explain how we know when we might need to ask for help.</li> </ul> <p>Science <u>What can we find out about animals?</u></p> <ul style="list-style-type: none"> <li>-Explain that animals, including humans, have offspring which grow into adults</li> </ul>	<p><u>Jobs and Shopping</u></p> <ul style="list-style-type: none"> <li>-Know that everyone has different strengths, in and out of school</li> <li>-Know how different strengths and interests are needed to do different jobs</li> <li>-Recognise people whose job it is to help us in the community</li> <li>-Identify different types of jobs and the work people do</li> <li>-Know what money is used for and to recognise coins</li> <li>-To experience a shopping role-play and/or shopping in the community</li> </ul>
Dragons Class Year 4 and 5	<p>PSHE <u>Finding Solutions:</u></p> <ul style="list-style-type: none"> <li>-Know what is meant by feeling valued and how we can make others feel valued</li> <li>-Understand how it feels to do or start something new, and why.</li> <li>-Know how others may be feeling when they are in an unfamiliar situation and</li> </ul>	<p><u>Relationships and Growing Up</u></p> <ul style="list-style-type: none"> <li>-Explore life cycles and the changes from baby to adulthood in humans</li> <li>-Consider any changes to our relationships as we get older</li> <li>-Explain what puberty means</li> <li>-Describe some of the changes that boys and girls go through during puberty</li> </ul>		<p>PSHE <u>Safer Relationships</u></p> <ul style="list-style-type: none"> <li>-Identify different types of family.</li> <li>-Recognise others' families in school may be different from their family.</li> <li>-Know how to manage secrets and personal boundaries – saying no</li> <li>-Be familiar with 'Stranger Danger' and what that means</li> </ul>	<p>Science – Reproduction PSHE – Being safe</p>	

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	<p>can help them to feel valued and welcomed.</p> <p>-Explain how I go about solving a problem and can give an example of a problem I have solved.</p> <p>-Know how to work well in a group and describe what helps my group to work well together.</p> <p>-Know some strategies to cope with uncomfortable feelings and how to keep calm when necessary.</p> <p>-Understand the need for rules in society and why we have the rules we do in school.</p> <p>-Know that if I don't agree with something in school, which positive things I can do to let the staff know</p>	<p>-Know the correct terminology for body parts</p> <p>-Develop coping strategies to help with growing up and preparing for change</p> <p>-Identify who and what can help us as we grow up</p> <p>-Identify and understand unkind behaviours and different types of bullying (including cyberbullying)</p> <p>-Know that bullying occurs Several Times On Purpose (STOP)</p> <p>-Know how to cope with bullying behaviours - Start Telling Other People (STOP)</p> <p>-Know the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>-Identify the feelings and emotions that may arise from online bullying</p> <p>-Describe coping strategies to use if we or someone we know is being bullied online</p> <p>-Recognise possible influences and pressures to share images online</p> <p>-Describe the positive and negative consequences of sharing images electronically and online</p>		<p>-Describe what to do when you are worried or feeling unsafe</p> <p>-Understand positive, unwanted and unsafe touch and how to respect the personal space of others</p> <p>-Understand the right to keep our bodies private (eg. NSPCC Visitor Speak Out, Stay Safe)</p> <p>-Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) and how to report it</p>		
Griffin Class Year 6	<p><u>PSHE Self-Awareness</u></p> <p>-Identify positive things about ourselves and others and set personal goals for the year</p> <p>-Know 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.</p> <p>-Know how to recognise and talk about emotions, including having a varied vocabulary of words to use</p>	<p><u>PSHE Well-being</u></p> <p>-Appreciate how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>-Understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>-Know what is meant by 'mental/emotional well-being' and suggest steps to achieve this for ourselves</p> <p>-Identify and understand</p>	<p><u>PSHE Keeping Safe</u></p> <p>-Know that for some people using drugs can become a habit which is difficult to break</p> <p>-Identify when situations are becoming risky, unsafe or an emergency (including online) and how to manage these, including pressure from others</p> <p>-Identify occasions where they can help take responsibility for their own safety (including online)</p> <p>-Know how to differentiate between positive risk taking (e.g. trying a</p>	<p><u>PSHE Relationships and Reproduction</u></p> <p>-Explain why it is important to have trusting relationships between friends and family and the features of trusting relationships</p> <p>-Know that people have different kinds of relationships in their lives, including romantic or intimate relationships and these can be between people of any gender, ethnicity or faith</p> <p>-Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty</p> <p>-Know the correct terminology for body parts</p>	<p><u>PSHE Safer Relationships</u></p> <p>-Explain that our bodies belong to us and that we have a right to feel safe.</p> <p>-Recognise the need to respect other people's bodies and to ask for permission before we touch them.</p> <p>-Explain what consent means, including in relation to our own bodies</p> <p>-Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable and uncomfortable and unnecessary physical contact.</p> <p>-Explain that we have the right to protect our bodies from inappropriate/unwanted touching.</p> <p>-Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset,</p>	

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	<p>when talking about their own and others' feelings.</p> <p>-Know how to judge whether what we are feeling and how we are behaving is appropriate and proportionate</p> <p>-Understand what is meant by 'respect' as well as the usual conventions of courtesy and manners</p> <p>-Know the importance of self-respect and how this links to their own happiness.</p>	<p>unkind behaviours</p> <p>-Know that bullying occurs</p> <p>Several Times On Purpose (STOP)</p> <p>-Know how to cope with bullying behaviours - Start Telling Other People (STOP)</p> <p>-Know the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>-Identify the feelings and emotions that may arise from online bullying</p> <p>-Describe coping strategies to use if we or someone we know is being bullied online</p> <p>-Recognise possible influences and pressures to share images online</p> <p>-Describe the positive and negative consequences of sharing images electronically and online</p> <p>-Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>-Identify rules to follow when sharing images online</p> <p>-Understand the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>-Know simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>-Recognise and manage internal</p>	<p>challenging new sport) and dangerous behaviour</p>	<p>-Explain the physical changes that happen during puberty.</p> <p>-Understand the importance of personal hygiene during puberty and beyond</p> <p>-Describe the function of the female and male reproductive systems</p> <p>-Recognise that people experience the physical and emotional changes of puberty over different lengths of time.</p> <p>-Describe how a baby is conceived through sex and the different stages of sexual reproduction, pregnancy and birth</p> <p>-Know what is meant by the legal age of consent for sex</p> <p>-Describe alternative ways a child can be conceived</p> <p>-Know how babies/children need to be cared for</p> <p>-Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together</p>	<p>hurts us, we feel uncomfortable about it).</p> <p>-Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p> <p>-Identify someone we could safely go to for help if we are worried about ourselves or someone else</p> <p><u>Science</u></p> <p>-Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	
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		and external influences on decisions which affect health and wellbeing				
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