

Archbishop Cranmer C. of E. Primary Academy

Relationships, Health and Sex Education (RHSE) Policy



'Striving for Life in All its Fullness'

John 10:10

Reviewed by: Headteacher	January 2025
Authorised by: Governing Body (if applicable)	Shared: January 2025
Ratified by: Governing Body (if applicable)	January 2025
Date for next review (or earlier should legislation require it)	January 2027

‘Striving for life in all its fullness’

John 10¹⁰

Our Christian Vision

Jesus said ‘I have come that they may have life in all its fullness’ John 10:10.

At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

Our Mission Statement



For Life in all its Fullness for today...

- Archbishop Cranmer is a small, caring Church of England Primary School in Aslockton, Nottinghamshire. We are a family community with Christian Values at the heart, where adults and children genuinely care for one another.
- We **aspire** to be a high achieving school that provides an outstanding education and **culture of opportunity** for all.
- We believe that every child is unique and valued by God, with their **profound personal development** being at the heart of all we do.
- We provide a rich and stimulating curriculum that inspires and challenges all to achieve.
- We foster warm partnerships with parents, the local community, St Thomas’s church and local charities.



For Life in all its Fullness for the future...

- We teach our children to be excellent Christian role models for the future world.
- We are inclusive, respectful and celebrate global diversity.
- We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.
- We educate children on the importance of their well-being today and in their future.

Our Christian Ethos

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.

Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)



We teach Relationships, Health and Sex Education (RHSE) in the context of our school’s aims and Christian Values. Whilst Sex Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all of our work in our school. We believe that this should be taught as part of a wider social, personal, spiritual and moral education process, with links to our Christian Values of responsibility, trust and respect in particular.

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1. Aims

At Archbishop Cranmer C of E Primary Academy we aim to always provide a caring environment where every child can thrive and is supported to achieve their potential as a child of God. We teach the content of the national curriculum in Key Stages 1 and 2 and from September 2020 the Department for Education stated that it will be statutory for all pupils in primary schools to receive Relationships Education. As a school, we teach these fundamental skills through our RHSE (or PSHE) lessons, with Sex Education taught within this. Our aims are to equip our pupils with a healthy internal dialogue and resilient approach to life through high-quality learning opportunities which link closely to our school values and church-school ethos. Through following HeartSmart, pupils engage in learning experiences told through stories to build healthy thinking, covering topics such as self-love, relationships with others, emotions, truthfulness and resilience. At Archbishop Cranmer, we believe that high-quality HeartSmart lessons inspire children to be the best versions of themselves in relation to their personal development and well-being.

We believe that relationships and sex education (RSE) is an important part of the personal, social and health education of each child and that our programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood. RSE is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

The relationships and sex education (RSE) strand of RSHE at Archbishop Cranmer follows the 'Growing Up with Yasmine and Tom' scheme of work, provided by the Family Planning Association for Years 1-6, and Christopher Winters in Foundation Stage. In using the schemes we are able to focus on key objectives of the curriculum and develop our pupils' knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction and complements the statutory Key Stage 2 Science National Curriculum Objectives.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework and safe environment in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Help pupils to understand they have rights over their own bodies, including recognising and reporting abuse;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Promote healthy wellbeing and mental health.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

2. Statutory Requirements

As a primary academy we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Archbishop Cranmer we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – a member of staff pulled together all relevant information including relevant national and local guidance;
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations;
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy (results of which are shown in Appendix 1);
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE;
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

4. Definition of Relationships and Sex Education (RSE)

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Relationships and Health Education

Our HeartSmart curriculum was chosen based on the ways in which the programme links closely with our school's values and ethos. The lesson objectives have been mapped out in Appendix 2 against the statutory objectives of the Relationships and Health Education curriculum (see Appendix 4) and we aim to ensure that our pupils learn about:

- Positive relationships, including family relationships, and relationships with other children and adults, friendships and people who can support them, including turn-taking, permission seeking and giving and personal privacy;
- Respect for others, and understanding boundaries;
- Healthy relationships with family members, friends and other relationships children are likely to encounter;
- Positive online relationships in the context of online safety and data sharing;
- Character development – encouraging the development of resilience, self-respect and self-worth;
- Positive emotional and mental wellbeing;
- How physical and mental wellbeing are interlinked;
- Self-control and self-regulation and how to respond calmly to challenges and setbacks;
- The changing adolescent body, including physical and emotional changes, and about menstrual wellbeing.

Economic Education

Whilst our pupils learn about the value of money within their mathematics lessons, at Archbishop Cranmer we recognise the importance in developing pupils' skills in money management and to instil positive behaviours and attitudes in relation to money. Therefore, we implement resources from 'LifeSavers' (KS2) and 'Milo's Money' (EYFS and KS1) and deliver half-termly money-management themed assemblies and classroom activities.

Relationships and Sex Education

We teach sex education in the context of the school's aims and Christian values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of a loving relationship;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own and others' bodies;
- Children should learn about responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control;
- Children should learn to recognise and report abuse, ensuring they have rights over their own bodies.

Our curriculum follows the 'Growing Up with Yasmine and Tom' scheme of work for Year 1 - 6 and is set out as per Appendix 3, but we may need to adapt it as and when necessary with the professional judgement of the class teacher. Foundation Stage make use of the Christopher Winters EYFS materials to provide secure foundations for future RSE learning as they transition into Key Stage 1.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (puberty and how the human body grows from birth to old age)
- How a baby is conceived and born (reproduction)

For more information about our curriculum, see our curriculum map in Appendix 3.

6. Delivery of RHSE

Since Relationship and Sex Education (RSE) incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. RHSE is taught within what was previously known as the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Relationships and Health Education (also referred to as PSHE) lessons are delivered once a week in all classes through 'HeartSmart'.

Pupils also receive stand-alone Relationships and Sex Education (RSE) sessions, delivered by their class teacher.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RHSE curriculum, see Appendices 2 and 3. Appendix 4 shows curriculum expectations for the end of Key Stage 2 according to the Department for Education¹.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

7. Roles and responsibilities

7.1 The governing body: The governing board will approve this policy, and hold the headteacher to account for its implementation. The named governor with responsibility for RHSE is Lorraine Wilkinson.

7.2 The headteacher: The headteacher, Mrs Melanie Stevens, is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff: Teachers conduct sex education lessons in a sensitive manner and in confidence. Staff are responsible for –

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Informing parents and carers when RSE lessons will be delivered to their child/ren;
- Responding appropriately to pupils whose parents wish for their child/ren to be withdrawn from the components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should discuss this with the headteacher.

All members of the teaching team are responsible for teaching their class RSE at Archbishop Cranmer.

7.4 Pupils: Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Within both key stages children with SEN are given support within their class by the class teacher and support staff. Should children have a specific issue that they would like to discuss they are able to do so confidentially, with any member of staff within the school.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education (taught through HeartSmart).

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (taught through 'Growing Up with Yasmine and Tom'). Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are appropriately trained on the delivery of RSE as part of their induction and use of the 'Growing Up with Yasmine and Tom' materials. Additional training is encouraged as part of continuing professional development.

The headteacher will also invite visitors from outside the school, such as the school nurse, to provide support and training to staff teaching RSE, as appropriate.

10. Confidentiality

If there is a concern about the child's safety, then teachers and the DSLO will follow the guidelines in the Nottinghamshire Safeguarding Policies adopted by the school. All staff are up to date with the procedures set out DfE document: 'Keeping Children Safe in Education' as stated in regular Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality. In certain circumstances a child may wish to confide in a trusted member of

staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead Officer (DSLO –Melanie Stevens or her Deputy DSLs, Eleanor Hodgson and Ell Robinson).

11. Sensitive Issues

From time to time, sensitive issues will be raised by pupils. Parents and others should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. It is important to acknowledge that pupils may hear specific terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning and teacher 'guidance sheets' provided through the 'Growing Up with Yasmine and Tom' Scheme of Work will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response with the recognition that given the ease of access to the internet, children whose questions go unanswered may turn into inappropriate sources of information. Staff and other adults will always be sensitive to underlying problems which may be worrying a child. Parents and carers will be informed of RSE lesson delivery by the class teacher prior to the lesson and any sensitive questions raised by children will be discussed with parents and carers as necessary by the class teacher.

12. Monitoring arrangements

The delivery of RHSE is monitored by Eleanor Hodgson through learning walks and medium term planning coverage. Melanie Stevens oversees the delivery of RSE alongside Eleanor Hodgson.

Pupils' development in RHSE is monitored by class teachers as part of ongoing formative teacher assessment.

Parents will be consulted on delivery of the Year 6 RSE programme of study prior to delivery each academic year, as outlined in the DfE guidance² (para.67 p23).

The named governor responsible for overseeing RHSE provision is Miss Lorraine Wilkinson.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

² <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



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Relationships, Health and Sex Education Parent Consultation

Parent Survey Feedback September 2023

Thank you to those of you who completed our most recent survey. Your responses to our questions will help us with the policy, delivery and provision of our RHSE curriculum moving forward. The results have been shared with staff and governors and the points for consideration will feed into our policy development.

1. Do you think the teaching of relationships and sex education is valuable in primary schools?

No responses given

2. Is the RHSE policy is easy to follow/ clearly written?

No responses given

3. Do you think the coverage meets the Department for Education requirements?

No responses given

4. Do you feel that the example materials are age appropriate for each stage?

No responses given

5. Do you recognise the collaborative role as schools and parents to teach the importance of health, relationships and sex education in order to keep them safe?

No responses given

Further comments or feedback given:

No responses given

Parent and Carer Forum: Relationships, Health and Sex Education

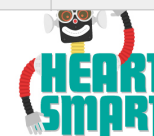
As part of our Parent and Carer Forum, we were also able to consult with parents and carers regarding our RHSE curriculum and policy. No issues were raised over the curriculum and delivery.

Minutes from the Parent and Carer Forum can be accessed here: <https://www.archbishopcranmer.co.uk/parent-forum/>

Appendix 2: Curriculum Map for HeartSmart Relationships and Health Education Statutory Coverage

RELATIONSHIPS & HEALTH EDUCATION

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	RELATIONSHIPS EDUCATION						
	Families and people who care for me <i>Pupils should know...</i>						
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓			✓	✓	
F3	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.		✓		✓		✓
F4	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.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	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 <i>Pupils should know...</i>						
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Online Relationships <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	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.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	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.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	HEALTH EDUCATION						
	Mental Wellbeing <i>Pupils should know...</i>						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	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.	✓	✓	✓	✓	✓	✓
MW3	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.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	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).	✓	✓		✓		
MW10	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 <i>Pupils should know...</i>						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	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.				✓	✓	✓
ISH3	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.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	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.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Physical Health and Fitness <i>Pupils should know...</i>						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	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.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	Healthy Eating <i>Pupils should know...</i>						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	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 <i>Pupils should know...</i>						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
Health and prevention Pupils should know...							
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
Basic First Aid Pupils should know...							
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
Changing adolescent body Pupils should know...							



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	



Appendix 3: Curriculum Map – Relationships Education (Christopher Winters and Growing Up with Yasmine and Tom)

	Autumn	Spring	Summer
Foundation	Christopher Winters: Caring Friendships	Christopher Winters: Families	Christopher Winters: Being Kind
Year 1	Introducing Yasmine and Tom (describing ways boys and girls are similar or the same)	Friendships and Feelings	Different Families
Year 2	My Brilliant Body (positive body image) Keeping clean and taking care of myself	Naming body parts (external and private body parts)	Keeping Safe
Year 3	Me, Myself and I (positive sense of self)	Gender stereotypes and aspirations	What makes a good friend? People who can help us on and offline
Year 4	Body care (keeping clean)	My personal/ private body parts and keeping safe	Is it risky? (assessing and managing risk) Families and how to get on with our families
Year 5	Friendships and secrets	Online and offline friendships Safe and unsafe touch	Changes at puberty Periods (menstruation) Wet dreams and masturbation
Year 6	Friendships and pressure	Equality and the law (discrimination and The Equality Act) Keeping safe – online images Getting help	Identity and prejudice Making babies (3 lessons: sexual intercourse; assisted fertility and multiple births; pregnancy and birth)

Reception

Family and Friendship

Scheme of Work

Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	Learning Intention To recognise the importance of friendship Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 Caring Friendships	Elephant glove puppet or toy Pictures of children at school
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	Learning Intention To recognise the importance of saying sorry and forgiveness Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 Being Kind	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	Learning Intention To recognise that all families are different Learning Outcomes Identify different members of the family Understand how members of a family can help each other	Lesson 3 Families	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr Families pictures Paper and drawing materials

resources

Families	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> · 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. · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Key Stage 1 (Years 1 & 2) Module 1 Lesson 1: Introducing Yasmine and Tom Lesson 3: Different Families</p> <hr/> <p>Key Stage 2 (Years 3 & 4) Module 2 Lesson 5: Families and Getting on with our Families</p>

Caring Relationships	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> · 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. 	<p>Key Stage 1 (Years 1 & 2) Module 1 Lesson 2: Friendships and Feelings</p> <hr/> <p>Lower Key Stage 2 (Years 3 & 4) Module 2 Lesson 1: Growing up with Yasmine and Tom Lesson 4: What Makes a Good Friend?</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6) Module 3 Lesson 3: Friendships and Secrets Lesson 4: Friendships and Pressure</p>

Respectful Relationships	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> · 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. 	<p>Lower Key Stage 2 (Years 3 & 4) Module 2 Lesson 2: Gender Stereotypes Lesson 2: Me, Myself and I</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6) Module 3 Lesson 5: Keeping Safe – Safe and Unsafe Touch Lesson 13: Identity and Prejudice Lesson 14: Equality and the Law</p>

Online Relationships	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> · 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. · 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. · 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. 	<p>Lower Key Stage 2 (Years 3 & 4) Module 2 Lesson 9: People who can help us on and Offline</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6) Module 3 Lesson 2: Online and Offline Friendships Lesson 6: Keeping Safe – Online Images</p>

Being Safe	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> • 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 adult. • 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. 	<p>Key Stage 1 (Years 1 & 2)</p> <p>Module 1</p> <p>Lesson 4: My Brilliant Body</p> <p>Lesson 5: Keeping Clean and Taking Care of Myself</p> <p>Lesson 7: Keeping Safe</p> <hr/> <p>Lower Key Stage 2 (Years 3 & 4)</p> <p>Module 2</p> <p>Lesson 8: Is it Risky?</p> <p>Lesson 9: People who can help us on and Offline</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6)</p> <p>Module 3</p> <p>Lesson 5: Keeping Safe - Safe and Unsafe Touch</p> <p>Lesson 6: Keeping Safe - Online Images</p> <p>Lesson 15: Getting Help</p>

Changing Adolescent Body	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> • 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. 	<p>Key Stage 1 (Years 1 & 2)</p> <p>Module 1</p> <p>Lesson 6: Naming Body Parts</p> <hr/> <p>Lower Key Stage 2 (Years 3 & 4)</p> <p>Module 2</p> <p>Lesson 6: My Personal and Private Body Parts and Keeping Safe</p> <p>Lesson 7: Body Care</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6)</p> <p>Module 3</p> <p>Lesson 1: Introducing Yasmine and Tom</p> <p>Lesson 7: Changes at Puberty</p> <p>Lesson 8: Periods (menstruation)</p>

Appendix 4:

Relationships Education Statutory Guidance By the end of primary school pupils should know

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the RSHE National Curriculum to ensure progression of skills:

- **Personal, Social and Emotional Development (Making Relationships):** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- **Personal, Social and Emotional Development (Self-Confidence and Self-Awareness):** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Personal, Social and Emotional Development (Managing Feelings and Behaviour):** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Physical Development (Health and Self-Care):** Children know the importance of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- **Understanding the World (People and Communities):** Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- **Understanding the World (The World):** Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Relationships Education Curriculum Expectations by the end of Primary School:

Families and people who care for me (F)

Pupils should know:

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 (CF)

Pupils should know:

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 (RR)

Pupils should know:

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.

Online relationships (OR)

Pupils should know:

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 (BS)

Pupils should know:

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.

Health Education Curriculum Expectations by the end of Primary School:

Mental wellbeing (MW)

Pupils should know:

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.
3. 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.
4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
8. 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).
10. 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 (ISH)

Pupils should know:

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 (PH)

Pupils should know:

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 (HE)

Pupils should know:

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 (DAT)

Pupils should know:

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

Health and prevention (HP)

Pupils should know:

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

Basic first aid (BFA)

Pupils should know:

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 (CAB)

Pupils should know:

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 5: Parent forms – withdrawal from sex education within RHSE



'Striving for Life in all its Fullness'

Archbishop Cranmer Church of England Primary Academy

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Assistant Head Teachers: Miss Robinson, Mrs Hodgson

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Relationships and Sex Education (RSE)

Dear parents and carers,

As part of our Relationships, Health and Sex Education (RHSE) curriculum, we will be teaching individual Relationships and Sex Education (RSE) lessons throughout the year. Please see the table below for more information:

	Autumn	Spring	Summer
Foundation	Caring Friendships	Families	Being Kind
Year 1	Introducing Yasmine and Tom (describing ways boys and girls are similar or the same)	Friendships and Feelings	Different Families
Year 2	My Brilliant Body (positive body image) Keeping clean and taking care of myself	Naming body parts (external and private body parts)	Keeping Safe
Year 3	Me, Myself and I (positive sense of self)	Gender stereotypes and aspirations	What makes a good friend? People who can help us on and offline
Year 4	Body care (keeping clean)	My personal/ private body parts and keeping safe	Is it risky? (assessing and managing risk) Families and how to get on with our families
Year 5	Friendships and secrets	Online and offline friendships Safe and unsafe touch	Changes at puberty Periods (menstruation) Wet dreams and masturbation
Year 6	Friendships and pressure	Equality and the law (discrimination and The Equality Act) Keeping safe – online images Getting help	Identity and prejudice Making babies (3 lessons: sexual intercourse; assisted fertility and multiple births; pregnancy and birth)

Throughout the sessions the children will have the opportunity to participate in discussion, ask questions in confidence (or anonymously if they prefer), and watch animated content which provides full coverage of the statutory Relationships Education requirements outlined by the Department for Education. Should you require more information about the lesson content, please visit <https://www.fpa.org.uk/rshe-for-parents/> (Y1-6) or https://cwpresources.co.uk/resources/rse_pri/ (Foundation) or see our RHSE Policy which is available on the school website.

You have the opportunity to withdraw your child from these lessons. If you **do not** wish your child to participate, please email schooladmin@archbishopcranmer.notts.sch.uk to make this request and this will be shared with your child's class teacher.