

Merton Bank Primary School



Relationships, Sex and Health Education Policy

Approved by Full Governing Body on _____

To be reviewed on or before _____

Signed _____

Chair of Governors

Signed _____

Headteacher

Merton Bank Primary School

Relationship, Sex and Health Education Policy

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1. Statutory Regulation and Guidance

1.1 At Merton Bank we are required to provide relationships education and health education to all pupils.

1.2 We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

1.3 The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Science programmes of study: key stages 1 and 2 (DfE, 2013)
- Science programmes of study: key stage 3 (DfE, 2013)
- Keeping children safe in education – for schools and colleges (DfE, 2019)
- Promoting fundamental British values through SMSC (DfE, 2014)

2. Definitions

2.1 The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. Relationship and sex education develops the pupil’s knowledge and understanding of their own sexuality, about what it means to be fully human, how to cultivate healthy relationships with themselves and others, and enables them to make well informed decisions in good conscience.

2.2 In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults”². This would include the topics of families and ‘the people who care for me’, caring friendships, respectful relationships, online relationships and being safe.

2.3 Definition of terms:

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Ibid page 19

RSHE: Relationships, sex, and health education

Health education: physical health and mental wellbeing, the link between the two, and being able to make healthy lifestyle choices.

Relationships education: the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

Sex education: there is no agreed definition in the new guidance.

RSE: Relationships, and Sex education

PSHE: Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

DSL: Designated Safeguarding Lead

DfE: Department for Education

3. Delivering the policy

3.1 Relationship and Sex Education (RSE) is taught within the Personal, Social and Health Education (PSHE) curriculum lessons.

3.2 There are links between some of the RSHE curriculum and other subjects such as Science and Physical Education, so aspects of the curriculum may be touched on in other lessons.

Our RSE

3.3 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.

3.4 These areas of learning are taught within the context of family life with a focus on inclusion to reduce prejudice. As such there is the acknowledgement of the variety of home circumstance that make healthy families (including single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

3.5 As a school, we promote equality of opportunity and we uniformly apply values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

3.6 At Merton Bank, we value the diversity in our pupils cultural and religious backgrounds. Relationship and Sex education contributes to our pupil's education around inclusion and respect, consequently we are aware of the need to be respectful of our pupils cultural or religious beliefs and sensitive in delivering certain topics.

3.7 Merton Bank aims to create a learning environment that is accessible to all of our students. In order to ensure this, we will make sure that the content is relevant to the age, experience, maturity and individual needs of our pupils.

4. Policy Development

4.1 The process of policy development involves a number of steps. To begin with, a lead member of staff and/or RSHE working group reviews the current provision, and all school staff are given the opportunity to look at the policy and make recommendations.

4.2 Our RSE curriculum is informed by issues in the school and wider community; to ensure it is tailored to pupils' needs we investigate what pupils want from their Relationship, Sex, and Health Education. Furthermore, when organising the curriculum, the religious backgrounds of all pupils are considered so that we may deliver the curriculum with sensitivity.

4.3 At Merton Bank we ensure that parents are consulted in the development and review of policy, as we understand how important parents' views are in shaping the curriculum.

4.4 A draft policy is considered by the Governing Board and/or RSHE working group then ratified (adopted) by the Governing Board. At which point we share the finished policy with parents, and ensure it is available on the school website.

Consultation with parents

4.5 Merton Bank understands the important role parents play in enhancing their children's understanding of relationships, sex and health. We work closely with parents by establishing open communication, all parents are consulted in the development and delivery of the curriculum.

4.6 Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum
- how to support/complement RSHE teaching in schools
- how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

4.7 Merton Bank aims to build positive relationships with parents by inviting discussion to address any concerns and supporting parents in managing conversations with their children on the issues covered by the curriculum.

4.8 Parents are also consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

4.9 The relationship, sex, and health curriculum considers the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum is age-appropriate for pupils within each year group and meets the needs of the whole-school community.

4.10 We consult with parents, pupils, and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Training sessions
- Newsletters and letters

4.11 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing the school: mertonbank@sthelens.org.uk
- Submitting written feedback as part of annual questionnaires

5. Statement of Intent

5.1 At Merton Bank, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships and health education.

5.2 Primary schools also have the option to decide whether pupils are taught sex education beyond statutory requirements (based in the science curriculum).

5.3 Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their relationships, with the ability to recognise healthy and respectful relationships and the knowledge of where to find, and access, help and support.

5.4 RSHE will ensure that all pupils understand the importance of equality and respect by teaching pupil's tolerance and respect for diversity, and developing pupils' self-respect and self-worth, confidence, and empathy.

5.5 All schools are required to comply with the requirements of the Equality Act 2010.

5.6 Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

5.7 We understand our responsibility to deliver a high-quality relationship, and health curriculum for all our pupils based on best practice.

5.8 This policy sets out the framework for our RSHE curriculum, outlining how it is informed, organised, and delivered.

6. Roles and Responsibilities

6.1 SENDCO

The SENDCO is primarily responsible for advising teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff)

6.2 Governing Body

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. They ensure that the policy is available to parents and policy is in accordance with other whole school policies, as well as the relevant National Curriculum science topics and the setting of RSE within PSHE.

6.3 The Head Teacher

The Head Teacher takes overall delegated responsibility for the development and implementation of this policy. They should liaise with the Governing Body, parents, the Local Education Authority, and appropriate agencies. Any requests to withdraw pupils from the non-statutory element of Relationship and Sex Education will be managed by the head teacher, and they will also encourage parents to engage with the formation of the policy and know about the final policy.

The head teacher agrees the curriculum delivery model (where it will be taught; the time allocation and staffing) and ensures that RSHE is resourced, staffed and timetabled so that school meets its legal obligations and offers a high-quality provision to all pupils. This includes enabling staff to be suitably trained to teach relationships and sex education. They will report to the governing board on the implementation and effectiveness of the policy and review the policy on an annual basis.

6.4 PSHE/RSE Co-Ordinator

The co-ordinator, with the head teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the member of staff with responsibility for child protection).

6.5 Lead teacher for RSHE

The lead teacher will support the development and implementation of the RSHE policy, curriculum and delivery model. They are responsible for ensuring the continuity and progression between each year group by working with other teachers (include subjects leads) to ensure the RSE curriculum complements but does not duplicate any content in other subjects. The lead will organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSE. They will also provide teachers with resources to support RSE delivery and monitor/ evaluate the effectiveness of RSE and offering support to staff if needed. The lead will feedback to the headteacher/governing board regarding compliance with the statutory requirements and effectiveness of the RSE curriculum.

6.6 RSE Teachers

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RSE Teachers are responsible for:

- Delivering RSHE with sensitivity
- Knowing and acting in accordance with the RSE policy
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Carefully considering how their personal views and/or beliefs might impact on their teaching of RSHE
- Monitoring pupil progress in line with school policy
- Working with the SENDCO about identifying and responding to the needs of pupils with SEND

All teachers are responsible for delivering relationships, sex and health education.

6.7 All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.

6.8 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect, and sensitivity.

7. Safeguarding: safe and effective practice

7.1 Here at Merton Bank we recognise that there are a range of opinions, beliefs, and perspectives in regard to Relationships and Sex Education (RSE). Our role in school is not to influence or judge individual belief, but rather to teach the RSE curriculum “in a factual way so that pupils are clear on their rights and responsibilities as citizens³”.

7.2 Merton Bank also recognises that Relationships and Sex Education is about the understanding of physical development and puberty, appropriate and inappropriate sexual behaviour, and the protection and empowerment of children and young people.

7.3 RSE integrates safeguarding into the learning objective of the lesson, and we aim to provide our children with the knowledge to ensure that they are not exploited or mistreated and that children have a clear understanding around consent and keeping themselves safe.

7.4 Relationships and Sex Education is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that pupils are informed about the full range of perspectives, risks, and rights, so they are able to make informed decisions that will help to keep them safe.

The school's Relationships and Sex Education Policy is directly linked to the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2021.

See further details in Appendix 5.

8. Equality and Inclusion

8.1 We will ensure all resources and images used are inclusive of all pupils e.g. including those in wheelchairs or wearing hearing aids. This is part of our general inclusive approach to RSE (and in other subjects and within the whole-school) and images will represent SEND, LGBT+, a range of ethnicities, and all the protected characteristics.

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 76

8.2 Our choice of images and characterisation will reinforce the message that human sexuality is a positive thing and that no-one is excluded from that.

8.3 Materials will be available in appropriate learning media including tactile diagrams and physical materials when required.

8.4 Our teaching of RSE will take account of all our pupil's needs, culture, development and views.

8.5 We are aware of language used in RSE and will ensure that it is inclusive.

9. RSE teaching of children with Special Educational Needs and Disabilities

(links to Statutory Policy on SEND)

9.1 Appropriate RSE will be provided for pupils at all levels of development. There may be a need for us to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

9.2 RSE is most effective when delivered through a whole school approach. For pupils with SEND, this means we will be working continuously through informal opportunities as well as the formal RSE curriculum.

9.3 All staff will be actively involved in offering consistent messages around RSE from teachers to lunchtime supervisors to travel supervisors/

9.4 The pace and detail of topics may be different and pupils may need lots of support to generalise their learning outside of RSE lessons and support to personalise the learning to their own relationships, behaviours and maturation. It may be appropriate to revisit topics more frequently with our pupils with SEND to support 'overlearning' (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery) for new and abstract topics.

9.5 We acknowledge the greater vulnerability to bullying, exploitation and other issues for pupils with SEND and they will have greater need to be informed and supported in RSE.

9.6 For pupils with more significant needs, their particular RSE needs may helpfully be assessed as part of an Education Health Care (EHC) needs assessment, with provision to meet those needs set out in their EHC plan. Specific reference to Preparing for Adulthood and RSE will be part of Y9 (and onwards) EHCP reviews.

9.7 For pupils with Autistic Spectrum Disorders or Conditions: Sometimes their academic capabilities mask their social and emotional needs. Although they may understand the concrete information, work about relationships, consent and understanding risk and coercion can be very challenging for some young people on the spectrum. Individual sessions or small group provision in addition to mainstream classes will be beneficial to address this. There is likely to be a higher incidence of 'social masking' and this will be taken into consideration when evaluating the effectiveness of our teaching and whether our pupils have understood the nuances of social and appropriate intimate relationships.

9.8 For pupils with Physical Disabilities: Their disability may impact on every aspect of an individual's life including how they socialise, develop relationships and have sex. Pupils with physical disability may have to

find different ways to communicate, take part in learning and everyday activities: including making friends and socialising with others. They may have anxiety about a different body shape or image, worry about how their body works and what others may think. They may not have the opportunity to talk about these things with others with similar needs. Sometimes we may need to ask the family to seek medical advice to share as appropriate with the school to aid the planning and delivery of RSE with the consent of the young person.

9.9 Our parents and carers of pupils with SEND may face challenging issues at home that are relevant to RSE. Parents will appreciate information about what we are providing in RSE and may value opportunities for further discussion and support.

9.10 All our teaching approaches will take account of the pupil's individual needs and be differentiated accordingly.

9.11 More detailed teaching approaches for SEND can be found here <https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf> More resources can be found in Appendix 6.

9.12 All statutory school policies must link to each other and specifically reference SEND, Equality, Behaviour and Safeguarding and Child Protection.

10. Parental right to excuse a pupil from sex education

10.1 Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.

10.2 Parents have the right to request that their child be withdrawn from sex education, except those topics that are a part of the science curriculum.

10.3 Their request will be granted automatically by the headteacher. The parents will also be invited to meet with the headteacher to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

10.4 Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

10.5 At Merton Bank, we have a standard pack of information for parents who withdraw their children from sex education, provided by the DfE.

11. Training

11.1 All staff members at the school will undergo training to ensure they are up to date with the relationship, sex and health education programme and associated challenges.

11.2 Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

11.3 The training of staff will also be scheduled around any updated guidance on the programme and any new developments.

12. Monitoring and evaluation

12.1 The delivery of RSHE is monitored by Karen Weatherby by undertaking learning walks, staff, and pupil consultations, planning and work scrutinies and questionnaires.

12.2 The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

12.3 The programme will be evaluated biannually by means of:

- questionnaires
- response sheets
- needs assessment given to pupils
- discussion with pupils, staff, and parents.

12.4 The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

12.5 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

12.6 The RSHE subject leader is responsible for monitoring the quality of teaching by conducting subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

12.7 From these assessments the RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

12.8 Throughout the academic year the RSHE subject lead will work consistently with the headteacher and RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

13. Policy review

13.1 The governing board is responsible for approving this policy.

13.2 The policy will be reviewed on an annual basis by the RSHE subject lead and the headteacher. The next scheduled review date for this policy is September 2023.

13.3 This policy will also be reviewed in consideration of any changes to statutory guidance, feedback from parents, staff or pupils, and the school context.

13.4 Changes will be communicated to all staff and parents and approved by the Governing body.

Appendices

Appendix 1: Statutory Sex Education

Sex education

All pupils must be taught the aspects of sex education outlined in the science curriculum; this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Merton Bank is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum and are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education.

Key Stage 1

1. that animals including humans, move, feed, grow, use their senses and reproduce
2. to recognise and compare the main external parts of the bodies of humans
3. that humans and animals can produce offspring and these grow into adults
4. to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth and reproduction
2. about the main stages of the human life cycle

Key Stage 3

1. that fertilisation in humans... is the fusion of a male and a female cell
2. about the physical and emotional changes that take place during adolescence
3. about the human reproductive system, including the menstrual cycle and fertilisation
4. how the foetus develops in the uterus
5. how the growth and reproduction of bacteria and the replication of viruses can affect health

Appendix 2: The details of the RSE curriculum at Merton Bank

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

RSHE is interwoven through the Relationship units and the Health and Well-Being units.

Year 1:

Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

Year 2

Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

Spring 2 What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
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Year 3

Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
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Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services
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Spring 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
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Year 4

Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
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Spring 2 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty
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Year 5

Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others
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Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
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Year 6

Summer 1 & 2 What will change as we become more independent?	Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	<ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
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How do friendships change as we grow?	PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	<ul style="list-style-type: none"> • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
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Appendix 3: The statutory content: relationships education and health education (DfE).

At Merton bank Primary School, we must provide Relationships Education to all pupils as per:

- Section 34 of the Children and Social work act 2017.
- The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A
- The statutory guidance from the Department for Education Equality Act 2010.
- Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2020

The table below outlines the statutory RSE knowledge pupils are expected to have obtained by the time they leave Merton Bank according to the Department for Education⁴.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. “The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils”⁵.

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. - It should ensure that both boys and girls are prepared for

⁴

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

⁵

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf page 23

the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”⁶.

Families and people who care for me	<p>Pupils should know</p> <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 recognized 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.
Caring friendships	<p>Pupils should know</p> <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.

⁶ Ibid

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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. • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognize 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.
Being safe	<p>Pupils should know</p> <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 sources⁷

Appendix 4: NSPCC Healthy sexual development of children and young people

Stages of healthy sexual behaviour

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

⁷

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf page 20-22

Below are some examples of age appropriate healthy sexual behaviour.

From 0- to 4-years-old

At this stage, you might notice sexual behaviour emerging for the first time through actions like:

- enjoying being naked
- kissing and hugging people they know well, for example friends and family members
- touching or rubbing their own private parts as a comforting habit
- showing curiosity about or attempting to touch the private parts of other people
- being curious about the differences between boys and girls
- talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- role playing about different relationships, for example marriage.

5- to 9-years-old

As children get a little older, they become more conscious of sex and their own sexuality. This can be displayed by:

- becoming more aware of the need for privacy
- asking questions about sex and relationships, such as what sex is, where babies come from and same-sex relationships
- kissing, hugging and holding hands with a boyfriend or girlfriend
- using swear words or slang to talk about sex after hearing other people use them.

9- to 13-years-old

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy
- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private.

13- to 17-year-olds

During adolescence, sexual behaviour becomes more private with young people and they begin to explore their sexual identity. They might be:

- forming longer-lasting sexual and non-sexual relationships with peers
- using sexual language and talking about sex with friends
- sharing obscenities and jokes that are within the cultural norm

- experimenting sexually with the same age group
- looking for sexual pictures or videos online.

Appendix 5: Safeguarding: Safe and Effective Practice

Consent, Choice and Personal Responsibility

Relationships and Sex Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. It is important that we objectively teach our pupils legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives
- Respecting the rights of others and allowing them to make their own decisions
- Holding your own beliefs and respecting the beliefs of others.

Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Here at Merton Bank we have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

Healthy Relationships

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities, and help support us throughout our lives. Here at Merton Bank we believe it is important that pupils are aware that there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds of relationships and most importantly, why healthy relationships are important. This includes:

- Understanding that committed, stable relationships are important for bringing up children, even if parents choose not to be together.
- The roles and responsibilities of parents when raising children, including the characteristics of successful parenting.
- What marriage is including the legal status and why marriage is an important relationship choice for many couples.
- The characteristics and legal status of other long-term relationships.
- The characteristics of positive and healthy friendships (in all contexts, including online).

Unhealthy Relationships

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships, through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend, or other relationship is unsafe. It is also vital that our pupils know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships do not just exist within a sexual context, and can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence
- Bullying
- Domestic abuse including coercive control
- Exploitation
- Honour based abuse and forced marriage
- Sexual abuse.

There may be some pupils within the school who may have experienced such relationships, and it is our commitment that these subjects will be taught in a sensitive manner, without blame or judgement. Here at Merton Bank, we recognise that the school is a place of consistency for our pupils, and a safe space where issues can be discussed, and factual responses provided. We are committed that our school will be a place of safety where pupils can speak to trusted adults, report any concerns, seek support, and see first-hand that concerns are acted upon.

Here at Merton Bank, we believe that all pupils, regardless of race, gender, disability or need religious belief or background, are entitled to experience, and enjoy healthy relationships. We recognise that certain stereotypes can cause damage to individuals. We also recognise how these damaging stereotypes could normalise non-consensual behaviour or encourage prejudice.

The school recognises its legal rights and responsibilities in regard to equality, including the protected characteristics defined in the Equality Act 2010, and values that all pupils are unique and equal. We therefore ensure that relationships and sex education is taught equally, that all viewpoints and opinions are discussed, and that individual beliefs or characteristics are protected.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

CSE is a prevalent issue and something we need to ensure we keep our young people protected from. For older pupils, it may be necessary to teach direct lessons around CSE; however, we recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims of CSE.

Domestic Abuse

Domestic abuse is a prevalent issue; it affects a significant number of children and families not only nationally, but also here within St Helens. Here at Merton Bank, we believe it is our responsibility to teach children about healthy relationships, partly so we are able to protect our pupils, but also so they can go on to have them in their adult lives.

As domestic abuse is a regional issue, it needs to be addressed sensitively and clearly. Domestic Abuse can include (this is not an exhaustive list):

- Physical abuse
- Sexual abuse
- Financial control
- Controlling and coercive behaviour.

Some types of behaviour, often seen within abusive relationships, are criminal offences. It is important that we teach our children and young people which types of behaviour are unlawful, so they can seek appropriate support and help keep themselves safe. In addition to this, by knowing the law around abuse, it allows our pupils to make more informed decisions and choices when entering into a relationship.

Female Genital Mutilation

Female Genital Mutilation (sometimes referred to female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the

United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a **cultural practice**.

Female Genital Mutilation causes significant physical and emotional damage to a woman. It is a criminal offence to perform or assist in the process of FGM; it is also an offence to fail to protect a person for whom you are responsible from FGM.

Again, using the correct terminology for genitals is crucial in the preventative work around FGM. It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

Online Safety

As so many of our children and young people use the internet, and as it forms such a significant part of modern-day life, it is imperative that we teach our pupils how to stay safe online.

Children and young people have an array of online opportunities and responsibilities. It is important that pupils understand that these rights and responsibilities are no different than in day to day life and that the same expectations of behaviour apply in all contexts, including on the internet.

E-Safety can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at Merton Bank, we want to ensure that parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families, as we believe that a collaborative approach is the best way forward for our children. Below are the issues that need to be addressed relating to online safety and the reasons why:

Topic	Reasons for teaching
Different types of bullying including cyber-bullying	Many children and young people use social media to communicate with their friends. We want all of our pupils to be able to recognise that online bullying is just as unacceptable as other forms of bullying, and that trusted adults can take action to help keep them safe.
Sharing material online	Sharing material online can be a considerable risk. Children and young people need to have comprehensive understanding that any material shared has the potential to be shared more widely online. Young people also need to be aware of the potentially difficulty in removing any compromising material placed on the internet. Pupils also need to be aware of the law and possible consequences of sharing inappropriate material over the internet. It is important that young people know not to provide material to

	others that they would not want shared further and that they are not to share personal material which is sent to them.
Getting support and reporting concerns	It can be a frightening experience for any child or young person who is a victim of online abuse, exploitation, or mistreatment. It is important that pupils know how and where to report concerns in order to keep themselves safe.
Viewing harmful content	Viewing harmful content can have a traumatic and substantial impact on the emotional and mental wellbeing of young people. Children and young people also need to be aware that it is a criminal offence to share and view indecent images of children (including those created by children).
How data is collected and shared online	Pupils need to be aware how data is generated, collected, shared, and used online, so they can make informed choices about what sort of information they want to share on the internet.

Concerns raised during lessons

At Merton Bank, we recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of Relationships and Sex Education will be required to pass any concerns raised immediately to the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of Relationships and Sex Education.

Responses to difficult questions

At Merton Bank, we believe that school should provide a safe environment for children to ask questions relating to relationships and sex education. We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions. These include:

- If the question includes explicit and/or inappropriate language;
- If the question is not deemed age appropriate for the class;
- If the question asks about the personal lives of staff, children or families;

- If the child raises a safeguarding issue.

NSPCC P.A.N.T.S Rule

At Merton Bank, safeguarding children is of paramount importance and incorporating this within the curriculum is essential. Children throughout school will be taught the NSPCC P.A.N.T.S rule in order to keep themselves safe from sexual abuse. See appendix 3: NSPCC Healthy sexual development of children and young people.

Appendix 6: SEND resources and advice across a range of SRE topics

<https://www.pshe-association.org.uk/content/send-hub>

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf>

<https://www.autismeducationtrust.org.uk/the-den/> - for teenagers, money, relationships etc

<https://www.autismeducationtrust.org.uk/kids-zone/> -bullying, trusted adults

<https://www.tes.com/teaching-resources/blog/sre-students-learning-difficulties- free resources>

<https://councilfordisabledchildren.org.uk/transition-information-network/information-and-support/relationships> - simplified information

<https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources> - examples below

<https://learning.nspcc.org.uk/research-resources/schools/love-life>

<https://learning.nspcc.org.uk/research-resources/schools/its-not-ok>

<https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/send-rse/>

<https://www.fpa.org.uk/> <https://www.asdan.org.uk/courses/programmes>

Resources

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

PSHE Association

www.pshe-association.org.uk

Unicef

www.unicef.org.uk

