



Fordcombe Church of England Primary School

John 10: 14 'I am the Good Shepherd. I know my sheep and my sheep know me'

Relationships Education, Health Education (and Sex Education) Policy

Adoption Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will:

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Review Body:
Leadership Grp
Responsibility:
Policy Type:

Local Governing Body
LGB
Headteacher
Non Statutory

Adopted: October 2024
Date of next review: October 2027
Review period: 3 years

This is a level 3 Policy against the Trust Governance Plan.

School Vision and Ethos

'At Fordcombe Church of England Primary School we give our pupils the best possible start in life. We aim to provide a high standard of education within a challenging, stimulating and secure Christian environment, promoting their self-worth and encouraging a sense of responsibility.'

Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.

The Department for Education are clear that parents and carers are the prime educators for children on many of these matters; schools complement and reinforce this role. Primary schools are required to put in

place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness.

We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

The rationale for this document is based on the Christian principles of love, respect, hope and honesty. It provides the framework for a welcoming, friendly school with a positive atmosphere where pupils are happy, resilient, confident, independent and love learning.

In line with the church's vision for education, we acknowledge that we can grow in relational wisdom, love and compassion – as Jesus grew in wisdom (Luke 2:40). Our sense of community is enhanced by Jesus' teaching 'Love your neighbour as yourself'. Jesus embodied the centrality of relationships, through which we learn who we are and our responsibility for others (Hebrews 10:24).

The Church of England's Vision for Education states: 'We are only persons with each other; our humanity is 'co-humanity', inextricably involved with others, utterly relational...education needs to have a core focus on relationships and commitments': this is the basis of this policy.

At Fordcombe Primary School, we choose to teach the compulsory content within a wider programme of Personal, Social, Health and Character Education, which is also integrated within our broad and balanced curriculum. These subjects represent a huge opportunity to help the children and young people at Fordcombe develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help them to become successful and happy adults who make a meaningful contribution to society.

Introduction

The Relationships Education, Health Education (and sex education) programme at Fordcombe Church of England Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for one's actions
- Responsibility for one's family, friends, school and wider community.

Aims of the Relationships, Health and Sex Education Policy

Relationship, Health and Sex Education in this school takes into account the Revised National Curriculum 2014 and is designed to:

- Promote the spiritual, moral, cultural and mental and physical development of pupils at school and;
□ Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To encourage our pupils to have due regard for moral considerations and for the value of family life and a stable, faithful relationship
- To promote positive behaviour and respect for oneself and other people
- To develop the ability of pupils to make informed choices and responsible decisions;

- To develop understanding by providing information about physical appearance, emotional and social aspects of human sexual relationships and development from conception to adulthood;
- To equip the children with necessary skills for effective communication;
- To counter unnecessary feelings of guilt and anxiety about changes in body shape or feelings that they may have.

The school works towards these aims in partnership with parents.

This Policy reflects the Equalities Act 2010. The School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A).

This Policy should be read in conjunction with the School's Safeguarding Policy which can be found on the school's website.

The Statutory Guidance for Relationships, Sex and Health Education may be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This Policy takes effect from 1st April 2021 and will be reviewed annually by the Local Governing Body.

Who this Policy is for

This Policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at Fordcombe Primary School.

The Policy applies particularly to all teachers and others with responsibility for teaching these subjects. Teachers and others must consult this Policy and ensure that their teaching is in line with its intent and its expectations.

Definitions, scope and intent

Fordcombe Primary School teaches the content set out in the Statutory Guidance for Relationships Education (Primary) in all year groups from year 1 to year 6. The content is taught in specific lessons, along with being taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.

Fordcombe Primary School teaches the content set out in the Statutory Guidance for Health Education (Primary) in all year groups from year 1 to year 6. The content is taught in specific lessons, along with being taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.

Fordcombe Primary School also teaches the statutory aspects of the Health Education curriculum relating to the Changing Adolescent Body. Teachers at Fordcombe Primary School do not teach Sex Education beyond the statutory curriculum.

This Policy does not cover the Science National Curriculum content, where the science of animal and human reproduction are taught in Key Stage 2.

Relationships and Health Education will overlap in content terms with the School's work with pupils in Spiritual, Moral, Social and Cultural Education (SMSC), the promotion of Fundamental British Values (tolerance and respect for others, the rule of law, democracy and individual liberty), Religious Education, Character Education and Citizenship.

By the end of their time at Fordcombe Primary School, pupils will know:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- 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

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

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)

- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

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

Drugs, alcohol and tobacco

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

Health and prevention

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

Basic First Aid

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

Changing adolescent body

- 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

Withdrawal from sex education

Parents may elect to withdraw their child from sex education. This right applies only to aspects of sex education which are not set out in the Statutory Guidance for Relationships Education (Primary), Health Education (Primary) or the Science National Curriculum. In the Jigsaw scheme of work, there are three lessons that Jigsaw describes as Sex Education: these are all based on aspects of human reproduction.

If a parent wishes to exercise the right to withdraw, having read this Policy, they are invited wherever possible make an appointment with the headteacher to make their request in person. Where this is not possible, the school must receive a request in writing from parent(s). Where the school receives such a request in writing it will be acknowledged in writing within seven days and applied with immediate effect.

Once the request is made, it is not necessary for parents to repeat the request – it is deemed to be effective until withdrawn in writing by parents. However, the School reserves the right to contact parents annually or more frequently to check whether they still wish their child to be withdraw.

Relationships Education Curriculum

The content set out for teaching in Relationships Education is delivered in the following year groups and in the following modes. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'Relationships Education' – at times topics will be encountered under other subject headings.

At Fordcombe CE Primary School we follow the KAPOW Relationships and Health Education Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year.

The areas are:

1. Families and Relationships
2. Health and Well-being
3. Safety and the Changing Body
4. Citizenship
5. Economic Well-being
6. Identity (Y5 + Y6 only)

The Relationships Education occurs in areas 1, 2, 3 and 6.

EYFS + Y1

Cycle 1

Even Year Start

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

EYFS + Y1

Cycle 2

Odd Year Start

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

Y2 + Y3 + Y4

Cycle 1

Even Year Start

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.

Y2 + Y3 + Y4

Cycle 2

Odd Year Start

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.

Y5 + Y6

Cycle 1

Even Year Start

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace.

Y5 + Y6

Cycle 2

Odd Year Start

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.
				Identity
				Two lessons on the theme of personal identity and body image.

Health Education Curriculum

The content set out for teaching in Health Education is delivered in the following year groups and in the following modes. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'Health Education' – at times topics will be encountered under other subject headings.

At Fordcombe CE Primary School we follow the KAPOW RHE 4-11 Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year. The Health Education element occurs in area 2 (Healthy and Well-being) in Term 2.

	Health and Well-being
EYFS	The importance of exercise How I can relax How a I can take care of myself. Being safe as a pedestrian. Eating healthily including a balanced diet.
Year One	Describe how I feel using appropriate vocabulary, recognising what different emotions might look/feel like. Describe situations which may provoke certain feelings. Describe their bedtime routine, explaining why sleep is important. Explain how rest and relaxation affects our bodies, including mental functions. Understand that germs can be spread via our hands and know how to wash hands. Know the three things they need to do when out in the sun to keep safe. Know people can be allergic to certain things and how to help with an allergic reaction. Understand that there are a range of people who help to keep us healthy. Understand ways to keep safe and not get lost and know the steps to take if they do get lost. Know the number for the emergency services and their own address.
Year Two	Understand how the internet can be used to help us. Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. Describe how they would feel in a particular situation and understand that not everyone feels the same. Understand the effect of physical activity on their body and mind. Describe the positive effects of relaxation and know there are different ways to relax. Know how to use breathing exercises to relax. Explain what a growth mindset is. Use strategies to stay calm during trick challenges. Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices. Understand what helps to keep teeth healthy. Understand when we should take medicines that can help us feel better when we are unwell.
Year Three + Four	Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. Understand the different aspects of their identity. Identify their own strengths and that they can help other people. Understand the benefits of healthy eating and dental health.

	Show an understanding that they must consider their own safety before helping others in an emergency situation. Understand how to help someone who has been bitten or stung. Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. Send an email that describes some of the best ways to avoid being tricked by fake emails.
	Understand the reasons for legal age restrictions. Understand some of the risks of smoking and some of the benefits of being a non-smoker. Understand how quickly information can spread on the internet and some of the risks associated with that. Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. Identify and share key facts about dental health. Describe a calm place that helps them to feel relaxed. Describe how they feel when they make a mistake and explain what can be learned from making mistakes. Explain that there are some things they can control and others they cannot. Understand the range of emotions we can experience. Understand what mental health is and that sometimes people might need help.
Year Five + Six	Understand what is safe to share on-line and what to do before sending a message. Identify possible dangers on-line, suggesting ways to stay safe. Describe how they can get a good night's sleep and explain why this is important. Describe a strategy to help manage feelings of failure and to help them to persevere. Describe a range of feelings and suggest two ways of dealing with a difficult situation. Demonstrate an understanding of what calories are and how to use them to help plan healthy meals. Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet. Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't. Understand a casualty's condition; calmly comfort and re-assure a casualty who is bleeding and seek medical help if required.
	Understand some of the reasons adults decide to drink or not drink alcohol. Understand some ways to check whether a news story is real. Understand how they can behave on-line and the impact that negativity can have, Describe the importance of relaxation and suggest different strategies. Describe how they take care of their physical wellbeing. Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. Describe what resilience is, why it is important and some useful resilience strategies. Understand how vaccination works and why it is important to individuals. Understand that habits can be good or bad for health. Understand that changes in their body could indicate illness and know what to do if they notice them.

Recognise when someone is choking; administer first aid to a casualty that is choking and seek medical help if required for a medical casualty.

Sex education content

The following sex education topics (other than what is set out in Relationships Education, Health Education or the Science National Curriculum) are planned for teaching at the points outlined below.

At Fordcombe CE Primary School we follow the KAPOW RSHE 4-11 Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year.

The areas are:

1. Families and Relationships
2. Health and Well-being
3. Safety and the Changing Body
4. Citizenship
5. Economic Well-being
6. Identity (Y5 + Y6 only)

The Sex Education element occurs in area 6 during Years 5-6 during term 6 (Safety and the Changing Body).

As a school, we have made the decision to not go beyond the curriculum elements outlined in the DfE Science and RHE curriculums when teaching children about their changing bodies and sexual reproduction. We do not teach the children about sexual activity.

The Science curriculum outlined by the DfE states:

Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: Notice that animals, including humans, have offspring which grow into adults.

Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

	Safety and the Changing Body
EYFS	Bodies, Respecting my body, Growing up, Growth and change, Fun and fears.
Year One	Know a number of adults in school. Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. Understand that some types of physical contact are never acceptable. Know what can go into or onto the body and when they should check with an adult.
Year Two	Know the name of parts of the body, including those of the private parts for their gender. Explain the PANTS rule.
Year Three + Four	Understand the changes they have already gone through and aware of some changes to come. Understand that they will change physically as they develop into adults.
Year Five + Six	Accurately name all the relevant parts of the body. Understand the changes their own gender will go through during puberty. List the range of changes they will go through during puberty,

Understanding of changes that take place during puberty. Understand the menstrual cycle and that a male and female are needed to conceive a baby. Understand that a baby changes in the womb and some of a baby's requirements during the first month's of life.

Setting ground rules before Relationships, Health and Sex education

Before RHSE takes place, teachers will set a number of ground rules to make sure that the environment is safe and supportive for all. These include:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to not say anything
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Answering Difficult Questions in Sex Education

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. The school believes that teachers must use their skill and discretion in these situations and refer to senior colleagues for advice if concerned.

Partnership with Parents

The school is committed to working with parents. At the Year 5/6 meeting for parents, the content of the Health and Sex Education curriculum is explained and extracts of the material to be used is shown. Parents will be given the option of viewing all materials to be used if they so wish.

The Health and Sex programme at Fordcombe is non-compulsory in Year 5/6. Pupils can be withdrawn by their parents from this programme undertaken by the school. Parents exercising this right are invited to discuss the matter with the class teacher and Headteacher.

Special Educational Needs and Disabilities (SEND)

The School is committed to ensuring that all pupils, including those with identified SEND, experience Relationships Education, Health Education [and sex education] which is appropriate both to their needs and their readiness for learning. Where pupils have SEND which means they need a tailored approach either to ensure teaching is effective or to adapt or sequence content to meet their specific needs, the School will undertake to meet their needs effectively. This will either be through appropriate adaptation or support in class, or in some cases may involve some teaching which happens outside the classroom context.

Wider PSHE

In addition to the curriculum overview provided above for Relationships Education, Health Education and Sex Education, Fordcombe Primary School also teaches a breadth of topics under the broader heading of PSHE (Personal, Social, Health and Economic Education) following the Jigsaw Scheme of Work. The school's work on Character Education (following resources set out in the Jubilee Centre for Character and Virtues primary curriculum) and frequent opportunities in the wider curriculum to support the school community aims to further support the personal growth and development of the young people in our care.

LGBT (Lesbian, Gay, Bisexual, Transgender)

It is our objective that Relationships Education helps to promote awareness of diversity and respect for it, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances. To this end, same

sex relationships are referenced at various points in the Relationships Education curriculum, in that family units may be of different make-up in Year 1 and 2, and from Year 3 onwards directly, specifically in the following ways:

- Year 1 onwards: 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
- 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
- Year 2 onwards: what a stereotype is, and how stereotypes can be unfair, negative or destructive
- Year 3 onwards: 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
- pupils are made aware that some families may have single parents or parents of the same sex, and children in these families are equally entitled to respect
- Year 5 onwards: that bullying or name calling on the basis of actual or perceived sexuality or gender identity is wrong; that LGBT based stereotypes are wrong
- that LGBT couples under British law may marry or enter into civil partnerships and live happy and fulfilled family lives

The School recognises that all people are created in God's image and values and nurtures every child accordingly. Particular regard is had to the Church of England document *Valuing All God's Children*

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Religious backgrounds and perspectives

Fordcombe Primary School is a Church of England school. As such, we will teach pupils in particular the perspectives of the main Christian traditions on Relationships (and sex) alongside teaching pupils their responsibilities, rights and freedoms under British law.

Fordcombe Primary School recognises that careful framing of some issues will be needed to ensure the right balance is maintained. This is particularly the case on LGBT relationships. The School's 'anchor text' on this issue is:

"The majority of people who follow the teachings of Christianity [and/or other faiths] may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. The law in this country allows and respects the right of people to live in families such as this. However, the law also gives people the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children together. That family is also allowed under the law in this country and we respect the rights of people to live in different families."

"If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else."

Visiting speakers

Where visiting speakers are invited or employed to address aspects of these subjects either in class or in other contexts, the School accepts full responsibility for what is said or taught. This responsibility will be discharged by careful due diligence on any visiting speakers in advance of any sessions, including reviewing texts and presentations to be used in advance. The School will ensure that appropriate safeguarding precautions are taken on such occasions, and that any visiting speakers know how to handle any disclosure which may arise or how to report any concerns they may have relating to safeguarding. The School reserves the right to terminate with immediate effect any session run by an external speaker which does not align with the School's ethos or approach.

Confidentiality

A child's confidentiality is maintained subject to our agreed policy on Safeguarding and Child Protection. Concerns regarding the safeguarding of any child will be reported to the Designated Safeguarding Lead.

Virtues and character education

Fordcombe Primary School recognises that Relationships Education is most likely to be successful when aligned with a whole school ethos which is respectful, inclusive and consciously develops the character of its pupils.

Assessment and evaluation

Fordcombe Primary School approaches assessment and evaluation in this subject in the following ways. Assessment in these subjects is needed to ensure teachers know how well pupils have learnt what is intended for teaching. In cases where such assessment indicates less understanding or knowledge than intended, the teacher will put in place additional teaching or practice as required. Assessment can also be used in some cases to provide teachers with a 'baseline' at the start of a topic or lesson (identifying how much pupils already know before the teaching starts) which can be useful both for teachers and pupils. Assessment itself also supports pupils in the learning and application of essential knowledge: the act of recalling or thinking about an unfamiliar application of knowledge strengthens the cognitive function.

The outline curriculum plan in this Policy informs stakeholders including parents of the subject matter covered. There will be no further reporting to parents on individual pupils' performance in these subjects, although their attitudes and conduct in lessons in these subjects may contribute to overall reporting on these issues.

Consultation

A consultation exercise was carried out before this Policy was approved by the Local governing Body. A draft Policy was made available for parents for a six week period, and a drop-in event for parents to see resources and discuss the teaching of these subjects with the Headteacher was offered. All comments received were noted and shared with the Local Governing Body before the final version of the Policy was approved.

Appendix A

- Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run
- The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic
- State-funded schools are required, in discharging their functions, to have due regard to the need to:
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
- advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, they may choose to do so in teaching their pupils about respect for difference and in the context of other requirements, such as promoting fundamental British values and the spiritual, moral, social and cultural development of pupils

- Section 149 of the Equality Act sets out the public sector equality duty, which applies to all state funded schools. In summary, the PSED requires such schools, in their decision-making, to have due regard to the need to:
- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not
- For the purposes of the second and third bullets, relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation

Please see the [PSED](#), for further detail as well as the guidance for schools, [Public Sector Equality Duty Guidance for Schools in England](#) (2014)

Appendix B

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory Keeping Children Safe In Education 2024 document and Ofsted's Review into Sexual abuse in schools and colleges (2021). Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

Year 1	- To begin to understand that being friendly to others makes them feel welcome and included. - To begin to understand what is meant by a stereotype. - To begin to understand the difference between acceptable and unacceptable physical contact.
Year 2	- To begin to understand that some friendships might make us feel unhappy and how to deal with this. - To develop an understanding of stereotypes and how these might affect job/career choices. - To begin to understand the difference between secrets and surprises. - To begin to understand the concept of privacy and the correct vocabulary for body parts. - To understand safe and unsafe touches.
Year 3 + 4	- To begin to understand the impact of bullying. - To recognise that stereotypes are present in everyday life. - To begin to understand the physical and emotional boundaries in friendships. - To explore stereotypes in fictional characters and think about how these might influence us.
Year 5 + 6	- To begin to understand some issues related to online friendships including the impact of their actions. - To recognise how attitudes to gender have changed over time. - To understand that respect is two-way and how we treat others is how we can expect to be treated. - To explore other people's attitudes and ideas and to begin to challenge these. - To understand stereotypes and be able to share information on them. - To understand the biology of conception (linking to Year 5 Science curriculum as outlined previously).