Humberston Park School

...engaging children in creative and enjoyable learning that is of functional value to them now and in the future.

Inclusiveness, Independence & Enjoyment

Relationships and Sex Education (RSE) Policy and Procedures

How does this policy impact on School Improvement?

The policy demonstrates our commitment to providing high-quality Relationships, Sex and Health Education to ensure that all our pupils are taught how to stay safe and are best prepared for life in modern Britian. This policy enables us to effectively address key issues such as internet saftey, unhealthy relationships and act in a timely manner to key local trends. This policy illustrates how we ensure pupils learn in an age-appropriate way about respectful and healthy relationships including friendships and family relationships. As a result, pupils will develop the necessary knowledge to help build healthy realtionships, stay safe and equip each individual with the necessary tools and skills to become healthy successful adults.

Approved by:	Trustees	**Date:** December 2024
Last reviewed on:	December 2024	
Next review due by:	December 2025	
Responsibility: Jessica Dawes RSHE and PSHE Lead Co-ordinator		

Contents

Introduction 2
1.Intent……..3
2. Definition 3
3. Statutory Requirements 4
4. Parents' right to withdraw 4
5. Policy Development 4
6. Delivery of RSE 5
7.Curriculum……5
8. Inclusivity ……6
9. Use of resources ……7
10. Use of external organisations, visitors and materials 7
11. Roles and responsibilities 8
12. Training 10
13. Monitoring, elvaluation and review 10
14. Impact 10
15.Useful resources and links ……11
Appendix 1: Curriculum timetables 12
Appendix 2: By the end of school pupils should know 15
Appendix 3: Parent form: withdrawal from sex education within RSE 38

Introduction

This policy sets out Humberston Park School's (HPS) whole school approach to Relationships and Sex Education (RSE). We believe that RSE alongside relationships and health education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their own well-being.

At Humberston Park School, Personal, Social, Health and Economic (PSHE) education is embedded within our broad and balanced, needs lead curriculum. Relationships, Health and Relationships and Sex Education (RSHE) are taught within PSHE and aim to maximise pupils' ability to recognise and respond to all forms of abusive behaviour, promote their independence and levels of autonomy and enable each pupil to take an active and positive role in their social environment including the wider community.

Humberston Park School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality, needs lead RSE, we are upholding the ethos and values of our school and its commitment to protected characteristics, independence, inclusivity, enjoyment and personal development.

The development of this policy was led by Jessica Dawes: Lead Practitioner, Senior Mental Health Lead, RSHE/PSHE Lead Coordinator and Deputy Designated Safeguarding Lead, in consultation with our parents, carers, staff, Senior Mental Health Leads (SMHL), Safeguarding Team, Local Authority Wellbeing Programme Lead for Schools and other stakeholders.

We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver RSE under sections 34 and 35 of the Children and Social Work Act 2017. It will have due regard for the Department for Education's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme of study continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies: Anti-Bullying Policy, Behaviour policy, Mental Health and Wellbeing Policy and Procedures, Child Protection and Safeguarding Policy and PSHE policy.

This policy aims to:

- Give an overview of our RSE Policy and curriculum
- Outline the statutory guidelines for teaching RSE
- Inform you as parents/carers of your choices
- Summarise the curriculum and intent of the curriculum

---

1. Intent

In line with Humberston Park School's ethos and values the Relationships and Sex Education (RSE) curriculum aims to provide high quality, needs lead and meaningful education to promote independence, inclusivity and enjoyment to prepare pupils for adult life.

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework and safe environment in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of changes to the adolescent body and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils how to stay safe and report any concerns
- Teach pupils how to build healthy relationships and identify unhealthy relationships
- To equip each of our pupils with the necessary tools, skills and knowledge to become successful healthy adults

At Humberston Park School we are very aware that pupils with special educational needs and disabilities (SEND) are more at risk of all forms of abuse due to their vulnerabilities. Therefore, it is hoped that RSE will increase pupils' ability to recognise and respond to abusive behaviour and empower pupils to create safe, respectful and enjoyable relationships with others.

2. Definition

What is Relationships and Sex Education (RSE)?

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

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

RSE is not about the promotion of sexual activity.

3. Statutory Requirements

Why do we teach Relationships and Sex Education?

As a special school academy for pupils aged three to nineteen, we must provide relationships education to all primary aged pupils and relationships and sex education (RSE) to all secondary aged pupils under section 34 of the Children and Social Work Act 2017. We must provide health education to all pupils under section 35 of the Children and Social Work Act 2017.

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

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Sections 80A and 80B of the Education Act 2002
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Humberston Park School, we teach RSE as set out in this policy.

4. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/ non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

5. Policy Development

The development of this policy was led by Jessica Dawes: Lead Practitioner, Senior Mental Health Lead, RSHE/PSHE Lead Coordinator and Deputy Designated Safeguarding Lead, in consultation with our parents, carers, staff, Senior Mental Health Leads (SMHL), Safeguarding Team, Local Authority Wellbeing Programme Lead for Schools and other stakeholders.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were emailed, asking them to comment about the policy

4. Pupil consultation – through discussions with pupils and questionnaires we gained their feedback on the RSE curriculum

5. Ratification – once amendments were made, the policy was shared with trustees and ratified

6. Delivery of RSE

How do we teach it?

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects of personal development including protected characteristics, character development, fundamental British values, citizenship and Spiritual, Moral, Social and Cultural (SMSC) development which are also included in religious education (RE).

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary, during ongoing curriculum review.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, cognitive ability, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

Sex education will not automatically be taught to all pupils across the school. It will be after discussions with parents/carers on the suitability and appropriateness regarding the individual's level of comprehension. Personalised teaching packages to suit the needs of the individual will be provided and they will be taught on a one-to-one basis. This may include support from outside agencies.

For more information about our curriculum, please see details on our school website, the RSHE Programme of Study in Appendix 2 or contact the RSHE lead co-ordinator within school to discuss further.

7. Curriculum

Implementation

From an early age personal, social, health and economic (PSHE) education is embedded throughout the school day and wider curriculum at Humberston Park School. Relationships and health education lessons are

allocated two (45 minutes) timetabled sessions a week and are implemented using a spiral curriculum approach. Sex education topics including: menstruation, masturbation and erections, sexual intercourse, sexual health and contraception are taught on a one-to-one basis, following a personalised learning approach to meet the needs and cognitive understanding of each individual following discussions with parents and carers.

What do we teach?

Relationships Education:

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

Health Education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body – including anatomically correct terminology

Relationships and Sex Education (RSE):

- Families
- Respectful relationships including friendships
- Online and media
- Being Safe
- Menstruation*
- Masturbation and erections*
- Intimate relationships*
- Sexual Intercourse*
- Sexual Health*
- Contraception*
- Pornography and sexually explicit material*

* Topics will only be taught on a one-to-one basis after discussions with parents and carers

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

8. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

9. Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Materials and resources used to teach RSE at Humberston Park School will be made available to parents and carers to see upon request.

10. Use of external organisations, visitors and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage and cognitive understanding
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
        - The Education Act 2002
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, <u>under any circumstances</u>:
    - Work with external agencies that take or promote extreme political positions
    - Use materials produced by such agencies, even if the material itself is not extreme

11. Roles and Responsibilities

<u>Who?</u>

Trustees:

- School trustees will continue to play a key role in the development of the Relationships and Sex Education (RSE) policy through regular evaluations. School trustees will approve the RSE policy and hold the Headteacher to account for its implementation.

Headteacher:

- The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

RSHE Lead Co-ordinator:

- The RSHE Lead Co-ordinator takes responsibility for this policy and its implementation, liaising with the Trust Board, parents/carers, nurse and other relevant agencies.

- To ensure this policy is made available on the school website and as a hard copy on parents/carers request.

- To monitor and evaluate PSHE and RSHE sessions through lesson observations, pupil records of achievement (PROA) and feedback from pupils and staff through audits.

- To monitor key local trends and make changes and implementations to the RSE, RSHE and PSHE curriculum delivery where necessary to ensure these are addressed.

Class Team Leaders (CTL) and Teaching Assistants (TA):

CTL and TA are responsible for:

- Delivering RSE, RSHE and PSHE in a sensitive way
- Classroom organisation, pupil groupings and the preparation of resources
- Delivering the RSE and RSHE curriculum taking into account each individual's developmental stage and cognitive ability, differentiating teaching styles and resources when necessary
- Modelling positive attitudes to RSE
- Monitoring progress and pupil wellbeing
- Responding to the needs of individual pupils, liaising with parents/carers and RSHE Co-ordinator/ Leadership Team
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Respond promptly to concerns following the safeguarding procedures

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or RSHE Lead Co-ordinator.

At Humberston Park School, CTL have the overall responsibility for teaching RSE within the classroom.

Premises, administration, catering staff, school nurse, therapists and visitors to the school:

- Everyone is responsible for forwarding any concerns they have with their line manager or a member of the safeguarding team.

Parents/carers:

- Parents/carers will liaise with the school to construct a well-being profile of their child, identifying their 'normal' emotional state and report any concerns.
- Inform the school of their desire to exclude their child from any aspect of RSE delivered through PSHE.

Pupils:

- Pupils should communicate their needs where possible using their individual mode of communication.
- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12. Training

Staff are trained on the delivery of RSE, RSHE and PSHE and it is included in our continuing professional development calendar. Regular meetings are held with the PSHE links in each class across the school to ensure all staff are kept up-to-date with key changes.

The PSHE and RSHE Lead Co-ordinator will also invite visitors from outside the school, including but not limited to school nurses or sexual health professionals and experts, to provide support and training to staff teaching RSE.

13.Monitoring, evaluation and review

The delivery of RSE is monitored by Jessica Dawes Lead Practitioner / PSHE/RSHE Lead Co-ordinator through:

- Learning walks
- Work scrutiny
- Monitoring PROA files
- PSHE/RSHE audits
- Gathering and acting on pupil feedback
- Regular reviews of the curriculum
- Remaining up-to-date with government changes
- Implementing staff training and review meetings

The PSHE and RSHE Lead Co-ordinator is responsible for monitoring, evaluating and reviewing the implementation of this policy.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Jessica Dawes, Lead Practitioner /PSHE/RSHE lead co-ordinator. At every review, the policy will be approved by school's board of trustees and Richard Gargon, Headteacher.

14. Impact

Pupils' potential in the areas of relationships and sexual health is maximised, increasing their ability to recognise and respond to abusive behaviour in order to minimise their vulnerability.

15. Useful Resources and Links

Resources Used:

- PSHE information and resources
- Emotion boards / class rules
- Books and social stories
- Personal communication aids
- Therapists / School nurse
- External agencies
- So Safe Boards

Supporting Policies, Procedures and Curriculums:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Personal Social Health and Economic (PSHE) Policy
- Mental Health and Wellbeing Policy and Procedures
- Religious Education Syllabus
- Science Curriculum

References:

- Relationships Education, Relationship and Sex Education (RSE) and Health Education Statutory guidance (DFE 2019).
- Keeping Children Safe in Education (Statutory guidance), 2023.
- SEND code of practice: 0 to 25 years (Statutory guidance), 2015 (with updates).
- Mental Health and Behaviour in School (advice for schools), 2018.
- Education Act 1996, Human Rights Act 1998, Academies Act 2010, Equalities Act 2010, Education Act 2002
- http://www.education.gov.uk/.
- http://www.sexeducationforum.org.uk/.
- https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- https://www.pshe-association.org.uk/.

Useful contacts/support:

• Childline	www.childline.org.uk	08000 1111
• Family lives (Formerly Parent line Plus)	www.familylives.org.uk	0808 800 2222
• NSPCC	www.nspcc.org.uk	08088005000
• Young Minds Matter		01472 252570
• Compass Go	www.compass-uk.org	01472 494250
• Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk	

Appendix 1: Relationships Education Curriculum Timetable

January	February	March	April
Changing Adolescent Bodies 1. The Growing Body 2. Body Parts (terminology) 3. As we get older - Personal Hygiene 4. *Basic Puberty Facts* *** Menstruation, Masturbation, Sexual Intercourse Teach only with PL permission ***	Online Relationships 5. Internet Safety and harms 6. Online Relationships *Half Term* 1. Private Information/ So safe, safer adults Event: Safer Internet Day	Caring Friendships 2. What makes a good friend 3. How do friends make us feel 4. Getting on and falling out 5. Dealing with peer pressure 6. Online Relationships	Being Safe 6. Online Relationships (cont.) *End of Term* 1. So Safe/ Safer Adults 2. Privacy
May	**June**	**July**	**August**
Being Safe 3. My Body Belongs to me 4. Good touch Bad touch (let's talk pants) 5. Appropriate and Inappropriate Physical Contact 6. Secrets Event: Mental Health Week	Families and People that know and care for me *Half Term* 1. Role's people play in our lives 2. So Safe/ Safer Adults 3. Who loves and cares for me 4. Different Families	Families and People that know and care for me 5. Good and Bad Relationships 6. Common Features of family life 7. Who I can talk to *End of Term* 1. Telling the truth/Honesty	Respectful Relationships 2. We are all different 3. Right from Wrong 4. My behaviour and the community *Half Term*
September	**October**	**November**	**December**
Mental Wellbeing – Emotions 1. Happy 2. Sad 3. Anger 4. Dealing with Anger 5. Appropriate Behaviour	Mental Wellbeing - Emotions 5. Appropriate Behaviour (cont.) 6. Worried/ Anxious 7. Jealousy 8. Self-Care Techniques Half Term Event: World Mental Health Day,	Respectful Relationships 1. Kind and Unkind Behaviour 2. Anti-Bullying 3. Bullying/ Reporting Concerns 4. So Safe/ Safer Adults Events: World Kindness Day & Anti-Bullying Week	Respectful Relationships 5. Respect 6. Manners 7. So Safe/ Safer Adults *End of Term*

Appendix 1: Health Education Curriculum Timetable

January	February	March	April
Personal Hygiene 1. Importance of washing – face washing/ showering 2. Hand Washing 3. Dental hygiene 4. As we get older Personal Hygiene -Changing Adolescent Bodies	E-Safety/ Online Safety 5. Internet Safety and harms 6. Online Relationships *Half Term* 1. Private Information/ So safe, safer adults Event: Safer Internet Day	Healthy Lifestyles 2. Healthy Eating 3. Healthy Eating 4. Importance of exercise 5. Importance of exercise 6. Safety in the home – dangers of electricity Event: Sport Relief Week	Safety in the home 6. Safety in the home – dangers of electricity (cont.) *End of Term* 1. Safety in the home – cleaning products 2. Road Safety
May	**June**	**July**	**August**
My Body 3. Good touch Bad touch (let's talk pants) 4. So Safe/ Safer adults 5. Mental Wellbeing 6. Mental Wellbeing or Changing Adolescent Bodies Event: Mental Health Week	Basic First Aid *Half Term* 1. Medicine and Drug Safety 2. Basic First Aid – Bleeding/Cuts 3. Mental Wellbeing - Sleep 4. Mental Wellbeing	Being Safe 5. Sun Safety 6. Water Safety 7. So Safe/ Safer Adults *End of Term* 1.Telling the truth/Honesty	British Values/Respectful Relationships 2. We are all different 3. Right from Wrong 4. My behaviour and the community *Half Term*
September	**October**	**November**	**December**
People who help us 1. Police 2. Doctors/ Nurses/ Paramedics 3. Dentist 4. Lifeguards/ Coastguards 5. Teachers/ At School	People who help us continued 5. Teachers/ At School (cont.) 6. Hairdressers/ Opticians 7. Fire Service 8. Fire Safety/ Basic First Aid Burns Half Term Events: World Mental Health Day & World Drug Day	Anti-Bullying/ Road Safety/ Fire Safety 1. Fire Safety 2. Anti-Bullying 3. Road Safety 4. So Safe/ Safer Adults Events: Bonfire Night, Anti-Bullying Week, Road Safety Week (BRAKE)	Personal Hygiene 5. Dental Hygiene 6. Hand Washing 7. Importance of staying clean – face washing/ showering *End of Term*

Appendix 1: Sex Education Curriculum (Taught on a one-to-one basis with parents/carers consent)

• **Menstruation and Menstrual Wellbeing**
• **Erections and Masturbation**
• **Intimate Relationships**
• **Sexual Intercourse**
• **Sexual Heath**
• **Contraception and Birth Control**
• **Consent**
• **Pornography and sexually explicit material**
• **Self-examination and regular screening**
• **Sexual harassment and sexual violence**

Sex education topics listed above will not automatically be taught to all pupils across the school. It will be after discussions with parents/carers on the suitability and appropriateness regarding the individuals' level of comprehension. Personalised teaching packages to suit the needs of the individual will be provided and they will be taught on a one-to-one basis. This may include support from outside agencies.

Appendix 2: RSHE Programme of Study

Relationships Education: Families and People that know and care for me	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify the roles different people play in their life including family, friends, teachers and carers.						
2. Pupil can identify the people who love and care for them and identify what they do to help them feel cared for including characteristics of successful parenting.						
3. Pupil can recognise there are different types of relationships (friendships, family relationships and romantic relationships). Links can be made to SO SAFE.						
4. Pupil can recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents and carers).						
5. Pupil understands that families of all types can give family members love, security and stability.						
6. Pupil can identify that a key feature of positive family life is caring relationships; identifying the different ways in which people care for one another and how this this contributes to human happiness.						
7. Pupil can identify good and bad (safe and unsafe) relationships.						
8. Pupil can identify common features of family life (love, security, safety, care, happiness) and identify shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty.						
9. Pupil can understand that people who love and care for each other can be in a committed relationship (e.g., married, living together but can also live apart).						
10. Pupil understands it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy, scared or worried.						
11. Pupil understands how to seek advice or help when needed.						

Appendix 2: RSHE Programme of Study

Relationships Education: Caring Friendships	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify who their friends are and explain why they are a good friend and how having them as a friend makes them feel (happy, secure).						
2. Pupil can recognise the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.						
3. Pupil can identify what makes a good friend and what constitutes a positive healthy friendship through identifying characteristics (mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). Pupil understands the same principles apply to online friendships as to face-to-face relationships.						
4. Pupil can understand what it means to 'know someone online' and how it differs from knowing someone face-to-face including the risks associated with communicating online with others not known face-to-face.						
5. Pupil can identify that healthy friendships make people feel included and recognise when others or themselves are feeling lonely or excluded; identifying strategies to include them.						
6. Pupil understands the importance of seeking support if they are feeling lonely or excluded.						
7. Pupil can recognise and manage peer influence and pressure.						
8. Pupil can identify how friendships can change over time and understand the importance of making new friends and the benefits of having different types of friends.						
9. Pupil can identify that friendships have ups and downs and recognise the strategies to resolve disputes and reconcile differences positively and safely.						
10. Pupil can identify if a friendship (online or face-to-face) is making them feel unsafe or uncomfortable and how to manage this and seek help and support if necessary.						

Appendix 2: RSHE Programme of Study

Relationships Education: Respectful Relationships	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify differences and similarities in people and recognise what they have in common with others e.g., physically, in character, in personality or background, preferences or beliefs.						
2. Pupil can identify that being different is a positive and demonstrate an understanding of what it might be like if we were all the same.						
3. Pupil can demonstrate how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own.						
4. Pupil can identify what a stereotype is and how stereotypes can be unfair, negative or destructive. Can identify protected characteristics.						
5. Pupil can identify what is kind and unkind behaviour and demonstrate an understanding of how personal behaviour can affect other people.						
6. Pupil can recognise and model respectful behaviour and understand the importance of self-respect and how this links to their own happiness.						
7. Pupil can recognise and model polite, courteous behaviour and the correct use of manners in school and the wider community.						
8. Pupil can identify and demonstrate how to listen to others and how to discuss and debate topical issues, respecting other people's point of view and constructively challenge those they disagree with.						
9. Pupil can identify what bullying is, the different types of bullying, how this makes people feel and its impact.						
10. Pupil can identify who they can talk to if they are worried about bullying, including at home and in school, including their responsibility as bystander.						
11. Pupil can recognise and identify situations when it is important to seek permission in relationships with friends, peers and adults.						
12. Pupil can identify that some types of behaviour within relationships are criminal, including violent behaviour, coercive control, sexual harassment.						

Appendix 2: RSHE Programme of Study

Relationships Education: Online Relationships	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify that people sometimes behave differently online, including by pretending to be someone they are not.						
2. Pupil can identify that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when anonymous.						
3. Pupil can identify the risks associated with people they have never met online.						
4. Pupil can identify the rules and principles of keeping safe online, how to recognise risks and how to report concerns.						
5. Pupil can identify that material shared online with another person has the potential to be shared online and can be difficult to remove.						
6. Pupil can identify that they should not share material they do not want to be shared further and that they should not share personal material which is sent to them.						
7. Pupil can identify what to do and where to get support to report issues online.						

Appendix 2: RSHE Programme of Study

Relationships Education: Being Safe	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify what sorts of boundaries are appropriate in friendships and with peers, including in a digital context. (SO SAFE, sending photographs online).						
2. Pupil can identify and demonstrate how to respond to adults they don't know. (SO SAFE)						
3. Pupil can identify that some things are private and the importance of respecting privacy. (Closing toilet doors, sharing key information, personal information (medical/periods/ bowel movements), body parts)						
4. Pupil can understand and identify the importance of not keeping secrets. Pupil can identify what are good 'surprises' and what are bad secrets.						
5. Pupil can identify that their bodies belong to them and that it is not ok for others to look at or touch their bodies without permission. To understand that sometimes people such as doctors, parents, carers and teachers may need to help them in situations such as toileting, medical situations.						
6. Pupil can identify the difference between appropriate and inappropriate or safe and unsafe physical and other contact.						
7. Pupil can understand and explain the pants rule.						
8. Pupil can identify when they are in safe or unsafe situations.						
9. Pupil understands how and who to report feelings of being unsafe around adults or peers in a variety of settings, identifying trusted adults.						
10. Pupil understands how to report concerns of abuse and the vocabulary and confidence needed to do so.						
11. Pupil can identify where to get advice (family, school and other sources)						

Appendix 2: RSHE Programme of Study

Health Education: Mental Wellbeing	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil understands that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupil can identify early signs of mental wellbeing concerns.						
2. Pupil can understand that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness etc) and a scale of emotions that all humans experience in relation to different experiences and situations.						
3. Pupil understands how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.						
4. Pupil understands how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.						
5. Pupil can understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.						
6. Pupil can identify simple self-care techniques, including the importance of rest and time spent with friends and family and the benefits of hobbies and interests.						
7. Pupil understands isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Identify that happiness is linked to being connected with others.						
8. Pupil understands that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.						
9. Pupil understands 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 online).						
10. Pupil understands 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.						

Appendix 2: RSHE Programme of Study

Health Education: Healthy Living – Sleep	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil understands the importance of sufficient good quality sleep for good health.						
2. Pupil understands that lack of sleep can affect weight, mood and ability to learn.						

Health Education: Healthy Living – Health and Fitness	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify the characteristics and mental and physical benefits of an active lifestyle.						
2. Pupil understands the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling, a daily active mile or other forms of regular, vigorous exercise.						
3. Pupil can identify the risks associated with an inactive lifestyle (including obesity).						
4. Pupil understands how and when to seek support including which adults to speak to in school if they are worried about their health.						
5. Pupil can identify associations between physical activity and promotion of mental wellbeing including as an approach to combat stress.						

Appendix 2: RSHE Programme of Study

Health Education: Healthy Living – Healthy Eating	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil understands what constitutes a healthy diet (including understanding calories and other nutritional content).						
2. Pupil understands the principles of planning and preparing a range of healthy meals.						
3. Pupil can identify 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).						

Health Education: Basic First Aid	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify what adults can help if they have an accident or an injury.						
2. Pupil can identify the role of the emergency services.						
3. Pupil understands how to identify dangers in emergency situations.						
4. Pupil understands how to make clear and efficient calls to the emergency services if necessary. Pupil understands the consequences of ringing them if it is not an emergency.						
5. Pupil understands the importance of never taking medicines without adult supervision.						
6. Pupil understands the concepts of basic first aid – for example dealing with common injuries including: head injuries, cuts, grazes, burns/scalds.						

Appendix 2: RSHE Programme of Study

Health Education: Medicine and Drug Safety	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil understands the importance of not taking drinks, sweets, tablets etc. from strangers.						
2. Pupil understand the dangers of not taking medicines responsibly.						
3. Pupil understands the importance of only taking medicines from known trusted adults.						
4. Pupil understands that people can pretend to be someone else and sometimes people do things to try and hurt other people.						
5. Pupil understands how to avoid peer pressure and know what to do if someone tells them that someone, they know says its ok but they don't want to.						
6. Pupil understands the facts about legal and illegal harmful substances and knows that they should never take any harmful substances.						
7. Pupil understands the associated risks and dangers to smoking/vaping, alcohol use and drug taking.						
8. Pupil understands medicines (including vaccinations and immunisations and those that support allergic reactions) can help people stay healthy.						
9. Pupil understands medicines should never be taken on their own, they should always have an adult to administer medication.						

Appendix 2: RSHE Programme of Study

Health Education: Personal Hygiene and Health and Prevention	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						
2. Pupil understands the facts and science relating to immunisation and vaccinations and the importance and impact they have on our health.						
3. Pupil understands the importance of maintaining good personal hygiene and what germs including bacteria and viruses can do to our health.						
4. Pupil understands how germs, bacteria and viruses are spread and treated.						
5. Pupil understands the importance of hand washing.						
6. Pupil can wash their hands using the correct hand washing procedure independently.						
7. Pupil understands the importance of dental health and the benefits of good oral hygiene including dental flossing.						
8. Pupil understands the importance of regular check-ups at the dentist.						

Appendix 2: RSHE Programme of Study

Health Education: Sun Safety	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify safe and unsafe exposure to the sun.						
2. Pupil understands the effects of sun exposure.						
3. Pupil understands how to reduce the risk of sun damage.						
4. Pupil understands the importance of wearing sun-cream to protect the skin.						
5. Pupil understands how to stay safe in the sun – clothes, hats, sun-creams, shade.						

Appendix 2: RSHE Programme of Study

Health Education: Road Safety	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil understands the road safety rules – The Green Cross Code.						
2. Pupil can identify where and when it is safe to cross the road.						
3. Pupil can identify who it is safe to cross the road with.						
4. Pupil can identify the dangers of traffic and crossing/playing near the road.						
5. Pupil can identify how to safely walk on the path close to traffic (walk on the inside of an adult/ hold an adult's hand).						
6. Pupil understands the dangers of walking out into the road behind parked cars/ buses/ vans.						
7. Pupil understands the importance of not going into the road to retrieve items e.g., ball, shoe.						
8. Pupil understands what traffic lights for vehicles mean (what do the colours mean?)						
9. Pupil understands and demonstrates rules for in car behaviour: • Always wear a seatbelt						
• Hands away from the door handle						
• Do not distract the behaviour						
• Sit quietly and still in your seat						
• Get out of the car on the pavement side						

Appendix 2: RSHE Programme of Study

Health Education: Safety in the Home	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can recognise risk in simple everyday situations and know what action to take to minimise harm.						
2. Pupil can identify how to keep safe at home by identifying dangers in the home:						
• Dangers of electricity and electrical appliances (including sockets).						
• Dangers of cleaning products and harmful substances (including how to safely store products and how to identify warnings on labels).						
• Dangers of hazardous objects (knives, broken glass, ovens, hot pans, boiling water, fires, matches and lighters).						
• Dangers of spillages – slips and falls						
3. Pupil understands what to do if there is an accident and someone gets hurt and can identify who can help them.						
4. Pupil can identify rules and age restrictions that keep us safe.						
5. Pupil understands that household products (including medicines) can be harmful if not used correctly.						
6. Pupil can identify what are dangerous or hazardous products in the home.						
7. Pupil understands and can demonstrate how to safely store products within the home (including medicines, hazardous products and food).						

Appendix 2: RSHE Programme of Study

Health Education: Water Safety	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify the dangers of and around water including summer and winter water.						
2. Pupil understands the water safety code – what to do if they get into difficulties in water.						
3. Pupil can identify and understand the role of a lifeguard and coastguard.						
4. Pupil understands the importance of never going swimming unsupervised.						
5. Pupil can identify what services help in water rescue.						
6. Pupil can identify and understand that electrical items should never go near water.						
7. Pupils can identify the signs and warning symbols related to water safety.						

Appendix 2: RSHE Programme of Study

Health Education: Fire Safety	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify who helps in an emergency and explain the role of the fire service.						
2. Pupil understands the importance of never playing with matches, lighters or any form of fire and can identify the dangers.						
3. Pupil understands and can demonstrate what to do in an emergency (if they were on fire). (Stop, drop and roll).						
4. Pupil understands how to make clear and efficient calls to the emergency services if necessary. Pupil understands the consequences of ringing them if it is not an emergency.						
5. Pupil understands the fire safety rules.						
6. Pupil understands the fire safety rules around bonfire night, fireworks and sparklers.						
7. Pupils can identify the dangers associated with fire and understand the consequences (burns).						
8. Pupils can identify and locate social sight signs (fire exit, flammable, fire extinguishers).						
9. Pupils understand the importance and can demonstrate what to do during a fire drill.						

Appendix 2: RSHE Programme of Study

Health Education: Internet Safety and Harms	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil understands that for most people the internet is an integral part of life and has many benefits (what the internet can be used for).						
2. Pupil understands that not all information seen online is true (fake news).						
3. Pupil can identify things that are appropriate to share and things that should not be shared online and on social media including personal images and personal information.						
4. Pupil understands 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.						
5. Pupil understands the effect of their online actions (bullying) on others and know how to recognise and display respectful behaviour online.						
6. Pupil understands the importance of keeping personal information private.						
7. Pupil understands why social media, some computer games and online gaming, for example, are age restricted.						
8. Pupil understands 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.						
9. Pupil understands the importance of not keeping secrets and telling a responsible adult as soon as possible.						

Appendix 2: RSHE Programme of Study

10. Pupil understands that they should seek permission from a responsible adult for certain online platforms.						
11. Pupil understands that sometimes people behave differently online, including by pretending to be someone they are not.						
12. Pupil can identify where and how to report concerns and get support with issues online.						

Appendix 2: RSHE Programme of Study

Health Education: People who Help Us	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil can identify who the people are who help us:						
• Teachers						
• Police Officers						
• Fire Fighters						
• Doctors/Nurses/ Paramedics						
• Dentist						
• Opticians						
• Hairdressers						
• Lifeguards/ Coastguards						
• Lollipop Men/Women						
• Bus Drivers/Escorts						

Appendix 2: RSHE Programme of Study

Health Education: People who Help Us (continued)	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
2. Pupil can identify how each person helps us:						
• Teachers						
• Police Officers						
• Fire Fighters						
• Doctors/Nurses/ Paramedics						
• Dentist						
• Opticians						
• Hairdressers						
• Lifeguards/ Coastguards						
• Lollipop Men/Women						
• Bus Drivers/Escorts						

Appendix 2: RSHE Programme of Study

Health Education: People who Help Us (continued)	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
3. Pupil can identify safer adults.						
4. Pupil can identify what situations we may need help and by whom.						

Appendix 2: RSHE Programme of Study

Health Education: Changing Adolescent Bodies	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil understands the growing body from young to old and how people's needs change. (Baby, toddler, child, teenager, adult, elderly)						
2. Pupil can name and locate the main parts of the body (head, neck, back, arms, elbow, legs, feet, knees, face, ears, eyes, hair, mouth, teeth, hands fingers etc.).						
3. Pupil understands the importance of personal hygiene on the changing adolescent body including regular washing/showering, applying deodorant, shaving, cleaning and washing face to prevent spots.						
4. Pupil understands what parts of the body are private (parts of the body covered by a swimming costume or swimming trunks).						
5. Pupils can name and locate genitals using the correct terminology (penis, testicles, vagina, vulva and breasts).						
6. Pupil can identify who the trusted adults are who they can talk to if they have concerns.						
7. Pupil understands the basic facts about puberty and the changing adolescent body, including physical and emotional changes.						
*** The following is only to be addressed after discussions with Phase Leaders and parents ***						
8. Pupil understands the key facts about the menstrual cycle and menstrual wellbeing.						
9. Pupil understands key facts about erections and masturbation.						

Appendix 2: RSHE Programme of Study *Taught only on a one-to-one basis after discussions with parents and carers

Sex Education: Intimate and sexual relationships including sexual health	Working on	Skill Achieved	Independent	Fluent	Maintains	Generalised Where -
1. Pupil understands the key facts about the menstrual cycle and menstrual wellbeing.						
2. Pupil understands key facts about erections and masturbation.						
3. Pupil understands how a baby is conceived and born (sexual intercourse).						
4. Pupil understands they have a choice to delay sex or to enjoy intimacy without sex.						
5. Pupil can identify the facts about the full range of contraceptive choices, efficacy and options available.						
6. Pupil can recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.						
7. Pupil can identify that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.						
8. Pupil can identify the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.						
9. Pupil can identify that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.						
10. Pupil can identify the facts around pregnancy including miscarriage.						
11. Pupil can identify that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).						

Appendix 2: RSHE Programme of Study *Taught only on a one-to-one basis after discussions with parents and carers

12. Pupil can identify how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.						
13. Pupil can understand about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.						
14. Pupil understands how the use of alcohol and drugs can lead to risky sexual behaviour.						
15. Pupil can identify how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.						

Humberston Park School

...engaging children in creative and enjoyable learning that is of functional value to them now and in the future.

Inclusiveness, Independence & Enjoyment

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	