



Scargill C of E Primary School

# Relationships and Health Education Policy

Signed by:

Headteacher/  
Executive Head

Date: \_\_\_\_\_

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Chair of governors

Date: \_\_\_\_\_

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## 1. Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2025, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, "**relationships and sex education**" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, "**health education**" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

## 2. School Ethos and Environment

Scargill C of E Primary believes that by creating a welcoming and supportive environment for our pupils and by actively seeking to foster good home/school links, we create an ethos of open dialogue and trust, where parents feel they can discuss all aspects of their children's education. We recognise that there will be a wide variety of home experiences and situations, and that all children and their families have a right to privacy, respect and acceptance and our approach to teaching SRE will be non-judgemental and respectful. By producing a written SRE policy, we are clarifying the position of the whole school community, and supporting relationships as we all work towards shared goals.

## 3. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in Appendix 1 of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed annually through the school website and department newsletters about the content of the Relationships and Health Education taught in each year group. Parents are invited to discuss the content with the class teacher if they want further information or clarity. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

#### 4. Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

As a Church of England school, Scargill C of E Primary School is committed to ensuring that our Relationships and Health Education curriculum enables all pupils to flourish. Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. We undertake to follow the principles in the Church of England Charter. We commit:

- To work in partnerships with parents and carers.
- That RHE be delivered professionally and as an identifiable part of Personal, Social and Health Education (PSHE) curriculum.
- That RHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.
- That RHE will seek to build resilience in our pupils to help them form healthy relationships and to keep themselves safe.
- That RHE will promote healthy resilient relationships set in the context of character and virtue develop. It will reflect the vision and associated values of the school and encourage relationships that are hopeful and aspirational.
- That RHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.
- To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.
- To seek pupils' views about RHE, in an age appropriate manner and in consultation with parents and carers, so that teaching can be made relevant to their lives.

#### 5. Curriculum Content

Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Coverage and learning intentions to puberty and human reproduction

Year group	Piece (lesson) number and name	Learning Intentions relating to body changes in puberty and human reproduction
Ages 4-5 Reception	My Body	<ul style="list-style-type: none"> <li>I can name parts of the body.</li> </ul>
	Growing Up	<ul style="list-style-type: none"> <li>I understand that we all grow from babies to adults.</li> </ul>
Ages 5-6 Year 1	Life Cycles	<ul style="list-style-type: none"> <li>I am starting to understand the life cycles of animals and humans</li> <li>I understand that changes happen as we grow and that this is OK</li> </ul>
	Changing Me	<ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>I know that changes are OK and that sometimes they happen whether I want them to or not</li> </ul>
	Changing Body	<ul style="list-style-type: none"> <li>I can tell you how my body has changed since I was a baby</li> <li>I understand that growing up is natural and that everybody grows at different rates</li> </ul>
	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus</li> <li>I respect my body and understand which parts are private</li> </ul>
Ages 6-7 Year 2	Life Cycles in Nature	<ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I understand there are some changes that are outside my control and can recognise how I feel about this</li> </ul>
	Growing from Young to Old	<ul style="list-style-type: none"> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can identify people I respect who are older than me</li> </ul>
	The Changing Me	<ul style="list-style-type: none"> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I feel proud about becoming more independent</li> </ul>
	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus) and appreciate that some parts of the body are private</li> <li>I can describe what I enjoy about being a boy or girl whilst understanding we are all different</li> </ul>
Ages 7-8 Year 3	How Babies Grow	<ul style="list-style-type: none"> <li>I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby</li> <li>I can express how I feel when they see babies or baby animals</li> </ul>
	Outside Body Changes	<ul style="list-style-type: none"> <li>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>I recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Inside Body Changes	<ul style="list-style-type: none"> <li>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)</li> <li>I recognise how I feel about these changes happening to me and know how</li> </ul>

		to cope with these feelings
	Keeping Ourselves Clean	<ul style="list-style-type: none"> <li>I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy</li> <li>I know some simple ways of keeping clean which can keep me healthy and protect me from some infections</li> <li>I have started to think about the ways to keep my body clean as I grow up and how I feel about this</li> </ul>
Ages 8-9 Year 4	Puberty and Menstruation	<ul style="list-style-type: none"> <li>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul> <p><b>Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</b></p>
	Being Part of a Family	<ul style="list-style-type: none"> <li>I know there are many types of family and that often our family members form part of our inner circle</li> <li>I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty</li> <li>I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this</li> </ul>
Age 9-10 Year 5	Puberty for Girls	<ul style="list-style-type: none"> <li>I can explain how girls' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally</li> <li>I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Puberty for Boys	<ul style="list-style-type: none"> <li>I can describe how boys' and girls' bodies change during puberty</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Looking Ahead 1	<ul style="list-style-type: none"> <li>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (includes clarification on standing up for self, how age restrictions are there to help you, the pressures of misleading media messages around romantic/physical relationships)</li> <li>I am confident that I can cope with the changes that growing up will bring</li> </ul>
Age 10-11 Year 6	Puberty	<ul style="list-style-type: none"> <li>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Conception	<ul style="list-style-type: none"> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul> <p><b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b></p> <ul style="list-style-type: none"> <li></li> </ul>
	Babies – Conception to Birth	<ul style="list-style-type: none"> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>I recognise how I feel when I reflect on the development and birth of a baby</li> </ul>

		<b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b>
	Boyfriends and Girlfriends	<ul style="list-style-type: none"> <li>● I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</li> <li>● I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</li> </ul>

## Relationships and Health Education: Statutory Content

### **Relationships Education**

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

### Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.

- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

### Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

## 6. Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

## 7. Sex Education

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins. All pupils must be taught the aspects of sex education outlined in the primary science curriculum (Appendix 2) and health education curriculum– which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

### Sex Education as part of PSHE

We teach age-appropriate sex education in Years 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 6: Conception

Year 6: Babies: Conception to Birth

## 8. Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with your child's class teacher. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

### **Where a parent requests withdrawal, we will:**

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content through our website and curriculum information letters regarding the unit of work in the Summer term.

Scargill C of E Primary School will inform parents when aspects of the Sex Education programme are taught via the department newsletters, curriculum letters and the school website. Parents have the right to withdraw their children from the non-statutory components of RSE. Before doing so, parents are encouraged to talk to the class teacher and view the teaching resources if they wish in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing 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 work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn.

Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons.

## 9. Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

## 10. Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils

- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

## 11. Use of outside organisations

Where outside visitors, including the school nurse, are involved in the support and/or delivery of SRE lessons, teachers must ensure that they are clear of their remit before the lesson. Outside visitors will be asked to abide by the school's child protection and confidentiality policies. The programme content of outside visitors should complement and contribute to the school's SRE programme. Under no circumstances should an outside visitor be left alone with a class or individual children, as this may compromise the school's position with regard to child protection and confidentiality issues

## 12. Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can

include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which set out expectations of pupils.

### Gender Identity

Any discussions regarding gender identity will be handled with sensitivity and in an age appropriate manner. Parents will be informed of this prior to sessions taking place.

## 13. Monitoring and review

This policy will be reviewed on an annual basis by the *relationships health education subject lead*, Headteacher and governors. The next scheduled review date for this policy is **July 2027**.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils by newsletter and the school website.

### **Appendix 1 How Scargill C of E Primary School consults parents in the development and delivery of the curriculum:**

Our school understands the important role parents play in enhancing their children's understanding of relationships and health. Parents' views are important in shaping the curriculum.

Our school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through letters, department newsletters and the school website.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group

- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Our school aims to build positive relationships with parents and invited them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

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

## Appendix 2 The Science Curriculum

Y1

### Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### *1.1.1.1 Notes and guidance (non-statutory)*

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

**Y2:**

### Statutory requirements

Pupils should be taught to:

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

### **Notes and guidance (non-statutory)**

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

### **Notes and guidance (non-statutory)**

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Y3,4 – nothing linked

Y5:

#### **Statutory requirements**

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

#### **Statutory requirements**

Pupils should be taught to:

- describe the changes as humans develop to old age.

### Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Y6:

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

### Appendix 3 – Healthy Me and Changing Me overview

Year Group	Spring Term Two	Summer Term Two
	<b>Healthy Me</b>	<b>Changing Me</b>
<b>Reception</b>	<ul style="list-style-type: none"><li>• Exercising bodies</li><li>• Physical activity</li><li>• Healthy food</li><li>• Sleep</li><li>• Keeping clean</li><li>• Safety</li></ul>	<ul style="list-style-type: none"><li>• Bodies</li><li>• Respecting my body</li><li>• Growing up</li><li>• Growth and change</li><li>• Fun and fears</li><li>• Celebrations</li></ul>
<b>Year One</b>	<ul style="list-style-type: none"><li>• Keeping myself healthy</li><li>• Healthier lifestyle choices</li><li>• Keeping clean</li><li>• Being safe</li><li>• Medicine safety/ safety with household items</li><li>• Road safety</li><li>• Linking health and happiness</li></ul>	<ul style="list-style-type: none"><li>• Life cycles – animal and human</li><li>• Changes in me</li><li>• Changes since being a baby</li><li>• Differences between female and male bodies (correct terminology)</li><li>• Linking growing and learning</li><li>• Coping with change</li></ul>
<b>Year Two</b>	<ul style="list-style-type: none"><li>• Motivation</li><li>• Healthier choices</li></ul>	<ul style="list-style-type: none"><li>• Life cycles in nature</li></ul>

	<ul style="list-style-type: none"> <li>• Healthy eating and nutrition</li> <li>• Safety in the home</li> <li>• Safety out and about</li> <li>• Medicines</li> </ul>	<ul style="list-style-type: none"> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Difference in female and male bodies (correct terminology)</li> <li>• Assertiveness</li> </ul>
<b>Year Three and Four Rotation B</b>	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Food labelling and healthy swaps</li> <li>• Attitudes towards drugs</li> <li>• Keeping safe online and off line</li> <li>• Respect for myself and others</li> <li>• Healthy and safe choices outdoors</li> <li>• Water safety</li> <li>• Asking for help</li> </ul>	<b>YEAR THREE</b> <ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Outside body changes</li> <li>• Inside body changes</li> <li>• Personal hygiene</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> </ul>
<b>Year Three and Four Rotation A</b>	<ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Peer influences</li> <li>• Railway safety</li> <li>• Staying safe with friends</li> <li>• Smoking</li> <li>• Alcohol and vaping</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>	<b>YEAR FOUR</b> <ul style="list-style-type: none"> <li>• Being unique</li> <li>• Girls and puberty</li> <li>• Being part of a family</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Environmental change</li> </ul>
<b>Year Five and Six Rotation B</b>	<ul style="list-style-type: none"> <li>• Smoking including vaping</li> <li>• Alcohol and vaping</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> <li>• Motivation and behaviour</li> </ul>	<b>YEAR FIVE</b> <ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Growing responsibility</li> <li>• Coping with change</li> </ul>
<b>Year Five and Six Rotation A</b>	<ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation including 'county</li> </ul>	<b>YEAR SIX</b> <ul style="list-style-type: none"> <li>• Self-image</li> <li>• Body-image</li> <li>• Puberty and feelings</li> </ul>

	<p>lines' and gang culture</p> <ul style="list-style-type: none"><li>• Emotional and mental health</li><li>• Managing stress</li></ul>	<ul style="list-style-type: none"><li>• Conception to birth</li><li>• Reflections about change</li><li>• Physical attraction</li><li>• Respect and consent</li><li>• Boyfriends/ girlfriends</li> <li>• Sexting</li><li>• Conception (including IVF)</li></ul>
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