



FINTON HOUSE
SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

This draft policy is currently being reviewed by the Pastoral Team and will be signed off by Governors at the full board meeting in the Autumn Term

Member(s) of staff responsible: Nicholas Lane and Lettie Sale (PSHEE Coordinators)

Date Revised: September 2024

Governing committee/sub-committee responsible: Safeguarding

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

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1. Policy Vision

At Finton House School, we aim to educate the whole child and to ensure children are happy, healthy and fulfill their potential in terms of the development of skills for life, social and moral values and academic success.

This policy is reviewed and updated every academic year or sooner depending on developments and legislation.

Please read this policy alongside the following relevant policies:

1. Curriculum Policies RSE, Computing, Science, PE
2. Child Protection and Safeguarding Policy
3. Pastoral Care Policy
4. Positive Mental Health and wellbeing
5. Equal Opportunities
6. Acceptable use agreement and Technology Policy
7. Cultural Development Policy
8. Anti-Bullying Policy

Definition of RSE:

Relationship and sex education (RSE) is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. As acknowledged in RSE and Health Education Government Guidance (published 2019 updated 2021) 'everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support'. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996). RSE and Health Education Government Guidance (published 2019 updated 2021) also notes that 'pupils can put RSE knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts'.

The DfE's Guidance definition:

This policy takes into account the current statutory guidance published by the Department for Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)

Additional documents consulted in the writing of this policy include:

- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for RSE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2021)
- Children and Social Work Act (2017)
- Relationship Education, Relationships and Sex Education (RSE) and Health Education (June 2019)
- PSHE Association guidance on SRE (2018)
- Parental Engagement on Relationships Education' (2019)
- Mental health and behaviour in schools' (November 2018)

The 2000 DfE guidance refers to RSE as being “the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.”

(For more details see DfE publications, ‘Sexual Violence and Sexual Harassment between Children in Schools and Colleges’ and KCSiE 2022 <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>, ‘Sexual Offences under the Sexual Offences Act 2003’, ‘Human Rights Act 1998 (HRA) – article 3, 8, 14 and protocol 1, article 2. and Equality Act 2010).

Purpose of RSE policy:

All Schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents about what is taught and when
- Give parents and carers information about their involvement with RSE
- Clarify the content and manner in which RSE is delivered

The Relationships and Sex Education Policy is reviewed and monitored by the PSHEE coordinators.

Context of the RSE policy:

The Finton RSE Policy sits in the context of recent changes to Government Guidance and takes account of current legislation. The school is committed to showing particular regard to the Protected Characteristics being age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Post Everyone’s Invited and in light of the Ofsted Review of sexual abuse in schools and colleges, RSE has more prominence. Alongside the appointment of our Assistant Head Cultural at Finton House we ensure we focus on events that relate to all aspects of society and highlight respect within all relationship e.g. Black History Month and Black Lives Matter, assemblies linked to what different families look like (LGBTQ+) and further resources around this in our library.

The Finton Goals

The Finton House Goals provide the framework of morals and values in the school. These are taught through assemblies, PSHEE and other curriculum lessons, along with class time. RSE is also to be taught in this context. All those who teach aspects of RSE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole community.

Specifically, the teaching of RSE at Finton House will encourage pupils to:

- value and respect themselves
- value and respect others
- value and respect differences in people’s religion, culture, sexual orientation, physical and mental ability and social background.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE.

2. Aims and Objectives for Relationship and Sex Education

The aim of RSE at Finton House is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

RSE at Finton House School aims to:

- develop confidence in talking, listening and thinking about feelings and relationships with regard to promoting mental wellbeing
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinion
- be able to name parts of the body and describe how their bodies work;
- be able to protect themselves and know where to go for help and support;
- gain accurate knowledge and understanding about sexuality and relationships
- to be prepared for puberty.

The objectives of Relationship and Sex Education are;

- To meet the requirements of the DfES guidance on RSE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy
- To know the names of parts of the body
- To respect and care for their bodies
- To provide the confidence to be participating members of society and to value themselves and others.

Relationship and sex education at Finton House will focus on the development of skills and attitudes not just the acquisition of knowledge. Children will be taught to develop critical thinking as part of decision making which will aid preparation for the next stages of their lives.

How is RSE provided?

Pupils at Finton House are given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose also of preventing and removing prejudice. A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

RSE at Finton House is delivered in mixed groups of boys and girls this is most usually the class groupings and with the class teacher. However there will be occasions where specific lessons covering year 5 and 6 content will be taught in single sex groups to ensure that pupils feel comfortable and in response to the pupil survey. Even though the teaching groups may be single sex, female specific topics and male specific topics are taught to the opposite sex.

Respect for all humans is paramount and pupils understand the importance of this and when teaching, staff ensure that the Protected Characteristics being age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation are honoured. As with all the Protected Characteristics, gender issues are taught with clarity and teachers are well support with specific topics such as 'what different families look like'

Teachers at Finton House will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. In every section of the RSE course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the internet and visits.

(See Teaching and Learning section of the PSHEE Policy page 6 and Appendix 3 for resources available to help support staff and pupils in the acquisition of RSE leaning)

Assessment, Monitoring and Reporting

The statutory requirement is now to assess progress in RSE and Finton House has been developing ways to record evidence of progress. We have introduced a specific RSE book that sits alongside the PSHEE book for each child. We acknowledge that progress of RSE will be identified through verbal responses, written tasks, pastoral development of the whole child and therefore assessment is carried out in a variety of ways to ascertain the children's level of understanding of specific tasks and of their overall understanding of an RSE topic.

Assessment methods include lesson observation, discussions with pupils, completion of pupil surveys, questioning and book scrutiny. The monitoring of progress is appropriate to the activity and used to identify pupils who would benefit from additional support or intervention which could be in the form of our Emotional Literacy Skills Groups.

Marking of written work together with verbal feedback is intended to be constructive and in particular aims to raise each child's self-esteem and encourage further thought.

Feedback to parents on the progress of pupils in PSHEE and RSE is included in the class teacher comment of the written report. (Please see the Assessment, Recording and Reporting Policy for further information).

3. The organisation of RSE

Nicholas Lane and Pandora O'Brien (PSHEE coordinators) are the designated teachers with responsibility for coordinating relationship and sex education. Alice Drew consults with the coordinators as Assistant Head Culture and organises themes of RSE through the assemblies with phase leaders delivering these. A weekly Pastoral meeting takes place with Deputy Head Pastoral, Assistant Head Wellbeing, Assistant Head Culture and both PSHEE / RSE coordinators to work through current action points and further develop the provision in the school. This also gives us another opportunity to discuss most recent pupil voice e.g. results from the Y5/6 PSHEE/RSE pupil survey. In these meetings we prepare the material for the Pastoral Governor Committee report.

The teaching of RSE spans throughout the whole school curriculum. The Finton House SOW has been development using the PSHEE association framework as an important source, together with consultation from Coram Life Education and ItHappens. The overview below demonstrates when (term and year), within the curriculum, RSE is delivered. Please also refer to Appendix C for the PSHEE Curriculum Overview where aspects of RSE are also communicated.

As mentioned RSE is fully embedded within school life however it is important for us to identify where RSE is taught to ensure full coverage and measurement of progress for the pupils.

The overview below details further where the content of the RSE is specially taught e.g. Health and prevention is included in the Victorians unit of work in year 5. Further detail on the individual topics relating to this overview can be found in appendix D.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Digital Health, Wellbeing & Lifestyle Online Privacy and Security How to stay healthy How we are special People who care for us	Digital Health, Wellbeing & Lifestyle Online Privacy and Security Mental wellbeing Physical health and fitness How to stay healthy Developing and maintaining a variety of healthy relationships, within a range of social/cultural contexts	Digital Health, Wellbeing & Lifestyle Online Privacy and Security Respecting equality & diversity in relationships	How to maintain good friendships How we change as we grow Respectful relationships Being safe Mental wellbeing Digital Health, Wellbeing & Lifestyle Online Privacy and Security	Digital Health, Wellbeing & Lifestyle Online Privacy and Security Mental wellbeing How emotions change as we get older (End of Paws B)	Digital Health, Wellbeing & Lifestyle Online Privacy and Security Physical and biological changes experienced during puberty	Mental wellbeing Health and prevention Basic first aid How emotions change as we get older (End of Breathe) Digital Health, Wellbeing & Lifestyle Online Privacy and Security
Spring	Families and people who care for me Respectful relationships Online Relationships Managing Online Information How we change as we grow	Online Relationships Managing Online Information Recognise and manage emotions within a range of relationships What is bullying	Recognise risky or negative relationships including bullying Caring friendships Being safe Online Relationships Managing Online Information	Families and people who care for me Online Relationships Managing Online Information Healthy eating Recognise and manage emotions within a range of relationships	How to respond to risky or negative relationships and knowing when and where to ask for help Recognising what a positive, healthy relationship is Online Relationships Managing Online Information Healthy eating	Online Relationships Managing Online Information Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Positive and healthy relationships	Physical and biological changes experienced during puberty Caring friendships Online Relationships Managing Online Information Internet safety and harms Health and prevention The human reproduction within context of lifecycle
Summer	Respectful relationships The Zones of Regulation Online Bullying Online Self-Image & Reputation	Respectful Relationships Recognise and manage emotions within a range of relationships Online Bullying Online Self-Image & Reputation	Drugs, alcohol and tobacco Basic first aid What makes a good friend and why friends are important Online Bullying Online Self-Image & Reputation	Recognise risky or negative relationships including bullying and abuse How to stay healthy Online Bullying Online Self-Image & Reputation	Discrimination and respecting those with different abilities Online Bullying Online Self-Image & Reputation	Caring friendships Respectful relationships Being safe Mental wellbeing Online Bullying Online Self-Image & Reputation The human reproduction within context of lifecycle Changing adolescent body (Science)	Online Bullying Online Self-Image & Reputation Hygiene during puberty How and why emotions change during puberty Positive and healthy relationships

Overview for RSE within whole school curriculum and specific subject areas	
	Evidence currently applicable
Families and people who Care for me	REC Topic Spring – People who help us Y3 RE Autumn – Discovering religions in our Neighbourhood
Caring friendships	Y5 PSHEE Summer – discrimination Finton Values
Respectful relationships	REC PSHEE Summer - respect Y5 PSHEE Summer – discrimination Y3 PSHEE Autumn – emotions and feelings Y4 RE Summer – How religious beliefs influence action
Online relationships	Computing SOW
Being safe	Y1 PSHEE Spring – Living with others Y2 PSHEE Spring – Safety Y3 PSHEE Autumn – Emotions and feelings Y6 Summer - RSE
Mental wellbeing	Y2 PSHEE Autumn – mindfulness dots Y3 PSHEE Autumn – emotions and feelings Mindfulness club Zones of regulation
Internet safety and harms	Computing SOW
Physical health and fitness	Y5 PSHEE Spring – Healthy living Y3 Science Spring – Movement and nutrition
Healthy eating	Y5 PSHEE Spring – Healthy living Y3 Science Spring – Movement and nutrition Y6 Science Autumn – Human life processes
Drugs, alcohol, and tobacco	Y5 PSHEE Spring – Healthy living Y6 Science Autumn – Human life processes

Health and prevention	Rec PSHEE / Topic Autumn - Hygiene Y3 Science Summer – Hygiene and development Y6 PSHEE Spring – Global Health Issues Y5 History Spring - Victorians
Basic first aid	Y2 PSHEE Summer – Heartstart Y6 PSHEE Autumn - Heartstart
Changing adolescent body	Y5 PSHEE / Science Summer – RSE Y6 PSHEE Summer - SRE

RSE at Finton is led by the class teachers within PSHEE/RSE lessons, however all staff members contribute to the development of the relationships education for the pupils e.g. specialist Computing teachers within online safety topic, specialist PE teachers within Physical health and fitness unit, phase leaders and the Head in assemblies, mentors with guidance in mentor sessions, reinforcement of kindness and friendship in the playground by the playground supervisors, outside visitors and workshops. RSE is taught to each year group, starting in Reception (EYFS).

To ensure the needs of the whole school community are met, parents and pupils are invited to share their views so that the teaching is relevant and appropriate to the age of the child.

Please see Appendix A for when aspects of RSE are taught. Appendix B details what should be taught by the end of a child's time in primary school.

4. Legal Requirements

The government says that sex and relationships education is only compulsory from year 7 onwards. However, independent primary schools are required to teach the elements of sex education contained in the science curriculum (Year 5 and 6). The RSE schemes of work have been written in consultation with the PSHE Association guidance, Coram Life Education and ItHappens.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. As well as through science, RSE will be taught through dedicated PSHE sessions and special events.

Equal Opportunities

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Documents consulted in the writing of this policy include:

- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for RSE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2021)
- Children and Social Work Act (2017)
- Relationship Education, Relationships and Sex Education (RSE) and Health Education (June 2019)
- PSHE Association guidance on SRE (2018)
- Parental Engagement on Relationships Education' (2019)
- Mental health and behaviour in schools' (November 2018)

5. Parental consultation and parental partnership

Parental consultation and working in partnership with parents

Teaching of RSE at school is not intended to replace advice or guidance from home, but to supplement and broaden knowledge and understanding. Parents working together with the school are the key people in:

- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

On entry to school, parents are invited to read the RSE policy. This helps to establish a partnership with parents, which reinforces the dual responsibility for RSE learning. There is also a curriculum information evening that takes place in the Autumn term and information is shared about the provision of RSE in the school and they are directed to the relevant resources and encouraged to keep an open dialogue and share any feedback.

Full consultation with parents took place when the original RSE Policy was written following Government Guidance to introduce the subject formally in schools. Parent responses to the consultation were dealt with on an individual basis. There was communication with parents via Finton House Post (Autumn 2021) updating them on the development of the RSE provision in school. Parents were provided with:

- DfE regulations for RSE
- Updated Finton House RSE policy and Scheme of work
- Opportunity to read the policy and give feedback on the provision of RSE via a click button response to the Finton House Post.

In Spring 2022, parents were contacted and informed by a letter from the Head highlighting the RSE resources available on Frog (VLE). This page contains a contact box for parents to feedback directly to PSHEE co-ordinators.

For current parents, the parents' area of Frog contains a copy of the RSE policy, overviews of teaching topics and other resources to support families at home to tie in with the content covered at school. We conduct evaluations with the children on their PSHEE/RSE provision and the results to these surveys are in the pupil voice of the Frog page. There is also a contact form for any questions or feedback relating to RSE teaching at Finton House. These will be addressed by the PSHEE/RSE co-ordinators or passed on to a member of the management team.

In advance of teaching topics within the RSE curriculum, parents may also be contacted with specific information about units of work being covered. A parent may request to see the resources being used to teach.

6. Specific issues

Child Protection/Confidentiality

All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The school will ensure that staff understand they cannot offer unconditional confidentiality to pupils. They will work with the school's child protection procedure for recording and reporting disclosures and the nature of access to this information.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This means that pupils may share some specific resources relevant to the question with the teacher or teaching assistant on an individual basis. Should any pastoral issues / triggers arise out of any RSE discussions (in or out of the classroom), staff are encouraged to record this on CPOMS so it can be followed up.

The PSHEE/RSE co-ordinators and Deputy Head Pastoral are available for teaching support should any staff triggers arise with PSHEE/RSE topics. In response to a staff survey on confidence in delivering RSE we have provided a robust training programme for staff to ensure that they are well equipped for the delivery and have invested in further resources such as Coram Life Education subscription and age appropriate books.

Resources

Resources to support lesson planning and teaching are stored in the Emma Thornton building. This cupboard contains fiction and non-fiction books for children along with general books for teachers' use. These focus on activities to develop self-esteem and for circle time. Further teaching resources (books) are located in classrooms and resources for children are located in the library (see PSHEE policy appendix 3). At Pastoral Meetings and Subject Co-ordinator meetings staff plan for any resources that are necessary and the RSE budget allows for request purchases. The Deputy Head Pastoral liaises with the Librarian to ensure new resources are displayed and communicated to staff.

Library

There is a shelf in the library that is dedicated to supporting RSE containing a range of books linking to the many strands of relationships and growing up. Teachers are encouraged to read from these books during their weekly library lessons making links with assemblies or any themes that are running during the term. Teachers are also encouraged to signpost these resources for pupils to read independently.

There is regular consultation between the Librarian and the Assistant Head Culture along with the PSHEE/RSE coordinators to ensure that the books in the library reflect representation across all aspects of life with particular regard to the Protected Characteristics being age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Terminology

Finton House school agree with recommendations that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced.

Use of Visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHEE coordinator and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to the school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the schools' RSE programme. A teacher will be present during the lesson.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE. Within the classroom teachers and assistants are aware of the learning needs of all children as they refer to the ongoing provision spreadsheet for each class and any other learning support. Staff throughout the school are aware of children with SEND and their specific needs so are able to support appropriately. (See PSHEE policy section on Teaching and Learning for further details).

Monitoring and Evaluation of the provision of RSE

Monitoring is the responsibility of the Headmaster, Deputy Heads, Governors and the PSHE coordinators. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Withdrawal of Pupils from Relationships Education and Complaints Procedure

There is no right to withdraw from Relationships Education at Finton House as we follow the government guidance that the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

In the event of a complaint regarding the relationships education provision at Finton House, parents are directed to the Complaints Policy, available on the website and the parents' area on Frog.

Withdrawal of Pupils from Sex Education and Complaints Procedure

Parents do have an automatic right (Section 405 of the Education Act 1996) to withdraw a child from sex education lessons. Parents are written to in advance of a sex education lesson to ensure that the content of the teaching is clear and the opportunity is given to parents to talk through the content of the lessons, should they wish to do so. However, withdrawal of a child from these lessons rarely happens; by working in partnership with school, parents recognise the importance of this aspect of their child's education. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head to discuss the matter.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw children from.

In the event of a complaint regarding the sex education provision at Finton House, parents are directed to the Complaints Policy, available on the website and the parents' area on Frog.

7. Appendix A – RSE Objectives

The RSE curriculum is spiral meaning that although topics may be introduced in a certain year, they are often re-visited and built upon later. Topics may be taught specifically within PSHEE lessons, science lessons, within class time, assemblies or through talks or workshops.

The school has a subscription to the following online resource which is used to support teaching and learning in RSE.

<https://www.coramlifeeducation.org.uk/>

Specific training and guidance regarding the teaching of RSE is provided as required for teaching staff.

The topics below are linked to the online world where appropriate.

Areas covered in RSE at Finton House	RSE Objectives
Reception/Year 1/Year 2	
<p>Foundation Children learn about the concept of male and female and about young animals. In ongoing PSHEE work, they develop skills to form friendships and think about relationships with others.</p> <p>Key Stage 1 Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health and to stay clean.</p> <p>In RE and PSHEE children reflect on family relationships, different family groups and how to develop positive friendships. They may learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They also learn about personal safety.</p>	<p>To know how special people care for us and help us</p> <p>To know who are our special people</p> <p>To know how we change as we get older</p> <p>To know why friends are important</p> <p>To know what makes a good friend</p> <p>To be able to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>To be able to recognise and manage emotions within a range of relationships</p> <p>To be able to recognise risky or negative relationships including bullying and abuse</p>
Key Stage 2	
<p>In PSHEE lessons, children learn about co-operating with others in work and play and begin to recognise the range of human emotions and ways to deal with them.</p> <p>In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. In on-going PSHEE work they will discuss the differences between boys and girls and will name the body parts. They are also taught about the physical, emotional and social changes at puberty, why they happen and how to manage them, which include personal hygiene and keeping clean. They</p>	<p>Y3</p> <p>To be able to challenge stereotypes – regarding gender</p> <p>To know babies develop before and after birth</p> <p>To know what makes a good friend</p> <p>To know how to maintain good friendships (Zones of Regulation)</p> <p>To be able to respect equality and diversity in relationships</p>

<p>continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will discuss personal space and acceptable forms of physical contact. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures; exploring, considering and understanding moral dilemmas.</p> <p>In Year 6, the children will learn about conception.</p>	Y4
	<p>To know how emotions change as we get older (End of Paws B)</p> <p>To be able to respond to risky or negative relationships and knowing when and where to ask for help</p>
	Y5
	<p>To know physical changes experienced during puberty</p> <p>To know biological changes to males and females during puberty</p> <p>To know how emotions change during puberty</p>
	Y6
	<p>To know physical changes during puberty</p> <p>To know what a positive, healthy relationship is</p> <p>To know about the human reproduction life cycle</p> <p>To be able to reflect on values and influences (such as from peers, media and culture) that may shape their attitude to relationships and sex and nurtures respect for different views</p>

8. Appendix B – DfE guidance

By the end of primary school: (DfE guidance)

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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9. Appendix C - PSHEE Curriculum Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Hygiene and Development</p> <p>To introduce The Zones of Regulation (link to RSE)</p> <p>To be able to develop healthy hygiene habits (hands, body, teeth).</p> <p>To know that everyone is unique/special.</p>	<p>Hygiene and Health</p> <p>To know the importance of sleep and hygiene.</p> <p>To know the importance of healthy foods.</p> <p>To know the importance of Exercise.</p> <p>To know that drugs can help make people healthy.</p>	<p>Mindfulness - Dots</p> <p>To introduce mindfulness as a way of training attention.</p> <p>To be able to develop an awareness of feelings. (links to RSE)</p>	<p>Emotions and Feelings</p> <p>To consolidate The Zones of Regulation.</p> <p>To consolidate how to deal with negative emotions.</p> <p>To develop the skills required to maintain positive mental health.</p> <p>To know how our behaviour impacts others.</p>	<p>Mindfulness - Paws B</p> <p>To know the main parts of the brain.</p> <p>To be able to develop concentration.</p> <p>To be able to deal with difficult emotions.</p> <p>To be able to develop meditative techniques. (link to RSE)</p>	<p>Stewardship</p> <p>To revise some of the ways we are damaging the environment.</p> <p>To consolidate knowledge of how we can look after the environment.</p> <p>To learn about some of the organisations involved in protecting the environment.</p>	<p>Mindfulness – Dot Breathe</p> <p>To be able to develop concentration.</p> <p>To be able to deal with difficult emotions.</p> <p>To be able to develop meditative techniques.</p>
Spring	<p>People Who Help Us</p> <p>To actively promote a respect for public services and Institutions.</p> <p>Development /RSE</p> <p>To know about the changes from babies to childhood.</p>	<p>Living with Others</p> <p>To promote the rule of law and why we need them.</p> <p>To know how to be safe in different environments (playground, water etc).</p> <p>To actively promote respect for the individual liberty of others.</p> <p>To know what bullying means.</p>	<p>Safety</p> <p>To identify risks and hazards.</p> <p>To know how to be safe on road.</p> <p>To know about stranger danger.</p> <p>To know about inappropriate behaviour.</p>	<p>Diversity and Interdependence</p> <p>To promote respect and harmony between different cultures within our community.</p> <p>To know how we are connected with communities in other parts of the world.</p> <p>To know the basic rights and liberties of human beings.</p> <p>To know about the Black Lives Matter movement.</p>	<p>People who have made a difference</p> <p>To know about famous people living in other places and times.</p> <p>To know how people made significant changes to society.</p>	<p>Healthy Living Heart Start – Level 2</p> <p>To revise what constitutes a healthy life.</p> <p>To know how to stop serious bleeding.</p> <p>To know how to help someone who is choking.</p> <p>To develop knowledge of healthy eating (Geography & DT link).</p> <p>To understand issues involved with water and fire safety (Junior Citizenship Scheme link).</p>	<p>Global Health Issues</p> <p>To know some of the serious global health issues.</p> <p>To identify some of the organisations involved in solving world health problems.</p> <p>To know the importance of climate in health issues.</p> <p>Economics</p> <p>To understand the terms interest and tax, debt and credit.</p> <p>To know the term critical consumer.</p>
Summer	<p>Respect</p> <p>To actively promote respect for other people considering disability and appearance.</p>	<p>Stewardship</p> <p>To know how to look after animals – what do they need?</p> <p>To know some of the environmental problems facing our world.</p> <p>To begin to know how to look after our world.</p>	<p>Heart Start Level 1</p> <p>To know the dangers and hazards in the home and outside.</p> <p>To know what to do if someone is hurt and conscious.</p> <p>To know how to get help by making a 999 or 112 call.</p>	<p>Hygiene and Development</p> <p>To revise how to keep clean. To begin to know parts of the world where health and hygiene is a problem.</p> <p>RSE</p> <p>To know how babies develop before and after birth.</p>	<p>Discrimination</p> <p>To promote respect for others including those of different faiths, beliefs and abilities.</p> <p>To know what is meant by, and reasons for, bullying.</p> <p>To know what to do if someone is bullied.</p> <p>To know what is meant by discrimination</p>	<p>RSE</p> <p>To develop understanding of the human lifecycle and reproduction.</p> <p>To know about the emotional and physical changes which occur during puberty.</p> <p>Hygiene, periods.</p>	<p>Promoting Democracy</p> <p>To promote fundamental British values of respect for civil and criminal law and democracy.</p> <p>To promote understanding of and respect for the democratic process, including respect for the basis on which law is made and applied.</p> <p>Heart Start Level 3</p> <p>To recognise the signs of a heart attack and how to help someone with these symptoms.</p> <p>To be able to administer CPR.</p> <p>RSE</p> <p>To develop knowledge of the emotional and physical changes to the body during puberty.</p> <p>To know about emotional and physical relationships.</p>

10. Appendix D - RSE specific topic content

Families and people who care for me	
<i>that families are important for children growing up because they can give love, security and stability.</i>	3Sp, Rec all about me
<i>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</i>	3Sp, Rec all about me
<i>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</i>	3Sp, 5S, Rec all about me
<i>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</i>	3Sp, Rec all about me
<i>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</i>	3Sp
<i>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i>	3Sp
Caring friendships	
<i>how important friendships are in making us feel happy and secure, and how people choose and make friends.</i>	2Sp, SG
<i>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i>	2Sp
<i>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i>	2Sp, 5S
<i>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i>	2Sp
<i>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</i>	2Sp, 5S, 6Sp
Respectful relationships	
<i>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</i>	RSp, RS, 3A, 3Sp, 4Sp, 5S, SG, 1S
<i>practical steps they can take in a range of different contexts to improve or support respectful relationships.</i>	3A, 3Sp, 5S
<i>the conventions of courtesy and manners.</i>	2Sp, 3A, SG
<i>the importance of self-respect and how this links to their own happiness.</i>	RSp, 3A, 3Sp, RS

<i>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</i>	RSp, 2Sp, 3A, 3Sp, 5S
<i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</i>	5S
<i>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</i>	3Sp, Assembly
<i>the importance of permission-seeking and giving in relationships with friends, peers and adults.</i>	3A
Online relationships	
<i>that people sometimes behave differently online, including by pretending to be someone they are not.</i>	Y1 Autumn Y3 Spring Y4 Aut Y5 Aut
<i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</i>	Y2 Autumn
<i>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i>	Rec Aut Y1 Aut Y2 Aut Y3 Aut Y4 Aut Y5 Aut Y6 Spring
<i>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</i>	Y3 Aut Y4 Aut
<i>how information and data is shared and used online.</i>	Y6 Summer
Being safe	
<i>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i>	2Sp, 3A, 5S, 6Sp
<i>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i>	3A, 6Sp
<i>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i>	3A, 5S, 6Sp

<i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i>	2Sp
<i>how to recognise and report feelings of being unsafe or feeling bad about any adult.</i>	3A
<i>*how to ask for advice or help for themselves or others, and to keep trying until they are heard.</i>	3A, 5S, 6Sp
<i>*how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>	3A, 5S, 6Sp
<i>where to get advice e.g. family, school and/or other sources.</i>	3A, 5S, 6Sp
Mental wellbeing	
<i>that mental wellbeing is a normal part of daily life, in the same way as physical health.</i>	3A, 6A
<i>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</i>	3A, 4S, 6A
<i>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.</i>	3A, 5S, 6A
<i>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</i>	3A, 6A
<i>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</i>	1A
<i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i>	3A, 6A
<i>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</i>	3A
<i>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</i>	3A, 5S
<i>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</i>	3A
<i>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.</i>	Mindfulness lessons
Internet safety and harms	
<i>that for most people the internet is an integral part of life and has many benefits.</i>	Rec Aut/Spr Y1 Aut/Spr Y3 Aut

<i>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</i>	Y3 Spr Y4 Spr Y5 Spr
<i>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</i>	Rec Aut
<i>why social media, some computer games and online gaming, for example, are age restricted.</i>	Y6 Spr
<i>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.</i>	Y3 Spr Y4 Spr
<i>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</i>	Y4 Aut/Spr/Sum Y5 Sum
<i>where and how to report concerns and get support with issues online.</i>	Rec Aut
Physical health and fitness	
<i>the characteristics and mental and physical benefits of an active lifestyle.</i>	1A
<i>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</i>	1A
<i>the risks associated with an inactive lifestyle (including obesity).</i>	5Sp
<i>how and when to seek support including which adults to speak to in school if they are worried about their health.</i>	All years posters around school
Healthy eating	
<i>*what constitutes a healthy diet (including understanding calories and other nutritional content).</i>	1A, 5Sp
<i>the principles of planning and preparing a range of healthy meals.</i>	1A, 5Sp
<i>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).</i>	4spScience 3spScience
Drugs, alcohol and tobacco	
<i>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</i>	2S, 5Sp
Health and prevention	

<i>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</i>	6sp
<i>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</i>	Playground
<i>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</i>	1A, 5Sp, 6A
<i>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</i>	RA, 3S
<i>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</i>	RA, 3S
<i>the facts and science relating to allergies, immunisation and vaccination.</i>	6sp
Basic first aid	
<i>how to make a clear and efficient call to emergency services if necessary.</i>	2S, 5Sp, 6A
<i>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</i>	2S, 5Sp, 6A
Changing adolescent body	
<i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i>	4S, 5S, 6Sp
<i>about menstrual wellbeing including the key facts about the menstrual cycle.</i>	6Sp