



# Wise Owl Trust

## Relationships & Health Education Policy

Version 1

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Due for review: December 2024

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## **1. Aims**

The aims of sex and relationship education (RSE) at our trust are to:

- To promote mental and physical health and wellbeing
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Keep ourselves safe, including online, and how to ask for help and advice
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **2. Statutory requirements**

From September 2020, Relationships Education and Health Education will be compulsory for all primary pupils. As a trust, we support the DfE's recommendation that all primary schools should have an RSE programme and that it is tailored to the age and maturity of its pupils.

This policy complies with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Pupils and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy complies with the terms of our funding agreement

At Wise Owl Trust, we teach RSE as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified



Empathy

Excellence

Self-Aware

Teamwork

Empathy

Excellence

Self-Aware

Teamwork

Passion

Resilience

Passion

Communication

Communication

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, keeping safe, diversity and personal identity (as a community as well as online).

RSE sits alongside Health Education.

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

RSE is not about the promotion of sexual activity.

#### **5. Delivery of RSE**

##### **5.1 Implementation**

RSE is not taught as a standalone lesson within Wise Owl Trust. It is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum as part of the trust's RESPECT and WOW Programme. Some biological aspects of RSE are taught within the Science curriculum, and other aspects may be included in Religious Education lessons (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Health education focuses on teaching the fundamental building blocks and characteristics of keeping ourselves physically and mentally healthy, including:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health & Prevention
- Basic First Aid
- Changing Adolescent Body

In Wise Owl Trust, PSHE and RSE lessons are delivered by members of staff alongside a specialist team. A Medium Tern plan has been developed for RSE (see Appendix 1) as well as lesson plans that incorporate physical, practical and theoretical based lessons as part of our RESPECT and WOW Programme.



## 5.2 Answering Difficult Questions

Within the schools, clear parameters of what is appropriate and inappropriate are agreed with governors, staff and parents prior to any delivery-taking place.

Across Wise Owl Trust:

- We use specific ground rules for this work, which clarifies boundaries for children.
- We clarify that personal questions should not be asked and no one will have to answer any.
- We use the “Ask it Basket” as a technique to filter appropriate and inappropriate questions.
- If a teacher doesn’t know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school’s Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

## 6. Roles and responsibilities

### 6.1 The governing board

The governing board will approve the RSE policy, and hold the principal to account for its implementation.

### 6.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the school.

### 6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

### 6.4 Pupils

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

## 7. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.



## **8. Monitoring arrangements**

The delivery of RSE is monitored at our Academies, as follows:

At Old Hall Drive Academy

- Hannah Beckwith
- Carol Slack
- Rebecca Begley

At Seymour Road Academy

- Danielle Hart

At Briscoe Lane Academy

- Sam Shaw
- Shannon Horsfall

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems through book monitoring and learning walks



# Wise Owl Trust Long-term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Friendships</b> <ul style="list-style-type: none"> <li>- Making friends</li> <li>- Being a good friend</li> <li>- Resolving arguments</li> <li>- Qualities of good friendships</li> </ul>	<b>Mental Wellbeing</b> <ul style="list-style-type: none"> <li>- Identifying feelings</li> <li>- Effects feelings have on the body and mind</li> <li>- Sharing and managing feelings</li> <li>- Describing feelings</li> <li>- Importance of sleep</li> <li>- Ways to rest and relax</li> <li>- Yoga</li> <li>- Mindfulness</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>- Fire and electrical safety</li> <li>- Drug safety (medication)</li> <li>- Safety in familiar and unfamiliar environments</li> <li>- Road safety</li> <li>- Rules and restrictions</li> </ul> <i>BV: Rule of Law</i>	<b>Bullying and Hurtful Behaviour</b> <ul style="list-style-type: none"> <li>- Being kind</li> <li>- Effects of bullying</li> <li>- Types of bullying (inc online)</li> <li>- Showing respect</li> <li>- What to do and who to tell</li> </ul>	<b>Healthy Bodies</b> <ul style="list-style-type: none"> <li>- What being healthy means</li> <li>- Importance of exercise</li> <li>- Healthy eating</li> </ul>	<b>Economics &amp; Careers</b> <ul style="list-style-type: none"> <li>- The function of money</li> <li>- Where money comes from</li> <li>- Ambitions, strengths and future jobs</li> </ul>
	<b>Being Ourselves</b> <ul style="list-style-type: none"> <li>- Being unique</li> <li>- What I'm good at</li> <li>- Likes and dislikes</li> </ul>	<b>Healthy Bodies</b> <ul style="list-style-type: none"> <li>- Dental care</li> <li>- Handwashing</li> </ul>	<b>Friendships</b> <ul style="list-style-type: none"> <li>- Making friends</li> <li>- Being a good friend</li> <li>- Qualities of good friendships</li> </ul>	<b>Privacy</b> <ul style="list-style-type: none"> <li>- Appropriate and inappropriate touch</li> <li>- Private parts of the body</li> <li>- Keeping secrets</li> </ul>	<b>The Wider World</b> <ul style="list-style-type: none"> <li>- Caring for pets</li> <li>- Caring for the environment- litter</li> </ul> <i>BV: Rule of Law</i>	<b>Being Ourselves</b> <ul style="list-style-type: none"> <li>- Having self-respect</li> <li>- Sharing our opinions</li> </ul> <i>BV: Democracy</i>
	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Similarities and differences between people</li> <li>- Being polite and respectful</li> <li>- Looking after others who are lonely</li> </ul> <i>BV: Tolerance</i>		<b>Being Ourselves</b> <ul style="list-style-type: none"> <li>- What makes us feel good?</li> </ul> <i>BV: Individual Liberty</i>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>- Online friendships</li> <li>- Responding to others online</li> </ul>	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Being kind</li> <li>- Being polite and respectful</li> </ul> <i>BV: Mutual Respect</i>	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Showing respect to all</li> <li>- Similarities and differences</li> <li>- Showing good manners</li> <li>- Cooperation</li> </ul> <i>BV: Mutual Respect</i>
Year 2	<b>Families</b> <ul style="list-style-type: none"> <li>- Identifying those who loves and cares for us within and beyond our family</li> <li>- Different family structures</li> <li>- Common features of families</li> <li>- Unhappy/unsafe families</li> </ul>	<b>Mental Wellbeing</b> <ul style="list-style-type: none"> <li>- Listening to our feelings</li> <li>- Recognising and managing feelings</li> <li>- Mindfulness</li> <li>- Strategies to help us feel good</li> <li>- Changes and loss inc death</li> <li>- Needing help with feelings</li> </ul>	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Similarities and differences between people</li> <li>- Effects of greed on relationships</li> </ul> <i>BV: Tolerance</i>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>- What is personal information?</li> <li>- Keeping information private</li> <li>- What to do if feeling unsafe online</li> <li>- Online bullying/trolling</li> <li>- Recognising risks</li> <li>- How to report issues online</li> </ul>	<b>Healthy Bodies</b> <ul style="list-style-type: none"> <li>- Role of medicines and vaccinations in keeping us healthy</li> <li>- Hygiene routines to stop germs spreading</li> <li>- People who help us stay physically healthy</li> <li>- Balancing screen time</li> <li>- Dental care</li> </ul>	<b>Economics &amp; Careers</b> <ul style="list-style-type: none"> <li>- Need vs want</li> <li>- Saving and spending money inc keeping track</li> <li>- Where to keep money</li> <li>- Jobs</li> <li>- Enterprise</li> </ul>
	<b>Safety</b> <ul style="list-style-type: none"> <li>- Who is there to keep us safe</li> <li>- Fire escape routes and safety</li> </ul> <i>BV: Rule of Law</i>	<b>Safety</b> <ul style="list-style-type: none"> <li>- When to call 999</li> <li>- How to make an emergency call</li> </ul>	<b>Being Ourselves</b> <ul style="list-style-type: none"> <li>- Groups in which I belong</li> <li>- Self-awareness and regulation of behaviour</li> </ul>	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Peer pressure</li> <li>- Respecting differences</li> <li>- Being polite and courteous</li> </ul> <i>BV: Mutual Respect + Tolerance</i>		<b>Our Bodies</b> <ul style="list-style-type: none"> <li>- Differences of male and female bodies</li> <li>- Parts of the body inc genitalia</li> </ul>
	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Showing respect</li> <li>- Being polite</li> <li>- Roles of other people in our lives</li> </ul> <i>BV: Mutual Respect</i>		<b>Online Safety</b> <ul style="list-style-type: none"> <li>- Uses of the internet</li> <li>- Staying safe when communicating with others</li> <li>- Assessing reliability of information</li> </ul>	<b>Privacy</b> <ul style="list-style-type: none"> <li>- Respecting and expecting privacy</li> <li>- Keeping secrets</li> <li>- Asking and giving permission</li> <li>- Unwanted physical contact and what to do about it</li> </ul> <i>BV: Rule of Law</i>	<b>Safety</b> <ul style="list-style-type: none"> <li>- Sun safety</li> </ul>	<b>Transition</b> <ul style="list-style-type: none"> <li>- Preparing to move to Year 3</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Healthy Bodies &amp; Minds</b> <ul style="list-style-type: none"> <li>- Healthy eating</li> <li>- Importance of exercise</li> <li>- Elements of a healthy lifestyle</li> <li>- Positive thoughts</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>- Head injuries</li> </ul>	<b>Being Ourselves</b> <ul style="list-style-type: none"> <li>- Investing in yourself</li> <li>- Self-awareness</li> <li>- Exploring our beliefs and values</li> <li>- Self respect</li> </ul>	<b>Families</b> <ul style="list-style-type: none"> <li>- Family structures inc those with same-sex parents</li> <li>- Characteristics of healthy family life</li> </ul>	<b>Economics &amp; Careers</b> <ul style="list-style-type: none"> <li>- Achievements in life so far</li> <li>- Goals for the future inc career aspirations</li> </ul>	<b>Economics &amp; Careers</b> <ul style="list-style-type: none"> <li>- Gender stereotyping in jobs</li> <li>- Influences on job roles</li> <li>- Qualities possessed and their usefulness within different careers</li> <li>- Making a profit</li> <li>- Saving vs spending</li> <li>- Enterprise</li> </ul>
	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Tolerance of other cultures</li> <li>- Showing respect</li> <li>- Responding politely</li> <li>- Respecting opinions</li> </ul> <i>BV: Mutual Respect + Tolerance</i>	<b>Mental Wellbeing</b> <ul style="list-style-type: none"> <li>- Talking about emotions</li> <li>- Ways to feel good</li> <li>- Expressing emotions</li> <li>- Vocabulary associated with feelings</li> <li>- Mindfulness</li> <li>- Importance of quality sleep</li> </ul>	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Bullying</li> <li>- How to respond to hurtful behaviour</li> <li>- Respecting others</li> <li>- Good manners</li> <li>- Maintaining friendships</li> <li>- Peer pressure</li> </ul> <i>BV: Mutual Respect</i>	<b>Friendships</b> <ul style="list-style-type: none"> <li>- Qualities of a good friend</li> <li>- Resolving disagreements in friendships</li> <li>- Changes within friendships</li> </ul>	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Similarities and differences</li> <li>- Peer pressure</li> </ul> <i>BV: Tolerance</i>	
	<b>Safety</b> <ul style="list-style-type: none"> <li>- Water safety</li> <li>- When should we call 999?</li> <li>- Calling 999</li> </ul>	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Similarities and differences- inc gender, ethnicity, faith + culture</li> <li>- Loneliness</li> <li>- Including those who are different to us</li> </ul> <i>BV: Tolerance</i>		<b>Online Safety</b> <ul style="list-style-type: none"> <li>- Who we can trust online</li> <li>- Responding safely</li> <li>- Where to get help</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>- Rail safety</li> <li>- Resisting peer pressure to stay safe</li> </ul>	
Year 4	<b>Healthy Bodies</b> <ul style="list-style-type: none"> <li>- Healthy eating</li> <li>- Drinking water</li> <li>- Choices for a healthy body and lifestyle</li> </ul>	<b>Mental Wellbeing</b> <ul style="list-style-type: none"> <li>- Expressing emotions</li> <li>- Dealing with difficult emotions</li> <li>- Seeking help for mental health</li> <li>- Recognising signs of ill health</li> <li>- Strategies to support mental health</li> <li>- Self-care techniques</li> <li>- Managing setback and failures</li> </ul>	<b>Healthy Bodies</b> <ul style="list-style-type: none"> <li>- Healthy eating</li> <li>- Choices to support health</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>- Female genital mutilation</li> </ul> <i>BV: Rule of Law</i>	<b>Healthy Eating</b> <ul style="list-style-type: none"> <li>- Energy drinks</li> <li>- Caffeine consumption</li> </ul>	<b>Economics &amp; Careers</b> <ul style="list-style-type: none"> <li>- Gambling and risks</li> <li>- Keeping money safe online</li> <li>- Budgeting</li> <li>- Workplace stereotypes</li> <li>- Skills needed in careers</li> <li>- Enterprise</li> <li>- Future aspirations</li> </ul>
			<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Similarities</li> <li>- Loneliness</li> <li>- Including others</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>- Keeping personal information safe</li> <li>- Responding safely to adults online</li> <li>- Online behaviour</li> <li>- Reporting cyberbullying and safety concerns</li> <li>- Benefits of the internet</li> <li>- Managing time online</li> </ul>		
	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Tolerance of other cultures, traditions and beliefs</li> <li>- Being respectful</li> </ul> <i>BV: Mutual Respect + Tolerance</i>	<b>Being Ourselves</b> <ul style="list-style-type: none"> <li>- Identifying personal strengths</li> <li>- Developing self-worth</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>- Importance of seatbelts</li> </ul>	<b>Privacy</b> <ul style="list-style-type: none"> <li>- Consent</li> <li>- Personal boundaries</li> </ul>	<b>Relationships with Others</b> <ul style="list-style-type: none"> <li>- Changes in friendships</li> <li>- Respecting others</li> <li>- Our behaviour</li> </ul>	
<b>Safety</b> <ul style="list-style-type: none"> <li>- Performing CPR</li> <li>- Recovery position</li> <li>- Road safety</li> <li>- Asthma attacks</li> </ul>		<b>Being Ourselves</b> <ul style="list-style-type: none"> <li>- Developing self-respect</li> </ul>	<b>The Wider World</b> <ul style="list-style-type: none"> <li>- Discrimination</li> <li>- Stereotyping</li> </ul> <i>BV: Tolerance</i>	<b>Safety</b> <ul style="list-style-type: none"> <li>- Safe use of devices when out and about</li> <li>- Assessing risk</li> </ul>		
			<b>The Wider World</b> <ul style="list-style-type: none"> <li>- Caring for other people and living things</li> </ul>			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<b>Healthy Bodies</b> - First Aid Bag - Types of medication - Spread of diseases	<b>WOW Workshop</b>  <b>Cyber Character</b>	<b>Economics &amp; Careers</b> - Qualities and strengths of different careers - Resolving issues in the workplace - Explore different types of employment sectors - Explore career pathways	<b>WOW Workshop</b>  <b>Mental Health &amp; Wellbeing</b>	<b>Healthy Bodies</b> - Healthy eating - Function of nutrients - Drinking water - Healthy meal plans	<b>WOW Workshop</b>  <b>Stereotypes</b>
	<b>Online Safety</b> - Who we can trust online - Privacy settings - Where to get help		<b>The Wider World</b> - Alternatives to plastics - Explore the impact plastics pollution is having on the planet		<b>Safety</b> - Sun safety - Positive and negative effects of sun exposure	
	<b>Mental Wellbeing</b> - The importance of sleep - The impact of lack of sleep - Bedtime routines		<b>Safety</b> - Explore type of open wounds - How to treat an open wound - When to call 999 - How to make an emergency call		<b>Friendships</b> Supportive friendships - Dealing with conflict in friendships	
	<b>Safety</b> - Safety around bodies of water - Cold Water Shock		<b>Families</b> - Explore a range of family constructs - Different types of relationships - Define what a family construct is			
Year 6	<b>Privacy</b> - Respecting and expecting privacy - Different types of secrets	<b>WOW Workshop</b>  <b>Crime, including gang and knife crime</b>	<b>The Wider World</b> - Gender stereotypes - Explore a range of stereotypes - Discrimination	<b>WOW Workshop</b>  <b>Drugs, Tobacco &amp; Alcohol</b>	<b>WOW Workshop</b>  <b>Changing Adolescent Body &amp; Puberty</b>	
	<b>Online Safety</b> - Fake news - Photo manipulation - Misinformation and disinformation - Protecting our online identity - Personal information and safety		<b>Healthy Eating</b> - Energy drinks - Caffeine consumption			
	<b>The Wider World</b> - Rights & Responsibilities		<b>Online Safety</b> - Click baiting - Disinformation			
	<b>Safety</b> - Recap water and road safety - Explore safety around railways					

