Denby Free CoE VA Primary School

Relationships and Sex Education (RSE) Policy

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1.0 Policy Statement

We are an ambitious and inclusive school striving to strengthen our community through excellent education. We are committed to providing excellent education for every child, every day. Sex education might be a difficult subject to handle, but **it's an essential area of learning for children**.
Primary school children need information about sex and relationships in a timely fashion, which means, for example, that they should learn about puberty before they experience it.

Under the National Curriculum, the basics of sex education fall within the science curriculum. Statutory content requires maintained schools to teach children about human development, including puberty, and reproduction.
In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.
In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

2.0 Aims

2.1 The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Embed our Campus values of forgiveness, honesty, perseverance, respect and team work.

3.0 Definition of terms

3.1 For the purpose of this document:

- Staff refers to all staff working at Denby Free school;
- Pupils refers to all children being educated or on site;
- Governors refers to the group of people who oversee decisions that are made at Denby Free.

Relationship and Sex Education at Denby Free covers a wide range of areas including physical aspects of growing up and maturing, babies and where they come from, breast feeding, naming body parts, puberty in boys and girls, sexual desires, relationships with friends and boyfriends/girlfriends, consent, sexuality, emotions and the influence of the media on ideas of sexuality. It is important that a wide range of modern and relevant areas are covered so that children feel prepared and confident as they move into puberty and understand who they are. Sex and Relationships Education at Denby Free should be updated regularly and parents/carers/staff views taken into consideration at regular intervals to ensure it is as appropriate as possible for our children.

4.0 Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

- Parent/stakeholder consultation – parents and any interested parties are invited to ask questions about the policy and views from the previous questionnaire were taken into consideration
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5.0 What is Relationship and Sex Education

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

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

5.3 RSE is not about the promotion of sexual activity.

6.0 Legal Framework

- As a primary school, we must provide relationships education to all pupils as per section 34
- of the Children 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.
- The staff at DFPS teach RSE as set out in this policy.
- Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance applies to

- Relationships Education (for Primary education)

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and Values

We believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage pupils and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex,

relationships and growing up;

- We aim to work in partnership with parents and pupils, consulting them about the content of programmes;
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers and other mentors or advisers.

8.0 Relationships and Sex Education

8.1 Relationships and Sex education covers three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

8.2 In the Early Years Foundation Stage (EYFS), Relationships and Sex Education (RSE) is integrated into the curriculum, primarily through Personal, Social, and Emotional Development (PSED) and Communication and Language development. It focuses on building positive relationships, fostering self-esteem, and developing good communication skills, all crucial for a child's overall well-being and future development.

9.0 Organisation and Content of Relationships and Sex Education (appendix – curriculum map)

- We will specifically deliver Relationships and Sex Education through the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

- Primary Relationship and sex education will focus on:
    - Preparing boys and girls for the changes that adolescence brings
    - How a baby is conceived and born from a biological perspective

- Primary 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

- These areas of learning are 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 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).

- RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science team. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

- Pupils also receive stand-alone Relationship and sex education sessions delivered by a trained health professional where appropriate.

- Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

10.0 Inclusion

Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Pupils with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

11.0 Roles and Responsibilities

11.1 Governors will:

The Governors will approve the RSE policy and hold the headteacher to account for its implementation.

11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3 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/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

11.4 Pupils

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

12.0 Parents' right to withdraw

12.1 Parents/Carers do not have the right to withdraw their children from relationships education.

Parents/Carers have the right to withdraw their children from the [non-statutory] components of sex education within RSE. The following lessons are non-statutory components of our RSE programme, and we therefore inform parents of their right to request their child to be withdrawn from the following lessons:

Year 6

Lesson 7 – Making Babies

Notes: This lesson aims to help children understand how babies are conceived; this is important to understand before pupils' transition to secondary school, to support their ongoing emotional and physical development effectively, as stated by the DfE.

Lesson 8 – What is HIV?

Notes: HIV is included in our unit of work as it enables our school to meet the statutory requirements under Health Education (in the Health and Prevention category) for all children by the end of Y6 to know:

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

The purpose of this particular lesson is to raise awareness and reduce stigma and misconceptions

surrounding HIV and the impact of this stigma on mental health. This is in line with advice on designing an age-appropriate curriculum from the Sex Education Forum.

Notification will always be sent to Parents/Carers in advance of the RSE lessons. If, as a Parent/Carer, you feel it necessary to withdraw your child please arrange to come to school and discuss your concerns with the Headteacher.

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

13.0 Confidentiality, Controversial and Sensitive Issues

13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from a pupil (anyone under 16 years old) that they are having or contemplating engaging with sexual behaviours:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the school's procedures.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

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

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

15.0 Monitoring Arrangements

- The delivery of RSE is monitored by the PSHE lead through:
    - Termly monitoring arrangements, such as planning and book scrutinies and CPD.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the Governors.
- The PSHE Leader will monitor the Sex and Relationships Education after it has been delivered within school to ensure that progression has been achieved through the curriculum and that all agreed areas have been taught. Where appropriate SRE will be recorded in Science books to give written evidence and this will be monitored and evaluated.
- Children from each year group will be interviewed about their experience of the curriculum to gain feedback on how they have felt and what should be taught next, if different to what they have been taught already.

16.0 Policy Circulation

- This Policy will be published on the School's website and included in the policy monitoring schedule.

- The Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

17.0 Appendix 1 – Curriculum map

Our RSE content in our primary school at Denby Free CofE VA Primary School is all taught in Term 6 / Summer Term 2.

Year Group	Lesson Name	Coverage
Year 1	Inside my wonderful body!	• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them.
	Taking care of a baby	• Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding)
	Then and now	• Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.
	Who can help?	• Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation.
	Surprises and secrets	• Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told or told to keep.
	Keeping privates private	• Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.
Year 2	A helping hand	• Demonstrate simple ways of giving positive feedback to others.
	Sam moves away	• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
	Haven't you grown!	• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages.
	My body, your body	• Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person.
	Respecting privacy	• Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information.
Year 3	Relationship Tree	• Identify different types of relationships; • Recognise who they have positive healthy relationships with.
	Body space	• Understand what is meant by the term body space (or personal space);

		• Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space.
	Secret or surprise?	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
	My changing body	• Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.
Year 4	Moving house	• Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change.
	My feelings are all over the place!	• Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise.
	All change!	• Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens.
	Preparing for periods	• Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. •
	Secret or surprise?	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
	Together	• Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Year 5	How are they feeling?	• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
	Taking notice of our feelings	• Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
	Dear Hetty	• Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.

	Changing bodies and feelings	• Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
	Growing up and changing bodies	• Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
	Help! I'm a teenager – get me out of here!	• Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
	It could happen to anyone	• Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
	Dear Ash	• Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
	Stop, start, stereotypes	• Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.
Year 6	Helpful or unhelpful? Managing change	• Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change.
	I look great!	• Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks.
	Media manipulation	• Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
	Pressure online	• Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
*	Is this normal? *	• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Know where someone could get support if they were concerned about their own or another person's safety.
	Dear Ash	• Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep • someone safe.

*	Making babies *	• Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
*	What is HIV? *	• Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themselves from HIV.

NB: The lessons that have (*) are the lessons in which there are sections of the lesson that parents have the right to withdraw their child from a section of the lesson.

18.0 Appendix 2

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 • 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 marriage 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	• 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
Respectful relationships	• 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 • 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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	• 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

Health Education at Denby Free

Aims of Health Education at Denby Free

At Denby Free we aim to provide a health education curriculum that is informative and age appropriate, to give children an understanding and preparation for dealing with health concerns and emergencies in the modern world. Where appropriate it should be practical. Giving children a hands on experience. This may be done through class lessons or through visiting speakers, trained in this area.

The following objectives are to be blocked as 2 full 'Health Days' in the term of each year groups choice or as a whole school on 2 designated 'DFPS Health Days':

	Basic First Aid	Health and Prevention	Drugs, Alcohol and Tobacco
Year 1/2	• To know how to make a clear and efficient call to the emergency services. • What incidents warrant a call to the emergency services and what events do not • Which emergency service is required for what emergency • What information you need to know in order to get emergency services to come out • Who you should call the emergency services for – strangers, family and friends • Knowing when not to try and help someone yourself and to rely only upon emergency services • What situations require you to get to safety **before** calling the emergency services • Which incidents **do not** require a call to the emergency services • What numbers we have that we can ring if we are unsure eg 111 or 101		
Year 3/4	• To know how to help someone who has a head injury • To know how to dress a flesh wound and which dressing is appropriate for what wound • To know what to do if we find someone unconscious • To know what to do if we feel ill with a headache and what medications are ok • To know when it is ok to take medication and who we need to supervise us if we do • To know what to do if		

	someone falls over and can't get up • To know what to do if someone obtains a back injury		
Year 5	_	• How to recognise early signs of physical illness such as weight loss, or strange changes to the body that cannot be explained and the importance of good quality sleep for good health and that a lack of sleep can affect weight, mood, the ability to learn and mental health. • Safe exposure to the sun and how to reduce the risk of sun damage and skin cancer • About personal hygiene and the benefits of washing our body and hair and how often we should wash our body and hair • About personal hygiene and how germs are spread and the benefits of handwashing • Benefits of visiting the dentist and having good oral hygiene and what having good oral hygiene constitutes • The importance of immunisations, what an immunisation is and how they help protect us.	
Year 6			• To describe the effects of tobacco and alcohol on the body and understand why people smoke or drink • To describe the effects of some drugs on the body eg Marajuana and understand why some people smoke it • To know what is meant by the term 'drug' • Explain what is meant by legal and illegal, prescribed and unprescribed drugs • Consider their own values and attitudes towards smoking and drinking • Identify when an influence becomes a pressure • Be aware of resistance strategies to pressure • Explore a variety of situations where they may need help • Find information and advice

How Health Education is Provided and Who is Responsible For It

Health Education will be provided over 2 health days in the Summer Term. Teachers and TA's are responsible for delivering the health education and ensuring it is age appropriate.

The PSHE Leader is responsible for the monitoring and evaluation of the subject and this will be done by looking at written evidence in year group health and wellbeing books. Children will also be interviewed and asked about what they have learned and what they would do in certain situations.

To ensure that an age appropriate curriculum has been delivered, the following areas are covered in each year group:

- Years 1 - 4 – basic first aid
- Year 5 – health and prevention
- Year 6 – drugs, alcohol and tobacco

Children will also take part in awareness days across the year such as World Health Day which will look at healthy teeth, exercise, healthy eating, healthy actions and habits and healthy minds. Also, there will be participation in Walk To School Week where children are encouraged to learn about how walking can make a real improvement to their happiness, health and wellbeing.

How the Curriculum Is Monitored and Evaluated

The PSHE Leader will monitor and evaluate the subject through looking at written evidence and interviewing pupils. This will happen once a year after the 2 health days have been delivered.

Parental Withdrawal

Parents do not have a right to withdraw children from Health Education.