



Relationships Education, Relationships and Sex Education and Health Education Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2022
Renewal period	Every 2 Years
Review Date:	September 2024

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1.0 Bellevue Place Education Trust - Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

1 Introduction

- 1.1 BPET and Kilburn Grange School believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education, Relationships and Sex Education (RSE) and Health Education is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. BPET and Kilburn Grange School recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 BPET and Kilburn Grange School has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. BPET and Kilburn Grange School may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

- 1.3 BPET and Kilburn Grange School is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. BPET and Kilburn Grange School believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which BPET and Kilburn Grange School considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), BPET and Kilburn Grange School will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. BPET will encourage wider pupil awareness of LGBT.
- 1.5 This policy has been developed in consultation with parents, pupils and staff from all schools within BPET to ensure that it meets the needs of the whole Trust community. Consultation was carried out when initially introducing the 1Decision scheme of work and statutory guidance and the information was used to personalise the curriculum at our school.
- 1.6 The policy will be reviewed annually and parents will be consulted in advance about significant changes. We will ensure that feedback from pupils, staff, parents and classroom observations is considered when reviewing the policy annually.

2 Introduction, Intent and Aims of Kilburn Grange School

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, Kilburn Grange School aims to help prepare pupils for the onset of puberty, give them an understanding of development and the importance of health and hygiene, create a positive culture in relation to relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education BPET and Kilburn Grange School hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

As a primary free school, Kilburn Grange School must provide relationship education to all pupils in line with statutory guidance under section 34 of the Children and Social work act 2017. 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 includes the statutory RSHE guidance from the Department for Education. We follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

- 2.2 At Kilburn Grange School, we aim to equip our pupils with the tools that they need to become healthy, independent, and responsible future citizens in our ever-changing world. Kilburn Grange School recognises the importance of Relationships Education, RSE and Health Education, as well as Personal, Social, Health and Economic education (PSHE) to children and young people growing up in an increasingly complex world with rapidly changing information and technology. Relationships Education, RSE and Health Education, as well as Personal, Social, Health and Economic education (PSHE) is an important part of our curriculum as it enables children to gain the knowledge that is needed to enable them to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. We believe that it is the heart of what education is all about - educating children's minds and hearts and helping pupils grow and develop as people.

2.3 The aims of Relationships Education, Relationships and Sex Education and Health Education at Kilburn Grange School are intended to help pupils to:

- Understand how to keep and stay safe at all times.
- Understand how to keep and stay healthy at all times and be aware of potential risk areas (such as drugs and alcohol).
- Be aware of hazards that may be around them and how to deal with them safely and effectively.
- Develop and understand the importance of a healthy relationship focusing on family and friends.
- Recognise that their bodies grow, describe and understand the changes as they grow older, preparing them for puberty.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.
- Develop respect, empathy and responsibility as they grow and learn to become responsible members of the school community.
- Learn about mental wellbeing.
- Recognise the importance of feelings and how to manage them safely and effectively.
- Identify how to keep safe on the internet and how to protect themselves from these.

3 Definition of Relationships Education, Relationships and Sex Education (RSE) and Health Education

- 3.1 Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It will look at what a relationship is, what friendship is, what family means and who the people are who can support children. Relationship Education teaches children how to take turns, how to treat each other with kindness, consideration and respect. It will also explore the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. In Relationship Education, children learn how they can ensure personal space and boundaries are adhered to, show respect to others, and promote and understand differences between appropriate and inappropriate behaviour. Such teachings, will encompass elements of personal safety, for example, helping children to understand their right in being able to protect their own body and who to speak to if this is ever compromised or jeopardized.
- 3.2 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship. RSE is not about the promotion of sexual orientation but it is more about learning and celebrating differences as this reflects the world in which we live.
- 3.3 **RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children,

characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

- 3.5 Sex education is a non-statutory requirement and it is important to note that primary schools can choose whether they teach sex education to meet the needs of their pupils. After careful consideration and consultation with parents we will not be teaching sex education and we will only be teaching Relationship and Health Education at Kilburn Grange School. However, we do teach from the National Curriculum for science which also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.
- 3.6 Health Education focuses on the aim of teaching pupils about physical health and mental wellbeing and giving them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. Health Education includes content on: mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body. In teaching children through these topics, in an age appropriate manner, we aim to give your child the information that they need to make informed decisions about their own health and wellbeing.

4 Roles and Responsibilities

All members of BPET and Kilburn Grange School community are expected to follow this policy. Roles, responsibilities and expectations of each section of BPET and Kilburn Grange School community are set out in detail below.

4.1 Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Headteachers to account for the implementation of the policy.

4.2 The Chief Executive (CEO)

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the schools within BPET and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

4.3 Local Advisory Board (LAB)

The LAB in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Headteacher on educational outcomes. The LAB will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The LAB will annually report its findings to the Board of Trustees.

4.4 Headteacher

Each academy Headteacher, with support from their respective Senior Leadership Team and the PSHE lead, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision. Relationships Education, RSE and Health Education is lead and monitored by the PSHE/RHE Subject Lead, who will work alongside the Headteacher to ensure that PSHE/RHE is taught consistently across Kilburn Grange School.

4.5 Staff

Teachers who deliver Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their phase leader.

4.6 Parents

BPET and Kilburn Grange School hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of Relationships Education, RSE and Health Education and support their children's personal, social and emotional development. BPET and Kilburn Grange School hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

4.7 Pupils

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the BPET and Kilburn Grange School Behaviour policy.

5 Delivery of Relationships Education and Health Education

- 5.1 Relationships Education and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by ensuring clear guidelines are shared with pupils. Pupils will be given the opportunity to develop and discuss their opinions in a safe and respectful manner. Pupils will respect the views of others, their cultural and religious differences.

- 5.2 We use the 1Decision scheme of work to teach and deliver Personal, Social, Health and Economic education (PSHE) and Relationships and Health Education (RHE), however PSHE and RHE learning may take part in other forms. The 1Decision scheme of work is aligned with the statutory guidance and covers all the relevant elements that are required to be taught. 1Decision brings together PSHE Education and RHE in a comprehensive scheme of learning and takes into account the age, needs and feelings of pupils. The curriculum also offers a robust understanding of safeguarding through the comprehensive PSHE, RHE and e-safety programmes. The scheme of work has been awarded the PSHE Association Quality Mark. In this scheme of work, relationship education is 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). Children of the same age may be developmentally at different stages which may lead to differing types of questions or behaviours. Teachers will tailor the delivery of Relationships Education and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups. Staff will also ensure that any resources that are used in the delivery of PSHE/RHE are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.
- 5.3 Currently, we are in the process of introducing the Zones of Regulation curriculum. It is an approach designed to support the development of self-regulation in children. It teaches children to build awareness of their feelings and use a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This approach is taught alongside the 1Decision scheme of work.
- 5.4 At Kilburn Grange School, we refer to RHE/PSHE lessons as Skills for Life to help children understand the subject and its aims. Weekly Skills for Life sessions typically last for 40 minutes. As well as Skills for Life sessions, the school often uses assemblies to teach about issues related to other topics within the Skills for Life curriculum. These cover similar topics as covered in Skills for Life sessions, including mental health, bullying and transitions in between and beyond Key Stage One and Two. There is also a Picture News in-class assembly fortnightly in each class to discuss local, national and global current events happening at the time. There is a key charity identified each term. We believe that when children take part in charitable events, they learn about responsibility, generosity, helping others, making positive changes and how to engage with the local community as well as national and global issues. This also supports children's SMSC development including the Fundamental British Values.
- 5.5 The school also targets specific skills teaching to children identified as struggling. This is delivered through small group or one-to-one work with staff trained in specific areas, and aims to teach pupils skills they can come back to class and use.
- 5.6 The overview, found in the Annexes of this policy outlines the eight units, as well as the differing topics for each year group. PSHE/RHE or PSED in Reception is timetabled and taught in each class once per week. In Key Stage 1 and 2 classes, all discussions and learning during PSHE/RHE lessons are recorded in a whole class scrap book to show pupils responses and contributions. The class scrapbook includes the date of the lesson, explanation of task, pupil voice and photos/task children completed. As Reception is part of the Early Years Foundation Stage (EYFS), they follow the Early Years curriculum including the characteristics of effective learning. In EYFS, teaching of PSHE is incorporated into the learning of Personal, Social, Emotional and Development, one of the prime areas of the EYFS curriculum. PSED is captured in individual/group observations in each pupil's learning journal.

- 5.7 Relationships Education will be delivered in PSHE lessons, but may be referred to in other lessons.
- 5.8 The PSHE/RHE curriculum including PSED in EYFS is embedded throughout the curriculum using cross-curricular opportunities. For example, human reproduction in Science, health and wellbeing in Physical Education and online safety in Computing. In addition to this, we provide enrichment activities to support the curriculum such as Anti-bullying Week and Black History Month. When relevant, we plan educational visits and visitors such as the school nurse, drama workshops or the local fire station as we believe these experiences are an important contribution to the pupils' PSHE and RHE development.
- 5.9 Kilburn Grange School has six values which are part of our expectations and behaviour policy. WE CARE is the acronym that spells out our school values. The letters stand for: Wonder, Enjoy, Collaborate, Aspire, Reflect and Endeavour. All our learning is underpinned by our core values that show WE CARE for ourselves, each other, our community and beyond. The school values help to develop a pupil's character, self-discipline and learning habits and enable them to grow into well-rounded individuals and successful learners. They are deeply embedded within all areas of school life, including our curriculum and behaviour for learning. They are an important part of children's PSHE/RHE development and promoting the Fundamental British values. We focus on a different value each half-term and the overview below outlines which value we focus on each half-term. Throughout the half-term, assemblies are planned to teach children about this value and supports children's SMSC development including the Fundamental British Values.
- 5.10 The half-termly curriculum leaflet will outline to parents and carers what will be taught in PSHE/RHE each half-term. There will also be an annual opportunity offered to parents and carers to look at the PSHE/RHE materials and lessons in more detail.
- 5.11 At Kilburn Grange School, class teachers usually teach PSHE/RHE lessons. However, sometimes this will involve a Teaching Assistant. Staff do not have the right to opt out of teaching PSHE/RHE. Staff who have concerns about teaching PSHE/RHE are encouraged to discuss this with the Headteacher. As teaching PSHE/RHE encompasses sensitive matters, it is important that staff delivering PSHE/RHE lessons create a safe and supportive learning environment whilst also being prepared for the issues that may arise.
- 5.12 Staff are trained on the delivery of the PSHE and RHE curriculum as part of their induction and it is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE/RHE.
- 5.13 Each module within the 1Decision series builds on our Early Years programme and begins with a baseline assessment of the pupils' current knowledge, which allows class teachers to address any gaps in their learning. The KS2 programme has clear progressive routes from the KS1 programme, and the children's gained knowledge is highlighted throughout the assessment process.
- 5.14 Pupils' development in PSHE/RHE is monitored by class teachers as part of our internal assessment systems. In EYFS, PSED is assessed termly as part of the EYFS development matters outcomes and early learning goals using observations and teacher knowledge. In KS1 and KS2, there is an assessment opportunity after every topic that is learnt for all year groups in the last lesson. Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in circle time and lessons.
- 5.15 General comments about PSHE and RHE will be included in annual reports to parents and discussed during parent teacher meetings.

- 5.16 The effect of teaching a high quality PSHE/RHE curriculum prepares children for the opportunities, responsibilities, and experiences of adult life. It also promotes the spiritual, moral, social, cultural, mental, and physical development of pupils, at school and in society.

Relationships Education: Curriculum and Outcomes

- 5.17 By the end of their primary education BPET and Kilburn Grange School expects pupils to know the information set out at Annex 1. BPET in the Annexes of this policy recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups). There may be occasions where teachers ask parents to answer questions asked because of the sensitive nature of the response.

Health Education: Physical health and mental well-being

- 5.18 By the end of their primary education BPET expects pupils to know the information set out at Annex 2. BPET wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. BPET believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in PSHE, Science and PE lessons.

6 Pupils with special educational needs and/or disabilities

6.1 BPET will endeavour to ensure that Relationships Education and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages. When teaching PSHE and RHE, teachers may take into account the targets set for the pupils as part of their intervention, or Education Health and Care Plan, if and when applicable.

6.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

7 Right to request withdrawal from sex education

- 7.1 As we do not teach sex education at Kilburn Grange School, parents and carers are unable to withdraw their child(ren) from Relationships and Health Education because it is statutory and a vital part of their education covering topics such as friendships, how to stay safe/healthy and puberty. The science curriculum in our school includes content on human development, including puberty and reproduction, which is part of the statutory curriculum and parents are

unable to withdraw their child from these lessons. Any parents who wish to discuss the curriculum and their child(ren)'s participation in Relationships and Health Education lessons will be asked to schedule an appointment to have a discussion with the class teacher and the phase leader. Relationships and Health Education is taught within the Personal, Social, Health and Economic education (PSHE) curriculum.

8 Confidentiality and Child Protection

- 8.1 BPET hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.
- 8.2 Sometimes it is clear that certain children may need time to talk an adult in a one-to-one capacity after the session closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding Policy is followed.
- 8.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

9 Equal opportunities

- 9.1 Relationships Education and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.
- 9.2 BPET has a commitment to ensure that Relationships Education and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.
- 9.3 When teaching, there may be topics that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs. These may include family lifestyles and values, physical and medical issues, financial issues, sexual orientation, bullying and bereavement. Pupils' questions are answered honestly and sensitively according to the age and maturity of the pupil(s) concerned and if cannot be answered directly, can be addressed individually later. It is important that teachers respond in an appropriate manner so children are fully informed and don't seek answers online. There may be occasions where teachers ask parents to answer questions asked because of the sensitive nature of the response.
- 9.4 Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

- 9.5 When teaching PSHE/RHE, staff must be mindful and understanding about the different faiths and community groups within the school and take this into consideration when planning and teaching these subjects to ensure delivery and resources of lessons are appropriate for all students. They will address pupils' questions with due regard to the beliefs and values of the pupil's family and home background. Teaching of PSHE/RHE at Kilburn Grange School reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

10 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the BPET Complaints Policy.

Annex 1 Relationships Education Primary stage curriculum and outcomes

Families and people who care for me	<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 • 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	<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
Respectful relationships	<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 • 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

	<ul style="list-style-type: none"> • 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	<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

Annex 2 Health Education Primary stage curriculum and outcomes

Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • 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 • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • 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) • 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
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • 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 • 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 • why social media, some computer games and online gaming, for example, are age restricted • 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 • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • 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 • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • 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)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

Annex 3 PSHE/RHE Overview at Kilburn Grange School (following the 1Decision scheme of work)

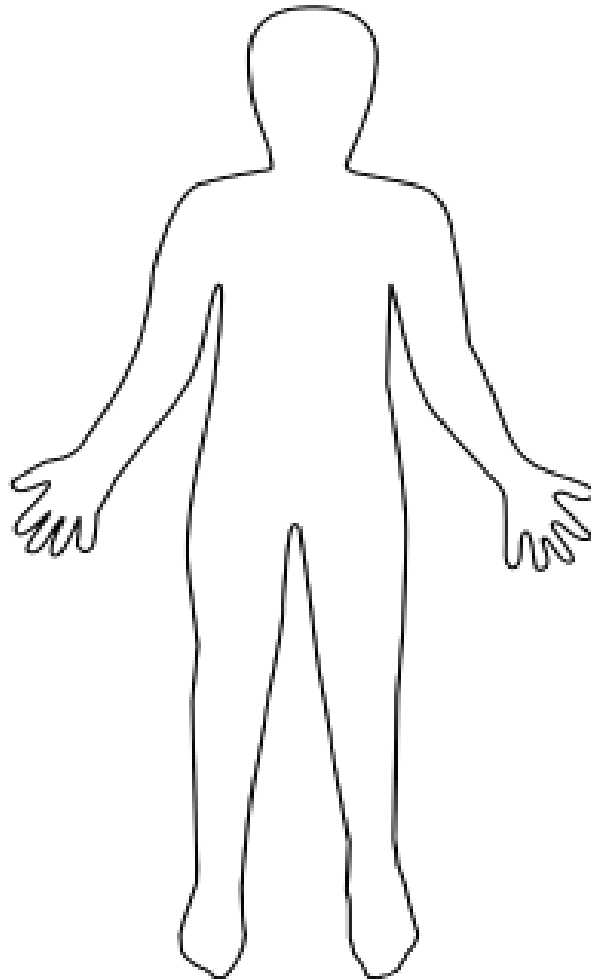
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key whole school festivals, events and memorable dates	International Day of Peace, International Day for Older Persons, Black History Month, Show Racism the Red Card, World Animal Day, World Mental Health Day, Harvest Festival, Rosh Hashanah, Yom Kippur, Eid-al-Adha, Halloween	Bonfire Night, Diwali, Anti-bullying week, Remembrance Day, Guru Nanak Gurmurb, Hanukkah, International Day of Disability, Christmas/Nativity/Visit care home to sing carols, Children in Need/Universal Children's Day, Christmas Jumper Day, International Day for Tolerance, Human Rights Day, St Andrew's Day	World Religion Day, Chinese New Year, Pancake Day, Safer Internet Day, Martin Luther King Jr. Day, Number Day	World Book Day, Science Week, Mothering Sunday, Holi Festival, Passover, Easter, International Women's Day, St Patrick's and St David's Day, International Day of Happiness, Comic Relief or Sport Relief	St George's Day, Buddha Day, World Day for Cultural Diversity, Earth Day, International Day of Families	Queens' Birthday, Father's Day, World Refugee Day, Ramadan/Eid-al-Fitr, Dharma Day, Sports Day, Mandela Day, International Food Festival (as part of Summer Fair) Transition Day (to new classes)
School Value of the half-term	WE CARE and Collaborate (revisited throughout the year)	Enjoy	Aspire	Endeavour	Wonder	Reflect
Reception (PSED)	<ul style="list-style-type: none"> Rules and routines School values Formulating friendships Naming body parts Our families are special Learning to understand that we are all different and unique. Conflict resolution 	<ul style="list-style-type: none"> Celebrating my achievements Taking care of my belongings Understanding the importance of being thankful School Values Honesty Learning how to keep safe when using fireworks Helping others 	<ul style="list-style-type: none"> Collaboration Learning about fears and how to overcome them Conflict resolution School Values Stranger danger Stereotypes 	<ul style="list-style-type: none"> Showing empathy Mother's Day I understand what it means to be lonely Bullying Conflict resolution School Values Internet safety 	<ul style="list-style-type: none"> School Values Road safety Show consideration to others Showing consideration and care to all living things Father's Day People that help me in school, at home and in the community. 	<ul style="list-style-type: none"> School Values Worries Reflection Transitions Expressing my thoughts and feelings Internet safety

Unit	Keeping/ Staying Safe	Keeping/ Staying Healthy	Relationships/ Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	Our World/ The Working World	Hazard Watch/ A World Without Judgement
Year 1	Road Safety	Washing hands	Friendships NSPCC PANTS unit	Water Spillage	Jealousy	Online Bullying Speak Out	Growing in our World Sun Awareness (1 lesson)	Is it safe to eat or drink? Hoax Calling (Fire Unit)
Year 2	Tying Shoelaces	Healthy Eating Brushing Teeth	Bullying Body Language NSPCC PANTS unit	Practice makes perfect Helping someone in need	Worry Anger	Image Sharing Computer Safety Documentary Speak Out	Living in our world Working in our world Sun Awareness (1 lesson)	Is it safe to play with? Petty Arson (Fire Unit)
Year 3	Staying Safe Leaning out of Windows	Medicine	Touch Consent	Stealing	Grief	Making friends online Speak Out	Looking after our world Sun Awareness (1 lesson)	Enya and Deedee at the Fire Station Texting whilst Driving (Fire Unit)
Year 4	Cycle Safety	Healthy Living	Appropriate touch Consent	Coming home on time	Jealousy	Online Bullying Speak Out	Chores at home Sun Awareness (1 lesson)	Breaking Down Barriers Asthma and Anaphylactic Shock (First Aid Unit)
Year 5	Peer pressure Adults & Children's View	Smoking	Puberty Consent	Looking out for others Adults & Children's View	Anger Adults & Children's View	Image sharing Adults & Children's View Speak Out	Enterprise Adults & Children's View Sun Awareness (1 lesson) Money Unit	Inclusion and Acceptance Adults & Children's View Basic Life Support (First Aid Unit)
Year 6	Water Safety	Alcohol	Review Puberty Consent	Stealing	Worry	Making Friends online Speak Out	In app purchases Sun Awareness (1 lesson) Money Unit	British Values Basic Life Support Head Injuries and Severe Bleeding, Minor Burns and Scalds and Fracture (First Aid Unit)

Annex 4 Example Resources that are used

Design the Perfect Friend

Nobody is perfect, but if you could design the perfect friend, what would they look like? How would they act? Use the space below to draw and describe your perfect friend.



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My Choices

At home

At school

Outside

Next I'd like to choose...

I'd like help with...

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSE Association Programme of Study



Coping with Puberty



What/who can help us during puberty?
Make a list of what/who can help us both emotionally and physically.

**What/who can help us
with our emotional changes?**

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**What/who can help us
with our body changes?**

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