



# Sheepscombe Primary School



## Relationships, Health and Sex Education Policy (RHSE)

|  |                                     |
|--|-------------------------------------|
| This policy was adopted at a meeting of: | To be approved at FGB on 23/02/2021 |
| Held on:                                 |                                     |
| Date to be reviewed                      | October 2022                        |
| Signed on behalf of the Governors:       |                                     |
| Name of signatory:                       |                                     |
| Signed by Head teacher                   |                                     |
| Name of Head Teacher                     | Mrs Vicky Barron                    |



**Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.**

**This policy applies to all staff and volunteers within the school.**

**Designated Safeguarding Lead (DSL) -Vicky Barron (Headteacher)**

**Deputy DSL's - Tracey Lane and Caroline Powell**

**Safeguarding Governor - Lynsey Willis**

**Gloucestershire Safeguarding Children Board (GSCB) procedures**

**<https://www.gscb.org.uk/> <https://www.gloucestershire.gov.uk/gscp>**

**This policy should be read in conjunction with:**

**Safeguarding and Child Protection Policy**

**[http://www.sheepscombeschool.co.uk/wp-content/uploads/2017/10/Policy\\_safeguarding-2019.pdf](http://www.sheepscombeschool.co.uk/wp-content/uploads/2017/10/Policy_safeguarding-2019.pdf)**

**Teaching and Learning Policy**

**[www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy\\_Teaching-and-Learning-policy.pdf](http://www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy_Teaching-and-Learning-policy.pdf)**

**Code of Conduct and Whistle Blowing Policy**

**<http://www.sheepscombeschool.co.uk/wp/wp-content/uploads/2020/02/Code-of-Conduct-and-Whistleblowing-Policy.pdf>**

**Behaviour Policy**

**<http://www.sheepscombeschool.co.uk/wp/wp-content/uploads/2020/02/Behaviour-policy-Sept.pdf>**

**Data Protection policy <http://www.sheepscombeschool.co.uk/wp/wp-content/uploads/2020/10/Schools-Data-Protection-Policy-Sheepscombe-Primary-School.pdf>**

**Equality Statement <http://www.sheepscombeschool.co.uk/wp/wp-content/uploads/2020/02/Equality-statement-1.pdf>**

**Anti Bullying Policy**

**<http://www.sheepscombeschool.co.uk/wp/wp-content/uploads/2020/02/Antibullying-and-Hate-Policy.pdf>**

**Latest Government guidance on Relationships, Health and Sex Education**



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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## **1 Shared beliefs and statutory guidance**

The Government states in its new guidance that came into force in September 2020 that:

..to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Sheepscombe School agrees with this statement.

We are clear that parents and carers are the prime educators for children on many of these matters and that school has a responsibility to complement and reinforce this role.

Sheepscombe school follows the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 and also the upcoming statutory guidance found in

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (link above), made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory.

Sheepscombe School delivers relationships, health and sex education (RHSE) as part of a timetabled Personal, Social and Health Education (PSHE) programme as well as part of the statutory Science content within its programme of study.

In our school we believe:

- RHSE is a lifelong learning about ourselves including our emotions, self esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. Learning takes place in many contexts: at home, at school and in the community.
- RHSE is an entitlement of all young people. Difference and diversity must be taken into account when delivering RHSE. Special education needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RHSE.
- RHSE is most effective when provided in the wider context of social and emotional development. In schools, successful RHSE is firmly rooted in personal, social and health education (PSHE).



- RHSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision making.

Parents have the right to withdraw their child from some or all of the Sex education aspects of the curriculum but not the Relationships or Health aspects. A request to withdraw from is available from the school office.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in Sheepscombe School, other than that delivered as part of the science curriculum. It is good practice for the head teacher to discuss the request to withdraw with parents. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

## **2 Introduction**

Our school's policy on Relationship, Health and Sex Education is based on the *Relationships and Sex Education (RSE)* resource produced by Gloucestershire Healthy Living and Learning (GHLL) team in 2017 and underpinned by the National Curriculum 2014.

The aim of GHLL RSE programme is to promote children's spiritual, moral, social and cultural development and to prepare all children for the opportunities, responsibilities and experiences of life. When we inform our pupils through sex and relationship education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any form of sexual orientation or promote sexual activity.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's RHSE programme will complement their role and support them in the education of their child regarding sex and relationships. The school will ensure that parents' and carers' views are heard and that taught RHSE is culturally appropriate and inclusive of all of our children.

## **3 Aims of the RHSE curriculum at Sheepscombe**

- RHSE should emphasise respect, compassion and loving care
- RHSE should be taught in relation to the absolute worth of all people
- RHSE should be sensitive to the circumstances of all children and be mindful of the variety of expression of family life in our culture.
- RHSE should be taught in the context of eliminating discrimination against any individual in our society.

This document sets out our school policy with regard to relationships, health and sex education so that all parents and carers are clear about our school's approach to this aspect of our



educational provision. We are aware of the sensitivity involved in this aspect of our work and the school will seek the views of parents and carers when developing this policy further.

#### **4 Elements of RHSE**

There are three main elements to our RHSE programme, these are:

- Gaining knowledge and understanding.
- Developing positive attitudes and values.
- Extending personal and social skills.

At Sheepscombe Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

#### **5 Teaching content**

As part of our curriculum for PSHE (Personal, Social, Health Education curriculum), including sex and relationship matters, we will teach children about:

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed long-term and loving relationship
- The importance of family life
- Moral questions
- Relationship issues
- Respect for the views of other people
- Sexual abuse and what they should do if they are worried about any sexual matters

#### **Definitions of relationships, sex and health education**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.



## **Relationships Education**

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSHE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.



At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school children will know about:

### **Families and people who care for 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.
  - Marriage in England and Wales is available to both opposite sex and same sex couples. That the ceremony through which a couple gets married may be civil or religious.
  - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
  - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
  - the importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

- 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**

Physical health and mental wellbeing:

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the Scouts or Girl Guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.



By the end of primary school children will know about:

### **Mental wellbeing**

- 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 spent 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**

Pupils should know

- 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**

- 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**

- 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**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

- 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**

- 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**

- 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

## **6 The objectives of RHSE Education**

We set out to:

- Enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- Provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

## **7. RHSE Education in the context of the National Curriculum for Science:**

The statutory requirements linked to Science-

More detail about the science programme of study can be found here:  
<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Sheepscombe Primary School has a statutory duty to teach the following as part of the National Curriculum for Science:

### **Key Stage 1**

- Notice that animals, including humans, have offspring which grow into adults.
- How animals, including humans, move, feed, grow and reproduce
- The main parts of the body - for example Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused. Concerns have been raised by Ofsted about some primary schools failing to teach correct names for sexual parts of the body, so Sheepscombe school will ensure that the correct terminology is used.



## Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age. Primary science at this age includes pupils learning about growth, reproduction, life cycles and ageing; the curriculum states that they should also learn about the changes experienced in puberty (Years 5 and 6). The programmes of study are set out year by year, but content may be introduced earlier if relevant to the pupils' needs. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child from these aspects of the Science curriculum.

### **8 The RHSE Curriculum coverage at Sheepscombe School**

The school follows a two-year cycle derived and resourced from the GHLL's Gloucestershire RSE curriculum, published in 2017. <https://www.ghll.org.uk/resources/pshe-rse-resources/> and <https://www.ghll.org.uk/RSE%20FINAL.pdf>

It also makes use of PSHE resources from the PSHE association <https://www.pshe-association.org.uk/curriculum-and-resources> and the SEAL (Social and emotional aspects of learning resources, which can be accessed here:

[http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category\\_id=184](http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category_id=184)

In addition the school uses materials and planning from GHLL's PiNK (People in the know) safeguarding curriculum <https://www.ghll.org.uk/pink-safeguarding-curriculum/> and associated resources

Staff attend training, according to need, from the GHLL at regular intervals. Lessons are pitched and delivered at a suitable level for the ages of the children in the class, based on the information from the websites and documents listed above and in line with Government advice.

At Sheepscombe School we deliver the vast majority of our Relationships, Health and Sex Education as well as our PiNK curriculum by organising the school into 4 groups: EYFS, Key Stage 1 (years 1 and 2) Lower Key stage 2 (Years 3 and 4) and Upper Key stage 2 (years 5 and 6).

We believe this enables us to pitch sessions more effectively to the different ages. Some science aspects of the curriculum however may still be taught in wider class groups, where suited.



Our planning overview is as follows

| Values          | Term 1<br>Respect  | Term 2<br>Courage  | Term 3<br>Kindness  | Term 4<br>Honesty   | Term 5<br>Thoughtfulness   | Term 6<br>Tolerance   |
|-----------------|--|--|---|---|--|---|
| <b>EYFS</b>     | RSE People who help us<br><br>PSCHE Good to be me<br>New beginnings<br><br>PiNK Emergency services<br>Stranger danger<br><br>ICT Internet Safety<br>Kidsmart resources | RSE Keeping ourselves clean<br><br>PSCHE Anti Bullying<br>Getting on and Falling out<br><br>PiNK Brushing teeth and Hygiene<br><br>ICT Internet Safety   | RSE Responsibility<br><br>PSCHE Relationships<br><br>PiNK Being a good friend<br><br>ICT Internet Safety  | PSCHE Going for Goals<br><br>PiNK Body part names including appropriate and inappropriate touch NSPCC<br><br>ICT Internet Safety  | RSE Growing up<br><br>PSCHE Emotional well being<br><br>PiNK Skill Zone visit<br>Medicines<br><br>ICT Internet Safety  | PSCHE Risks<br><br>PiNK Sun safety<br><br>ICT Internet Safety   |
| <b>Year 1/2</b> | PSCHE Good to be me<br>Keeping Safe<br><br>PiNK Who helps us?<br>Stranger danger<br><br>ICT Internet Safety<br>ThinkuKnow 5-7  | RSE Personal Hygiene<br><br>PSCHE Anti Bullying<br>Say no to bullying<br><br>PiNK Hygiene diet and exercise<br>Rule of Law – children’s rights<br><br>Rule of Law – children’s rights<br><br>ICT Internet Safety | PSCHE Protective Behaviours – keeping my self safe GHLL materials - feelings<br><br>PiNK Showing kindness to others<br>My community<br><br>ICT Internet Safety  | RSE Being Unique y1 y2<br>Similarities and differences<br>body parts<br><br>PSCHE Protective Behaviours – keeping my self safe GHLL materials<br><br>PiNK Body part names, changes from baby to adult<br>The PANTS rule<br>NSPCC<br><br>ICT Internet Safety | RSE Life cycles including the Human Life cycle y1<br>Y2 where do babies come from?<br><br>PSCHE New beginnings<br><br>PiNK Skill Zone visit<br>Medicines and drugs<br>Media influence<br><br>ICT Internet Safety | RSE Changes – physical<br>Y2 Becoming independent<br><br>PSCHE Changes<br><br>PiNK Sun safety<br><br>RSE Why am I special including names for sexual parts<br><br>Financial capability<br><br>ICT Internet Safety |
| <b>Year 3/4</b> | RSE changes – y4responsibilities<br><br>PSCHE Good to be me<br>Keeping Safe<br><br>PiNK Stranger danger<br><br>ICT Internet Safety<br>ThinkuKnow 8-10                  | RSE Personal hygiene – handwashing and infection<br><br>PSCHE Anti Bullying<br><br>PiNK Hygiene diet and exercise<br>Rule of Law – children’s rights<br><br>ICT Internet Safety                                  | RSE Types of Love - eg for pets, hobbies, parents etc<br><br>PSCHE Kindness to others, healthy relationships<br><br>PiNK Rules & Responsibilities – make me a superhero<br>My community<br><br>ICT Internet | RSE Personal hygiene – infection y3<br>Personal hygiene – antibiotics<br><br>PSCHE Keeping myself safe book – safe places<br><br>PiNK Growing up -Differences between males and females,  | RSE Similarities and differences - reproductive organs y3<br>Lifecycle – changes y4<br><br>PSCHE Citizenship and rights<br><br>PiNK Skill Zone visit<br>Medicines and drugs<br>Media influence                   | RSE Challenging stereotypes<br><br>PSCHE Understanding democracy<br><br>PiNK Financial capability, where does money come from<br><br>ICT Internet Safety  |



|        |  |                     |
|--------|--|---------------------|
| Safety | behaviour that affects our feelings including appropriate and inappropriate touch<br>NSPCC | ICT Internet Safety |
|        |  | ICT Internet Safety |

**Year 5/6**

|  |   |   |  |   |   |
|--|---|---|--|---|---|
| RSE Personal hygiene – keeping clean   | RSE Emotional and Physical changes  | RSE Drugs and Alcohol<br>GHLL scheme of work  | RSE Reproduction – the human lifecycle- how are babies made? | RSE Y6 Sexual intercourse Birth and a new baby (midwife visit)<br>RSE Y5/6 Changes and Menstruation | RSE Genetic inheritance   |
| PSCHE Understanding feelings (in the keeping safe book)<br>What affects my mood? | PSCHE Anti Bullying Protective behaviours – keeping myself safe book – including One Step Removed | PSCHE Feeling scared (in the keeping safe book) Kindness to others, healthy relationships<br>Safe places (in the keeping safe book) | PSCHE peer pressure, tolerance and conflict resolution       | PSCHE Self awareness and different qualities  | PSCHE Managing risk and change  |
| PiNK Rules and responsibilities<br>Stranger danger                               | PiNK Rule of Law – children’s rights, democracy, liberty and respect (in the keeping safe book)   | PiNK My community – how can I make a difference   | PiNK Counting sleep<br>Resilience - Make me a superhero      | PiNK Skill Zone visit<br>Medicines and drugs<br>Why are some drugs legal and others not?            | PiNK Media influence<br>Peer pressure<br>Financial capability, where does money come from , what is profit and loss<br>Charity work |
| ICT Internet Safety<br>ThinkuKnow 8-10   | ICT Internet Safety   | ICT Internet Safety   | NSPCC<br>ICT Internet Safety                                 | ICT Internet Safety<br>ThinkuKnow 10-13 (just year 6)   | ICT Internet Safety   |

**Year 5/6:**

As part of these sessions with Year 5 & 6, Menstruation will be discussed. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. For this part of the curriculum the girls may have opportunities provided to talk separately from the boys, if they so wish. Boys should also know about puberty before it occurs and will be taught about the changes they can expect as part of this process. Much of the discussions around puberty will take place as mixed gender groups but teachers will be sensitive to the needs of particular groups.



We also facilitate the use of an anonymous question box as a distancing technique. This helps with any difficult questions children may have.

### **9 Who teaches RHSE at Sheepscombe?**

The Class Teachers or our HLTA Mrs Lane, who has received training via the Gloucestershire Healthy Living and Learning Alliance (GHLL), teaches RHSE: a range of teaching methods are used, which include use of video, discussion, fact sheets and books.

RHSE is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

### **10 Teaching Methodologies**

- **Ground rules**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored.

RHSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RHSE work, in addition to those already used in the classroom. They will cover the following areas: • Appropriate use of language. • The asking and answering of personal questions. • Strategies for checking or accessing information.

- **Answering Questions**

We acknowledge that sensitive and potentially difficult issues will arise in RHSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated schools aims and curriculum content for RHSE. As a first principle we will answer questions relating to the planned taught curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group in a sensitive and age appropriate way only to the child or children who have asked that question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader or the Head Teacher. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

- **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of



information. Questions that cannot be answered by school staff will be redirected to parents to answer.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

- **Distancing Techniques:**

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role play, videos to enable children to share ideas and opinions and to practise their decision- making skills in a safe learning environment

## **11 Resources**

We will avoid a wholly 'resource- led' approach to delivering RHSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources, leaflets and videos, before using them.

We will select resources which:

- Are consistent with the Curriculum for RHSE
- Relate to the aims and objectives of this policy.
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- Appeal to adults and children.
- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias e.g. towards a commercial product.
- Avoid racial, gender and sexual stereotyping.
- Encourage active and participative learning.
- Conform to the legal requirements for RHSE.

## **12 Consulting Parents**

Parents can make a request to the Head Teacher or to the school's PHSE leader Mrs Lane to see the materials which will be used in the school's RHSE Programme.

In addition:



- The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used prior to teaching.
- Parents and carers have the right to withdraw their children from all or part of the sex and relationship education programme that is taught in school (but not from the biological aspects of human growth and reproduction necessary under the National Curriculum for science).
- If a parent wishes their child to be withdrawn from sex and relationship education lessons they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents and carers in this regard.

### **13 Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse or a midwife may be involved in the delivery of Relationships, Health and Sex Education, particularly in Key Stage 2.

We believe that RHSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times
- In class teaching situations, visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class Teacher, taking account of the age and needs of the group and the context of the work within the RHSE programme.
- Visitors will be reminded that, whilst contributing to RHSE in a classroom setting, they must adhere to the same confidentiality code as members of staff.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand
- The contributions of visitors will be regularly monitored and evaluated.

### **14 Inclusion and Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex



Education. Parents of children with SEND that have an EHCP (Education, Health and Care Plan) will be consulted as to the pitch and content of the programme, particularly in Key Stage 2.

We understand the importance of ensuring that all children in our school receive their entitlement to RHSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RHSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RHSE curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers unless they choose to

In relation to those with special needs or disability, we will review our RHSE programme to ensure that provision is made for those with additional needs.

We will consider:

- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

### **15 Child Protection/Confidentiality**

Teachers need to be aware that effective RHSE Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. They conduct relationship, health and sex education lessons in a sensitive manner, and in confidence. However, if a child makes reference to being involved (or seems likely to be involved) in sexual activity, then the teacher will take the disclosure seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate but will inform the Head Teacher/Designated Child



Protection person in line with the Local Authority procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## **16 The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents or carers are informed about our relationship, health and sex education policy, and that the policy is implemented effectively.

It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher and the curriculum leader for RHSE/PSHE liaises with external agencies regarding the school sex and relationship education programme and ensures that all adults who work with children on these issues are aware of the school policy and work within its framework.

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

## **17 Monitoring**

Monitoring is the responsibility of the Head teachers, Governor for Safeguarding - this is Mrs Lynsey Willis and Subject leader with responsibility for PSHE and RHSE - this is Mrs Lane.

The effectiveness of the RHSE programme will be evaluated by assessing children's learning and implementing change if required.

The governing body gives serious consideration to any comments from parents and carers about the sex and relationships education programme and makes a record of all such comments. These are held confidentially on file by the Business Manager and are discussed at the next Governor meeting or sooner with the Head Teacher if required.

## **18. Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Provisions within the Equality Act allow schools to 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. This should be taken into consideration in designing and teaching these subjects. A school could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.



Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching RHSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

Schools are free to determine how they do this, and the Government expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum

This policy document will be available to parents via our website or via requesting a free paper copy from the office and will be reviewed every two years. The next review will take place in October 2022.