

# PSHE / RSE Policy.

## Relationships Education, RSE and Health Education (2021)

Oakridge Community Primary School



**Approved by:**

Mrs H Thompson

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# 1. Why Do We Teach PSHE/RSE

Secretary of State Foreword - *Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*

*This is why the government has made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.*

*Guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.*

*Clearly, parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and see building on what pupils learn at home as an important part of delivering a good education.*

*In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.*

*Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.*

*Content will support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.*

*This will be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.*

*These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.*(Relationships Education, RSE, Health Education D of Ed 2019)

At Oakridge, we use the Discovery Education Health and Relationships Programme - through which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. We have adapted and personalised these resources to meet the needs of our children and to enable the full curriculum to be taught in an age appropriate two-year cycle, within our mixed age classes.

Our PSHE programme, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are six underlying core themes taught within the Discovery Education PSHE curriculum, across which there is broad overlap and flexibility. These core themes are: -

1. Healthy and Happy Friendships
  2. Similarities and Differences
  3. Caring and Responsibility
  4. Families and Committed Relationships {This includes the Sex Education element in Upper KS2}
  5. Healthy Body, Healthy Mind
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## 6. Coping with Change {Including understanding puberty in Upper KS2}

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress. The Discovery Education Health and Relationships PSHE programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

PSHE helps pupils to develop skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

The PSHE curriculum supports the development of attitudes, values, skills and behavior which enable pupils to: -

- Live healthy lifestyles
  - Address personal hygiene
  - Develop an awareness of changing and growing
  - Deal with different emotions in an appropriate way
  - Keep safe
  - Communicate well with others and work as a team
  - Define, identify and know how to respond to bullying
  - Know where and how to seek help when needed
  - Treat everybody with respect
  - Form and build positive relationships
  - Understand the reasons for rules, and their responsibility to keep them
  - Learn about their responsibility in caring for others
  - Be active in their own learning
  - Be active within their community
  - Manage money well
  - Keep safe online
  - Self-assess and identify their strengths and weaknesses
  - Know basic First Aid and how to make emergency calls
  - Work collaboratively and respectfully
  - Appreciate diversity
  - Empathise with other points of view
  - Express opinions clearly
  - Understand the changes that occur in puberty
  - Develop strategies for managing changing emotions
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## **Relationships Education (Statutory)**

The focus in primary school is 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 are 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.

Respect for others is 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.

From the beginning, teachers 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 address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers 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, blended families, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care is 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 RSE), pupils are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In our school, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

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The programme we have chosen to use, Discovery Education Health and Relationships, teaches pupils in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

### **Physical Health and Mental Wellbeing (Statutory)**

Our focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers are 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 enables 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 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 is 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 are taught the benefits of hobbies, interests and participation in their own communities. Children are taught 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 are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. KS2 pupils are taught why social media, computer games and online gaming have age restrictions and are taught to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing enables children to learn about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

The programme we have chosen to use, Discovery Education Health and Relationships, teaches pupils in an age-appropriate way, how to be healthy physically and mentally. This includes physical and emotional changes as we grow during puberty for both boys and girls.

## **2. The Statutory Requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching PSHE/RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oakridge Community Primary School we teach PSHE/RSE as set out in this policy.

## **3. How This Policy Has Been Created**

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
  2. Staff consultation – all school staff were given the opportunity to comment on the policy and make recommendations
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3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. What is Relationships and Sex Education (RSE)?**

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

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

RSE is not about the promotion of sexual activity.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The national curriculum for science 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.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. This ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about our school's overall policy, we consult parents before the final years of primary school about the detailed content of what will be taught. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information, where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

Meeting these objectives requires a graduated, age-appropriate programme of sex education which takes account of the developmental differences of children. With this in mind, we have chosen to use Discovery Education Health and Relationships for Relationships Education, RSE, and Health Education – a scheme produced for primary school aged children. Our PSHE/RSE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

We have developed our curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

In KS1 and Lower KS2 we have also incorporated resources from NSPCC Talk PANTS campaign which helps teachers and parents of 4-11 year olds keep children safe from abuse. In a similar way to the Green Cross Code, this campaign takes a potentially tricky subject and gives teachers/parents the tools to talk about it in an engaging and age-appropriate way.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

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We recognise that the onset of menstruation can be a confusing or distressing time for girls if they are not prepared. As a school we acknowledge we have a responsibility to prepare girls for menstruation and make adequate and sensitive arrangements to help children manage their period. As part of RSE lessons, all Upper KS2 children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. Children will be shown a range of sanitary products as discussed including pads, tampons and if appropriate, sustainable alternatives. We will also reassure girls that if they do start their period at school then there are a range of products available which are discretely placed in a wash bag in the staff toilet along with sanitary bins and they can talk to any member of staff if they need support. In addition to this, we discuss the emotional and physical changes girls and boys encounter during puberty.

We do not usually separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable. However, we acknowledge that there may be occasions when the children may require time in separate girl/boy groups and if this is the case, we adapt our lessons accordingly.

*A Glossary of words and terms which may be used during our sex education and puberty lessons:*

Vulva

Vagina

Uterus

Ovaries

Fallopian tubes

Testes

Testicles

Sperm

Penis

Conception

Fertilisation

Menstruation

Periods

Sanitary products

***Human Reproduction key words and facts.:***

Conception

Pregnancy

Birth

- A baby grows from an egg inside a female body, in the uterus; an egg has to be fertilised for a baby to develop.
  - The sperm which fertilises the egg is made in the testes of males.
  - The point at which a sperm and egg join is called conception; if a fertilised egg successfully implants in the uterus, this is called pregnancy: pregnancy takes about 9 months during which time a baby will develop and grow until it is ready to be born
  - Birth involves the baby coming out of the uterus either through the vagina or, by Caesarean section where a doctor takes the baby out of the mother in a surgical operation.
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- Sexual intercourse (often called sex) between a male and a female may result in a pregnancy.
- Sexual intercourse is a very special act between people who are in a loving and trusting relationship; no one should feel they need to have sexual relationships before they are grown up and they feel ready for it with someone they love and trust.

### Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Oakridge School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

## 5. Our Curriculum (2 Year Rolling Programme)

Our curriculum is set out below. This may need to be adapted (change the order of lessons) as and when lessons support other learning opportunities across the curriculum.

PSHE/RSE 2 Year Rolling Programme – Medium Term Planning at Oakridge Community Primary School

YEAR GROUPS	YEAR ONE OF CYCLE - TERMLY THEME OVERVIEWS	
	Autumn Term	
Topics:	Healthy and Happy Friendships	Caring and Responsibility
EYFS	ELGs: Building Relationships -Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	ELGs: Self Regulation -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Year 1 & 2	Yr1: Forming friendships and how kind or unkind behaviours impact other people.	Yr1: Identifying who our special people are and how they keep us safe.
Year 3 & 4	Yr3: Being a good friend and respecting personal space. Strategies for resilience.	Yr3: Our responsibilities and ways we can care and show respect for others.  <i>Practical Emergency First Aid Training.</i>

YEAR GROUPS	YEAR ONE OF CYCLE - TERMLY THEME OVERVIEWS	
Year 5 & 6	<p><b>Coping with Change</b></p> <p><b>Yr4:</b> How our bodies change as we enter <u>puberty</u>, including hygiene needs and menstruation.</p>	<p>Yr5: How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.</p> <p><i>Practical Emergency First Aid Training.</i></p>
<b>Spring Term</b>		
<b>Topics:</b>	<b>Similarities and Differences</b>	<b>Coping with change</b>
EYFS	<p>ELGs: People, Culture and Communities</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries.</li> </ul>	<p>ELGs : Managing Self</p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>
Year 1 & 2	Yr1: Similarities and differences between people and how to respect and celebrate these.	Yr1: Growing from young to old and how we have changed since we were born.
Year 3 & 4	Yr3: Respecting and valuing differences. Shared values of communities.	Yr3: Coping with feelings around the changes in our lives.
Year 5 & 6	Yr5: Celebrating strengths, setting goals and keeping ourselves safe online.	Yr5: How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
<b>Summer Term</b>		
<b>Topics:</b>	<b>Healthy body, Healthy mind</b>	<b>Families and Committed Relationships</b>
EYFS	<p>ELGs: Managing Self</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>	<p>ELGs: Past and Present</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>
Year 1 & 2	Yr1: Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Yr1: What a family is (including difference and diversity between families), and why families are important and special.

YEAR GROUPS	YEAR ONE OF CYCLE - TERMLY THEME OVERVIEWS	
Year 3 & 4	Yr3: Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Yr3: Different types of committed relationships and the basic characteristics of these.
Year 5 & 6	Yr5: Our unique bodies and self-acceptance: valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	Yr5: The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.  Y 6 <b>Busy Bodies</b> – Health promotion resource.  <i>Session 4 is non-statutory Sex Education.</i>

YEAR GROUPS	YEAR TWO OF CYCLE - TERMLY THEME OVERVIEWS	
	<b>Autumn Term</b>	
<b>Topics:</b>	<b>Healthy and Happy Friendships</b>	<b>Caring and Responsibility</b>
EYFS	ELGs: Building Relationships -Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	ELGs: Self Regulation -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Year 1 & 2	Yr2: Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations  & NSPCC Talk Pants Resources	Yr2: The different communities and groups we belong to and how we help and support one another within these.
Year 3 & 4	Yr4: Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.  & NSPCC Talk Pants Resources	Yr4: Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.

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YEAR GROUPS	YEAR TWO OF CYCLE - TERMLY THEME OVERVIEWS	
Year 5 & 6	Yr6: How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Yr6: How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.
<b>Spring Term</b>		
<b>Topics:</b>	<b>Similarities and Differences</b>	<b>Coping with change</b>
EYFS	ELGs: People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries.	ELGs : Managing Self - Explain the reasons for rules, know right from wrong and try to behave accordingly - Explain the reasons for rules, know right from wrong and try to behave accordingly
Year 1 & 2	Yr2: Exploring different strengths and abilities. Understanding and challenging stereotypes.	Yr2: Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Year 3 & 4	Yr4: Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	<div style="text-align: center;"><b>Healthy and Happy Friendships</b></div> <b>Yr5:</b> Identity and peer pressure off- and online. Positive emotional health and wellbeing.
Year 5 & 6	Yr6: Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	Yr6: Ways to manage the increasing responsibilities and emotional effects of life changes
<b>Summer Term</b>		
<b>Topics:</b>	<b>Healthy body, Healthy mind</b>	<b>Families and Committed Relationships</b>
EYFS	ELGs: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	ELGs: Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

YEAR GROUPS	YEAR TWO OF CYCLE - TERMLY THEME OVERVIEWS	
Year 1 & 2	Yr2: Ways to stay healthy, including safe and unsafe use of household products and medicines.	Yr2: The different people in our families, and how families vary.
Year 3 & 4	Yr4: Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	Yr4: The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.
Year 5 & 6	Yr6: Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Yr6: <b>Sex Education Unit:</b> Adult relationships and human reproduction, including different ways to start a family.

## 6. How RHE Will Be Delivered (including RSE)

RHE and RSE are taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Within the core PSHE theme, Families and Committed Relationships, Upper KS2 pupils also receive stand-alone Sex Education sessions delivered by the KS2 Teacher.

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

- › What a family is (including difference and diversity between families), and why families are important and special.
- › The different people in our families, and how families vary.
- › Different types of committed relationships and the basic characteristics of these
- › The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter, what boundaries are and how to keep safe
- › The characteristics of healthy, positive and committed relationships, and how these develop as people grow older
- › Adult relationships and human reproduction, including different ways to start a family.

Below is a brief overview of the content of the (non-statutory) Sex Education lessons taught to Upper KS2. These sessions are provided in addition to the information covered in the science curriculum.

**(Parents/carers can withdraw their child from these lessons)**

### Lesson 1

- › Starting a Family. This lesson introduces human reproduction and also explores other ways of starting a family

### Lesson 2

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- › The impact of having a baby. This lesson focuses on the significance of making the decision to start a family and how life changing having a baby can be

### Lesson 3

- › When is it right? This lesson focuses on how age restrictions for having sex (the age of consent) are there to keep children safe

In Upper KS2 we also use the 'Busy Bodies' resource from Health Promotion. The content of this is split into five sections, each watched individually, they cover:

#### Introduction

- › What happens in puberty?
- › How boy's bodies grow and develop during puberty (for all genders to watch)
- › How girls' bodies grow and develop including menstruation (for all genders to watch)
- › How babies are made? Please note when watching this film with children, they need to know that it refers to Ireland's age of consent as being 17 where as in England it is 16 – children need to know the correct age for the UK. (Parents can withdraw their children from watching this video as it falls under Sex Education)
- › Enjoying growing up (a holistic approach to growing up as it refers to the importance of physical activity and mental wellbeing)

All the films use the same cartoon characters. There are no real-life photos or pictures. It is important that all pupils see the films for both genders not just their own. There are supporting information booklets that can be accessed from the site. The Busy Bodies booklet is aimed at children and their parents and there is a Busy Bodies guide for teachers. For more information about our RSE curriculum, see section 5 - *Our Curriculum* and section 12 - *What pupils should know by the end of primary school regarding PSHE/RSE*

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include blended families, 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).

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

## **7. Responsibilities and Roles Within the School Community**

### **7.1 The governing body**

The governing body will approve the PSHE/RSE policies, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw Upper KS2 pupils from specific components of RSE (see section 13).

### **7.3 Staff**

Staff are responsible for:

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

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

The following staff are responsible for teaching PSHE/RSE at Oakridge Community Primary School:

Mrs H Thompson: Head Teacher

Mrs L Little: Key Stage 2 Teacher

Mrs N Bannister: Key Stage 1 Teacher

Miss J Kaye: EYFS Teacher

## 7.4 Pupils

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

## 8. Parents' Right to Withdraw Upper Key Stage 2 Children from Sex Education

Parents **do not** have the right to withdraw their children from Relationships and Health Education.

Parents have the right to withdraw their UKS2 children from the [non-statutory/non-science] components of sex education within RSE contained within the **Family and Committed Relationships section and the Busy Bodies Video titled - How babies are made?** The headteacher or KS2 teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The staff member will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example 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. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Requests for withdrawal should be put in writing using the form found in section 13 of this policy and addressed to the headteacher. **This applies to Upper KS2 children only.**

## 9. Continuing Professional Development in PSHE/RSE

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

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

The PSHE/RSE subject leader ensures staff are kept informed of relevant changes to aspects of PSHE/RSE by attending local cluster meetings and network meetings. The subject leader will support colleagues in the teaching of PSHE/RSE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

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## **10. How Will PSHE/RSE Be Monitored?**

The delivery of PSHE/RSE is monitored by Miss Kaye through:

Staff meetings dedicated to the ongoing development of PSHE/RSE, planning scrutinies, learning walks and pupil voice discussions with children.

Pupils' development in PSHE/RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss Kaye annually. The biannual growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it continues to meet the needs of our children. At every review, the policy will be approved by the governing body/headteacher.

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## 11. What pupils should know by the end of primary school regarding PSHE/RSE

THEME	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

THEME	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
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Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

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