



Langham Primary School

Relationships, Sex and Health Education Policy

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| Introduced | June 2021 | Author/ Owner | <i>Pupil Related Committee</i> |
| Last Reviewed | | Review Cycle | <i>Three Years</i> |

Introduction

Relationships, Sex and Health Education (RSHE) are subjects which form the backbone of our Personal, Social and Health Education (PSHE) curriculum offer.

Our policy complies with statutory requirements of [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) statutory guidance and the [Equality Act 2010](#).

Our scheme of work has been developed using suggested content produced by the PSHE Association.

Definitions

PSHE is a broad subject area which encompasses a wide range of knowledge, skills and capabilities that enable children to thrive in modern society as they grow and develop. Within this, **Relationships education** is about how we interact with each other, understand each other and get the best out of each other, both in the real and in the virtual world. It includes:

- Families
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex education is about how humans reproduce and the personal changes we experience as we go through puberty. **Health education** is about understanding what we can do to help keep ourselves and each other physically and mentally fit. It includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and keeping well
- Basic first aid
- Changing adolescent body

Curriculum Content

We based our scheme of work on the PHSE Association's draft framework. The PHSE Association were commissioned by the DfE to help schools understand how the statutory guidance could be implemented. Subject content for Key Stage 1 and Key Stage 2 is set out in our scheme of work (Appendix 1). Content is divided up into three core themes; **health and wellbeing, relationships and living in the wider world**. Our scheme details what children will have covered by the end of each key stage.

How lessons are delivered

Lessons are usually delivered by the classteacher or another member of staff who knows the children well and has been able to build up a positive relationship with them. This is important so that children feel confident to discuss issues which can sometimes be sensitive in nature.

This is also important because lessons sometimes need to respond to particular needs of the class. Children learn to manage their feelings and relationships every day, not just when it says so on the plan. In addition, teachers may well take opportunities to deliver key messages in response to events in school or the wider world.

The curriculum is delivered in the following ways:

- Through units of work and lessons
- Assemblies
- When the need arises (for example in response to an incident at school or an event in the news)
- Structured talk facilitated through Circle Time or P4C (philosophy for children)
- Through wider school activities such as Eco Team, play leaders, school council and tuck shop.

We use materials published by the PHSE Association and online resources published by Discovery Education to help us deliver the curriculum.

Sex Education

Sex education is not required to be taught in primary schools beyond the content prescribed by the National Curriculum for science. However, in our scheme of work, additional content is delivered in upper key stage 2 (Y5 and 6). The reason for including additional content is to ensure that children are well prepared for the physical and emotional changes that they will experience into adolescence. Contraception **is not** covered as part of our content because the school does not consider this essential knowledge to understand and deal with the stage of life children are preparing for. The content in our scheme of work goes beyond statutory content as illustrated in the table below.

| Key Stage 1 science | Key Stage 1 sex education |
|---|---|
| Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. <i>(NB There is no requirement to teach children names of sexual body parts)</i> | Recognise that some things are private and the importance of respecting privacy; parts of the body covered with underwear are private. <i>(NB In our school we do not teach children names of sexual body parts as this is not necessary to understand the concept of privacy)</i> |
| Key Stage 2 science | Key Stage 2 sex education |
| Describe the differences in the life cycles of a mammal, and amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals Describe the changes as humans develop into old age. | Identify external and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. The physical and emotional changes that happen when approaching and during puberty (including menstruation and menstrual wellbeing, erections and wet dreams). The importance of hygiene routines during puberty and into adulthood. The process of reproduction and birth as part of the human life cycle; how babies are conceived and born. |

Exercising the right to withdraw

You are unable to withdraw your child from statutory content included in the science curriculum or the curriculum for relationships and health education. However, if you do not want your child to take part in some or all of the lessons on sex education, you can ask for them to be withdrawn. Only the headteacher is able to grant withdrawal from part of the school's curriculum. We will always inform parents ahead of delivering curriculum content on sex education, offer an opportunity to view teaching materials and remind them of their right to withdraw their children from lessons. Sex education lessons take place in years 5 and 6.

Equality and diversity

A successful society is one which embraces diversity, is built on mutual respect and ensures equality of opportunity. Schools are required to comply with the Equality Act 2010, in particular the Public sector equality duty. As a result, schools should be alive to issues such as everyday sexism, homophobia, gender stereotypes and racism. In doing this, schools must make sure their teaching is 'sensitive and age appropriate in approach and content'. Schools should ensure that the content is fully integrated into the curriculum rather than taught as a stand-alone unit.

In our school, content about gender, race and sexual orientation and identity will be covered in units of work about family relationships, personal identity and bullying (Appendix 1) and supports the following statutory objectives for the end of primary school:

- *Pupils should know that others' families, either in school or the wider world, sometimes look different from their family, but that they should respect those differences and that other children's families are also characterised by love and care.*
- *Pupils should know that stable, caring relationships, which may be of different types, are at the heart of happy families*
- *Pupils should know the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs*
- *Pupils should know what a stereotype is, and how stereotypes can be unfair, negative or destructive.*

Monitoring the effectiveness of this policy

We will monitor the impact of this policy through:

- Assessing the progress children make in their personal development
- Monitoring lessons and children's work
- Consultation with pupils, teachers and parents

Staff were consulted on this policy in May 2021

Parents were consulted on this policy in June 2021

This policy will be reviewed every three years.

Appendix 1

Langham Primary School

Personal, Social and Health Education (PSHE)

Autumn Term

| Core Theme | KS 1 Content | KS2 Content |
|----------------------|---|--|
| Relationships | <p>Families: Who cares for you and how they make you feel cared for? Different types of families. Common features of family life. What can you do if something about your family makes you feel unhappy or worried?</p> <p>Friendships: How people make friends and what makes a good friendship. How to recognise when you or someone else feels lonely and what to do. Simple strategies to resolve arguments. What to do if a friendship makes you feel unhappy.</p> | <p>Families: Different types of relationships (e.g. friendships, family, romantic, online). Marriage and civil partnership. Same sex relationships and homophobic bullying. Recognise and respect different family structures (e.g. single parents, same-sex parents, step parents, blended families, and foster parents); families of all types offer love, security and stability. How to recognise if family relationships make you feel happy or unsafe, and how to seek help and advice.</p> <p>Friendships Strategies for building positive friendships. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, support with problems or difficulties). The same principles apply to online friendships as to face-to-face relationships. Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face. How to seek support if feeling lonely or excluded. Recognise when others feel lonely or excluded; strategies for how to include them. Recognise and manage peer influence and a desire for peer approval; recognise the effect of online actions on others. How friendships change over time. Resolving disputes and reconcile differences positively and safely. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support.</p> |

| Core Theme | KS 1 Content | KS2 Content |
|----------------------------------|--|--|
| Living in the Wider World | <p>Shared responsibilities What rules are and why we have them in different situations (in the classroom; playing games etc.) Being responsible for looking after a pet. Are we responsible for looking after each other? Looking after the environment.</p> <p>Communities Recognise the roles and responsibilities people have in our communities. Recognise ways in which you are the same as, and different to, other people.</p> | <p>Shared responsibilities Reasons for rules and laws; consequences of not adhering to rules/ laws. Human rights. Relationship between rights and responsibilities. Importance of compassion; shared responsibilities we all have for each other. Ways of carrying out shared responsibilities for protecting the environment in school and at home; everyday choices that effect the environment (e.g. reduce, re-use, recycle; food choices).</p> <p>Communities What is a community? Different groups that make up a community. Diversity; benefits of living in a diverse community. Stereotypes; how they can negatively influence behaviours and attitudes towards others. Prejudice; how to recognise behaviours and attitudes that discriminate against others. Racism; consequences and campaigns to stamp it out.</p> |
| Health and Wellbeing | <p>Ourselves, growing and changing Recognise what makes you feel special; identify what you are good at. Recognise ways in which we are all unique. How to manage when finding things difficult. Name the main parts of the body. Growing and changing from young to old and how people’s needs change.</p> | <p>Ourselves, growing and changing Recognise your individuality and personal qualities. Identify personal strengths, skills and achievements and how these contribute to a sense of self-worth. Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/ dislikes). For some people gender identity does not correspond to their biological sex. How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking. Identify external and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. The physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). Hygiene routines change during puberty, the importance of keeping clean and how to maintain personal hygiene. The process of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies are cared for. Where to get more information, help and advice about growing and changing, especially about puberty.</p> |

Spring Term

| Core Theme | KS 1 Content | KS2 Content |
|----------------------------------|---|--|
| Relationships | <p>Managing hurtful behaviour and bullying: You can be hurt by words and actions; people can say hurtful things online. How hurtful behaviour and bullying make you feel. Hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>Respecting self and others What does it mean to treat yourself and others with respect? How to be polite and courteous. Recognise differences and similarities . How to listen to other people and play and work cooperatively. How to talk about and share opinions on things that matter to you.</p> | <p>Managing hurtful behaviour and bullying: The impact of bullying including offline and online, and the consequences of hurtful behaviour. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or deliberately excluding others); how to report concerns and get support. Discrimination: what it means and how to challenge it.</p> <p>Respecting self and others Recognise the importance of self-respect; everyone should expect to be treated politely and with respect (including when online and/ or anonymous). Respecting differences and similarities between people and recognise what you have in common. Listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to your own. Discuss and debate topical issues, respect other people’s point of view and constructively challenge those you disagree with.</p> |
| Living in the Wider World | <p>Media Literacy and digital resilience The role of the internet and other uses of digital technology. Not all information seen online is true.</p> | <p>Media Literacy and digital resilience Recognise positive and negative uses and effects of the internet and social media. How to assess the reliability of sources of information online. How targeted advertising is used. What is appropriate to share and what is not appropriate; rules around the distribution of images. Fake news and misinformation.</p> |

| Core Theme | KS 1 Content | KS2 Content |
|-----------------------------|---|---|
| Health and Wellbeing | <p>Healthy Lifestyles Different ways to keep healthy. Healthy foods and the risks of having too much sugar. Physical activity keeps us healthy. The importance of sleep and how to rest and relax; the importance of breaks from screen time. Hygiene routines can stop germs from spreading. Medicines (including vaccinations and immunisations) can help people stay healthy. Some things can be poisonous and make us feel really unwell. Dental care and visiting the dentist; how to brush teeth correctly; food and drink to support dental health. How to keep safe in the sun. People who help us stay healthy and well.</p> <p>Keeping safe Rules that keep us safe. Recognise risk in everyday situations and take action to minimise harm. How to keep safe at home, including electrical safety; fire safety (not playing with matches/ lighters); harmful substances including household products and medicines. How to keep safe in less familiar environments (e.g. beach, shopping centre, swimming pool) and how to cross the road safely. Basic rules about keeping safe online including the importance of telling a trusted adult if you come across something that scares you. What to do if there is an accident and someone is hurt; how to get help in an emergency (how to dial 999 and what to say).</p> | <p>Healthy Lifestyles The elements of a healthy, balanced lifestyle and the choices that support a healthy lifestyle. What constitutes a healthy diet; recognise the risks of not eating a healthy diet including obesity and tooth decay. Benefits of regular exercise to mental and physical health; recognise the risks associated with an inactive lifestyle. How sleep contributes to a healthy lifestyle; effects of a lack of sleep. What good physical health means; recognise the early signs of physical illness. Bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene. Medicines, vaccinations/ immunisations and managing allergies. The importance of good oral hygiene and why regular visits to the dentist are essential. The risks of over exposure to the sun and how to minimise these risks.</p> <p>Keeping safe Reasons for following and complying with regulations and restrictions (including age restrictions). Hazards in the home and how to reduce the risks and keep safe. Importance of taking medicines correctly and using household products safely. Safety in the wider environment (including rail, water and road safety). The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; how to report concerns/ inappropriate content. How to contact emergency services and what to say.</p> <p>Drugs, alcohol and tobacco Risks and effects of legal drugs (alcohol, nicotine, painkillers). Some drugs are illegal to own, use or give to others Why people choose to use/ not use drugs.</p> |

Summer term

| Core Theme | KS 1 Content | KS2 Content |
|----------------------------------|---|--|
| Relationships | <p>Safe Relationships Recognise that some things are private and the importance of respecting privacy; parts of the body covered with underwear are private. Sometimes people may behave differently online including pretending to be someone they are not. Responding safely to adults you don't know. Basic techniques for resisting pressure to do something you don't want to do and may make you unsafe. What to do if you feel unsafe or think others might be unsafe; the importance of keeping trying until you are heard.</p> | <p>Safe Relationships Privacy and personal boundaries; what is appropriate in friendships and wider relationships. Why someone might behave differently online including pretending to be someone they're not; how to report concerns. Seeking and giving permission (consent) in different situations. When is it right to break a confidence or keep a secret? Recognising pressure from others to do something unsafe or that makes you feel uncomfortable and strategies for managing this. Where to get advice/ report concerns (including online).</p> |
| Living in the Wider World | <p>Economic wellbeing: Money What money is and the different forms it comes in. You can save money or you can spend it. Difference between needing something and wanting it.</p> <p>Economic wellbeing: Aspirations, work and career Jobs help people earn money to pay for things. Different jobs people do.</p> | <p>Economic wellbeing: Money What makes something good value for money? Risks associated with money including preventing it from being stolen and losing money by gambling. How to keep track of money.</p> <p>Economic wellbeing: Aspirations, work and career There is a broad range of jobs and careers that people do; people often have more than one career/ type of job during their life. Stereotypes in the workplace and career aspirations should not be limited by them. Some of the skills that could help them in a future career (e.g. teamwork, communication, negotiation). Identify the type of job they might like to do in the future. Recognise a variety of routes into a career (e.g. college, apprenticeship, university).</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health and Wellbeing</p> | <p>Mental Health</p> <p>Different feelings humans can experience; how to recognise and name them.</p> <p>How to recognise what others might be feeling.</p> <p>Feelings can effect how people behave.</p> <p>Things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>How to manage 'big' feelings, to calm down or change mood when you don't feel good.</p> | <p>Mental Health</p> <p>The importance of taking care of mental health.</p> <p>Strategies and behaviour that can support mental health (e.g. good sleep quality, physical exercise, being outdoors, involvement in community groups or clubs, doing thigs for others).</p> <p>Recognise that feelings can change over time and range in intensity.</p> <p>Develop a varied vocabulary to use when talking about feelings; how to express feelings in different ways.</p> <p>How to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support.</p> <p>Change and loss, including death, and how these can effect feelings.</p> <p>Strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> |
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