

RSE Policy



Lawn
Primary
School

Relationships & Health Education Policy

2024-2025

Relationships and Health Education Policy

Introduction

This policy has been written in accordance with 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. This policy contains information on how our school will meet its legal duties with which schools must comply when teaching Relationships Education and Health Education. The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Development of the Policy

This policy has been developed by working in Partnership with schools in Transform Trust. A core focus of this partnership was seeking and gaining the views of local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2010.

Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in appendix x of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed annually about the content of the Relationships and Health Education taught in each year group. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

What is RSE?

RSE is lifelong learning about physical, moral and emotional development. Through RSE children, learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. There is often concern that RSE will encourage sexual experimentation however, evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception. In primary school, we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at Lawn Primary, children will learn key knowledge, skills and vocabulary (see appendix 1) to help keep them safe and prepare them for adult life.

Key Objectives

The key objectives of our RSE program are to:

- Develop knowledge and understanding of positive and healthy relationships
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare children for the physical and emotional changes of puberty
- Understand reproduction and birth within the context of loving and caring relationships
- Explore attitudes and values around sex and relationships
- Ensure children know how and where to access appropriate support

The RSE program is based on the needs of the children in the school, with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum will be firmly embedded within the broader PSHE, Citizenship, and Science curriculum. Pupils will be helped to understand difference and to respect themselves and others.

Curriculum content

Our curriculum is articulated around six Global Citizenship themes:

- **Identity and Diversity**
- **Sustainable Development**
- **Rights and Responsibilities**
- **Health and Wellbeing**
- **Peace and Conflict**
- **Social Justice and Equity**

Relationships and Health Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum (see appendix 2), Science curriculum (see appendix 3), Physical Education (PE), computing and some aspects are included in religious education (RE).

We understand our responsibility to deliver a high-quality, age-appropriate and relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Relationship Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

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

See appendix 2

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary Science curriculum – this includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals (including humans).

The sex education part of RSE will be delivered during the summer term – parents/carers will be informed of the topics covered by letter prior to delivery.

The scheme provides a gentle introduction to some key SRE themes in Reception, Year 1, 2 and 3. Children are introduced to the words 'penis' and 'vagina' to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene. From year 4, we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in years 5 and 6. More details on the lesson content for each year group is given below:

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- 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, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

We use the Cambridgeshire PSHE Scheme content:

Year Group	Lessons
Reception –Growing Up	Lesson One- Understanding and valuing what my body can do. Lesson Two- Naming Body Parts Lesson Three- Differences between girls and boys Lesson Four- Changes since I was a baby Lesson Five- Keeping Clean Lesson Six- Trusted Adults Lesson Seven- Looking After Myself Lesson Eight- How Growing Up Makes Me Feel
Year 1 – Relationships and Sex Education	Lesson One- Personal Hygiene Lesson Two- Illness and Disease Prevention Lesson Lesson Three- What Have I Learnt? Lesson Four- Body Knowledge Lesson Five- Body Functions and Changes Lesson Six- Body Awareness and Body Image
Year 2- Relationships and Sex Education	Lesson One-The Human Life Cycle Lesson Two- The Human Life Cycle Continued Lesson Three- Growing Up Lesson Four- Personal Responsibilities Lesson Five- Parents, Carers and Families Lesson Six- Processing the Learning
Year 3- Relationships and Sex Education	Lesson One- Body Knowledge Lesson Two- Body Knowledge Continued Lesson Three- Body Functions and Changes Lesson Four- Body Awareness and Body Image Lesson Five- Personal Hygiene Lesson Six- Illness/Disease Prevention Lesson Lesson Seven- What Have I Learned?

Year 4- Relationships and Sex Education	Lesson One- The Human Life Cycle Lesson Two- The Human Life Cycle Continued Lesson Three- Growing Up Lesson Four- Personal Responsibilities Lesson Five- Parents, Carers and Families Lesson Six- Processing the Learning
Year 5- Relationships and Sex Education	Lesson One- Body Knowledge Lesson Two- Body Functions and Changes Lesson Three- Body Awareness and Image Lesson Four- Personal Hygiene Lesson Five- Illness/Disease Prevention Lesson Six- Processing the Learning
Year 6- Relationships and Sex Education	Lesson One- The Human Life Cycle Lesson Two- The Human Life Cycle Continued Lesson Three- Growing Up Lesson Four- Personal Responsibilities Lesson Five- Parents, Carers and Families Lesson Six- Processing the Learning Single sex Q&A session at the end of the unit.

The following books are used across school to provide additional support for teachers and children across all year groups. All books are taken for a suggested list from the Cambridgeshire RHE suggested resources list:

FS2 – From Head to Toe by Eric Carle Year

1- I'm Falling To Bits by Tedd Arnold

Year 2- See Inside Your Body by Katie Daynes

Year 3 and 4- All Kinds of Bodies by Emma Brownjohn

- Let's Talk About Where Babies Comes From by Robie H. Harris

Year 5- What's Happening to Me (Girls) by S.Meredith

What's Happening to Me (Boys) by S. Meredith

Year 6- Hair in Funny Places by Babette Cole

- Let's Talk About Sex by Robie H. Harris

Online Resources:

Sex Education Forum www.sexeducationforum.org.uk

An excellent selection of fact sheets and other guidance which offer a wide range of support applicable to schools. Links to key national documents.

RSE Hub www.rsehub.org.uk

A gateway to a range of reliable resources for SRE. Based in the south west but many links and resources applicable countrywide.

Family Planning Association www.fpa.org.uk

Information about contraception and sexual health. A wide range of publications are available and many leaflets for young people available to order.

Brook www.brook.org.uk

Information and services targeted at young people under 25, but with some useful areas of information, campaigns, statistics etc for professionals.

PSHE Association www.pshe-association.org.uk

Information and guidance about delivering SRE in the context of high quality PSHE. Playback Schools www.playbackschools.org.uk

Parents' right to withdraw

Whilst we always try to work with parents to accommodate their wishes, we also accept that parents can exercise their right to withdraw their child if they do not want them to take part in the Sex Education sessions. Legally parents have the right to withdraw their children from Sex Education that is not part of national curriculum Science. Parents are given this option through the letter mentioned above which includes a withdrawal option. Teachers will plan for children who are withdrawn from RSE lessons.

Delivery

All teachers will have responsibility for planning and delivering RSE. Teaching assistants and the school's pastoral team may provide additional support for children with special educational needs. Everyone involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy.

Within RSE, children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this, a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner • Using discussion and appropriate materials; and role play
- Encouraging reflection.

Dealing with questions

As with any topic, children will ask questions during SRE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of each session, children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned program; this may show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. Moreover, the school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the program will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the program to pupils with SEND or other needs.

A range of different families and relationships will be explored within RSE. All children, whatever their developing sexuality or family background, needs to feel that RSE is relevant to them and sensitive to their needs.

Links to other Policies

- Safeguarding
- Equal opportunities
- Health and Safety

Monitoring and Review

This policy will be reviewed on an annual basis by the *relationships health education subject lead* and Headteacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy date: September 2024

Agreed by Governors:

Review Date: September 2025

Appendix 1 – Vocabulary List

Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Washing • Brushing teeth • Get dressed • Clean • Boy • Girl • Penis • Vagina • Same • Different • Physical characteristics • Gender • Hair • Face • Similar • Different • Gender roles • Stereotypes • Boy • Girl • Male • Female • Body parts 	<ul style="list-style-type: none"> • Similar • Different • Male • Female • Body parts • Penis • Vagina • Comfortable • Uncomfortable • Body parts • Like • Dislike • Touch • Hug • Kiss • Family • Fostering • Adoption • Relationship • Stereotypes • Gender roles • Lifecycle • Reproduction • Physical • Pregnancy • Emotions • feelings 	<ul style="list-style-type: none"> • Stereotypes • Gender roles • Puberty* • Physical changes • Emotional changes • Moods • Menstruation* • Periods* • Tampons* • Sanitary towels* • Sweat • Breasts* • Spots • Pubic hair* • Facial hair • Underarm hair • Privacy • Human rights • Protection • Fostering • Adoption • Relationship • Friendship • Love

Appendix 3: Science - Life Processes of reproduction

Statutory Content	
<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals /describe the changes as humans develop to old age recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>EYFS (Not Statutory) The very hungry caterpillar – Eric Carle Observing changes in animals – caterpillars, chicks, tadpoles</p>
	<p>Key Stage One (Y1&2) Matching pictures of baby animals to adults.</p>
	<p>Lower Key Stage 2 (Y3&4) Human lifecycle- ordering pictures form baby to elderly person.</p>
	<p>Upper Key Stage 2 (Y5&6) Pictures of when they were babies and now- Guess Who? Matching pictures of teachers when they were children to pictures now.</p>

