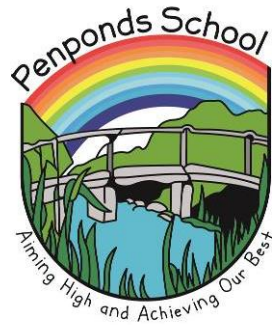


Penponds School



Relationships, Sex and Health Education Policy

Written by:	Julie Lamb
Approved by:	Penponds Governing Body
Date approved:	
Review due:	December 2021

1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place, supported by quality information and resources
- › Promote mental and physical health and equip our pupils with strategies to support their wellbeing
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Link our RSHE teaching and learning to our school values
- › Acknowledge the impact we can have on others

2. Statutory requirements

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

We choose to use the National Curriculum objectives, including requirements to teach science which would include the elements of sex education contained in the science curriculum.

At Penponds School we teach RSHE as set out in this policy.

3. Policy development

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. (RSHE lead)
2. Staff consultation – staff regularly review the teaching and delivery of RSHE and contribute to reviews of our provision throughout the year
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute their responses about the planning of RSHE in December 2020
4. Pupil consultation – regular pupil conferencing is used to ensure pupil voice is considered when implementing RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values, in a supportive environment.

RSHE is not about the promotion of sexual activity. However:

If pupils are not offered effective relationship and sex education that allows them to have their questions answered and is informative they may find their information elsewhere from unreliable sources.

Therefore, alongside our Science curriculum, we will cover aspects of Sexual Education to ensure our pupils are informed and we can meet the needs of our pupils.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary; we do review elements on a year by year basis, particularly the Sex Education elements.

We have developed the curriculum in consultation with parents, pupils and staff, 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE may also be taught within the Science curriculum, and other aspects are included in Religious Education (RE).

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

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

Sexual education will focus on:

- Conception and birth
- Contraception
- Topics may arise during these lessons where teachers will decide on a case by case basis how to respond and teach such topics.

Health education focuses on:

- Mental health, wellbeing and feelings
- Physical health and activity

- The impact of drugs, alcohol, lifestyle on our bodies
- Nutrition
- First aid
- Sun safety
- Puberty including menstruation

For more information about our RSE curriculum, see Appendices 1 and 2.

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 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to all areas of RSHE
- Monitoring progress and using this to review provision
- Responding to the needs of individual or groups of 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 RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

RSHE lead – Julie Lamb

Class teachers (academic year 2020-21) responsible for teaching of lessons

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

We would encourage parents/ carers to firstly discuss their concerns with a member of staff, before requesting a withdrawal from sex education.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE when appropriate/ necessary.

10. Monitoring arrangements

The delivery of RSHE is monitored by Julie Lamb, as RSHE Lead through:

- Learning walks
- Pupil conferencing
- Planning checks
- Book looks

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

This policy will be reviewed by the RSHE Lead, annually. At every review, the policy will be approved by the governing board.

Appendix 1

Relationships, sex and health education curriculum map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 (B)	<p>Welcome to School</p> <p>Explain what positive behaviour is and why it is important</p> <p>Understand how rules can keep us safe</p> <p>Identify who the adults are in school and how they help us</p> <p>Emergencies and Getting Help</p> <p>Safely get help in an emergency, including calling 999</p> <p>Understand how to care for myself and others</p>	<p>People who care for us</p> <p>Identify different people in our lives who cares for us</p> <p>Explain how I show that I care</p> <p>Understand that all families are different but have the same key qualities</p> <p>Understand that people are different too, but they have the same needs</p> <p>Describe how to get help if someone is making me feel unsafe</p> <p>Rights, Responsibilities and Respect</p> <p>Know how to be kind to others</p> <p>Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty)</p> <p>Be able to show gratitude for the kind behaviour of others</p>	<p>Healthy Friendships</p> <p>Identify what makes a good friend</p> <p>Describe how to be a good friend</p> <p>Be able to use some simple tools to help solve conflicts</p> <p>Understand how to get help to make a friendship better</p> <p>Our Bodies and Boundaries</p> <p>Understand and learn the PANTS rules</p> <p>Name body parts and know which parts should be private</p> <p>Know the difference between appropriate and inappropriate touch</p> <p>Understand that I have the right to say “no” to unwanted touch</p> <p>Start thinking about who I trust and who I can ask for help</p>	<p>Our Health</p> <p>Explain how we can look after our health</p> <p>Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety</p> <p>Explain how we need to balance physical activity with time online</p> <p>Healthy Food Choices</p> <p>Identify different fruit and vegetables</p> <p>Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste</p> <p>Recall the new recommended daily maximum sugar intake for my age range</p> <p>Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day</p> <p>Understand and compare the sugar content in a variety of food and drink products</p> <p>Select lower-sugar alternatives to high-sugar products</p>	<p>We all have feelings</p> <p>Recognise and name some feelings that I might have</p> <p>Explain how feelings can make our bodies feel inside</p> <p>Describe how other’s might be feeling</p> <p>Identify who can help me with feelings, and how I can help others</p> <p>Good and not so good feelings</p> <p>Identify feelings that are good and not so good</p> <p>Recognise that people feel differently about things and situations</p> <p>Explain what can change my feelings (from good to not so good and from not so good to good)</p> <p>Suggest things that can help me and others to feel better</p>	<p>Managing our time safely whilst online</p> <p>Describe how something online might make someone feel worried or sad</p> <p>Recognise different feelings</p> <p>Identify up to four adults who can help with problems online</p>

<p>Year 1/2 (A)</p>	<p>Respecting Uniqueness Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others</p> <p>Our Communities Explain what a community is Discuss what communities they belong to Understand what a stereotype is Explain how stereotypes can be harmful</p>	<p>Every day safety Refresh knowledge about calling 999 in an emergency Understand dangers in everyday situations and how to keep safe Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches Identify that some household products and medicines are harmful Recognise how to stay safe outdoors, especially around water and roads Know who to ask for help if we're worried about our/someone else's safety</p> <p>Basic First Aid Learn first aid skills Feel confident to help someone who needs first aid Feel able to help someone in need of first aid</p> <p>Sparkler Safety</p>	<p>Learning about Work Identify their own and other's strengths Know what a job is and why people do them Be able to describe some community jobs Know what makes someone good at their job</p> <p>Horrible Hands Understand that infection can be spread through touch Understand that we can pick up microbes through things we touch and spread them to others Understand that we wash hands to remove microbes Understand that washing hands is the best way to prevent the spread of microbes Understand that washing with soap and water is better than using water alone</p>	<p>Sharing Pictures Describe what might happen if we share a picture Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>	<p>Online Friends Describe the qualities that make a good friend Identify that people online may not tell the truth Explain the difference between a secret and a surprise Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p> <p>Big Feelings Recognise that feelings can intensify (get stronger) Describe how big feelings can affect their behaviour Identify what can help them feel better when they have a big feeling (including talking to trusted adults) Use words or phrases to ask for help with feelings</p>	<p>Keeping our Teeth Healthy Understand the importance of brushing, flossing and rinsing Explain how to brush, floss and rinse Understand what healthy teeth are and name basic parts of a tooth Know what foods to avoid to keep teeth healthy Understand what happens during a dentist appointment</p>
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<p>Year 3/4 (B)</p>	<p>World of work Identify my strengths and goals Identify different career paths Explore factors that influence job decisions (stereotypes, family, values, money) Explain key skills that will help me get a job Identify a range of different education and training opportunities</p> <p>Spending and Saving Money Identify different types of money Explain where money comes from Identify different ways that people choose to use their money (including savings) Identify the difference between needing and wanting to spend money Explain how to keep money safe</p>	<p>Road Safety Identify and model the 'Stop, Look, Listen, Think' sequence Recognise safer places to cross the road Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport Understand risk and the effect of risky behaviour Identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others</p> <p>Individual and Collective Strengths Identify what skills are needed to work with others in a team Understand that everyone brings different strengths to working in a team Recognise what they are good at when working in a team</p> <p>Firework Safety</p>	<p>Physical Activity Explain the benefits of physical activity on our body and mind Identify the recommendations of regular physical activity for their age group Explain how physical activity makes our bodies feel Describe why exercise makes us feel good</p> <p>Drugs Identify that some drugs are legal and some are illegal Have a basic understanding of the health risks of legal drugs Have a basic understanding of the dangers of illegal drugs Be aware of the reasons that some people may choose to use legal drugs Be aware that they can always ask for help and who to ask for support</p>	<p>The Internet and everyday life Describe how someone might feel if people are always on their devices Evaluate how much time they spend on my digital devices Identify the benefits of taking time to disconnect from digital devices</p> <p>Everyday Feelings Identify that feelings/emotions are part of a person's health and wellbeing Recognise that feelings usually change throughout the day Give examples of everyday things that can affect feelings Describe what can help people to feel good/better</p>	<p>Expressing Feelings Name a wide range of feelings and emotions Match feelings to a scale of intensity and identify strong feelings Describe different feelings and how they are experienced in the body Recognise why it is important for people to express their feelings</p> <p>Strategies to support positive mental wellbeing Recognise that mental health is as important as physical health Understand that everyone experiences ups and downs in their mental health Identify key strategies and techniques to support positive mental wellbeing Know where to go for help if they or a friend is feeling unhappy</p>	<p>Sun Safety Explain what ultraviolet or UV light is Explain how our skin can be damaged by UV light Explain how we can keep skin safe and healthy with some simple measures Explain how sunblock or sunscreen can protect our skin</p>
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<p>Year 3/4 (A)</p>	<p>What makes a good friend? Identify the qualities of a good friend (on/ offline) Describe the effects of loneliness and how to support ourselves and others Understand that friendships change across our lifetime Identify how to manage conflict in friendships positively Describe how to get support</p> <p>Respecting Others Explain what respect means Explain how to show respect in a debate Understand that there are limits to having freedom of opinion and speech Understand that we can disagree with an opinion but still respect someone</p>	<p>Resolving Conflict and managing negative pressure Identify how friendships supports our wellbeing Identify some tools to build good friendships Explain how to manage and resolve conflict Explain when and how to get support Identify what peer pressure is</p> <p>Everyday safety and basic first aid Learn and practise how to keep yourself and others safe Learn how to care for yourself and others Learn how to safely get help in an emergency, including calling 999</p> <p>Fire Safety – visit from the fire brigade</p>	<p>Money Choices Explain how people pay for things Explain why people spend or save Identify why something might be “good value” Identify different priorities that effect our spending decisions Use basic budgeting tools</p> <p>Volunteering and citizenship Describe what a good citizen is and understand how they can be a good citizen Explain what volunteering means and what things they can do to volunteer in the community Explain how they can help and care for their friends and family Identify how they can make a difference to the planet based on their actions Make a plan of actions</p>	<p>Safely enjoying the online world Recognise when something encountered online ‘doesn’t feel right’ Identify and resist pressurising and manipulative behaviour Identify some risks of sharing photos, videos and comments publicly Explain what privacy settings are used for and how they can help Give examples of how online actions can affect others</p> <p>Keeping personal information safe and private online Give examples of content which may be appropriate or inappropriate to share online Explain the possible consequences of sharing without consent Identify appropriate people to turn to for help</p>	<p>Understanding that not everyone is who they say they are online Identify different tactics someone might use to manipulate another person online Explain what to do if someone tries to pressure or manipulate them Share ideas about how technology can be used positively</p> <p>Managing Feelings Explain how feelings and emotions can influence actions and behaviour Identify ways of coping with feelings in different situations Explain why it is important to talk about feelings and describe how this can feel Recognise that help, advice and support about feelings comes from different sources</p>	<p>The Environment Explain what climate change is Identify different ways we can protect the environment Explain what changes we can make at home and at school to protect the environment</p> <p>Beach Safety Visit (RNLI)</p> <p>Surf day – Surf safety – Global Boarders</p>
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<p>Year 5/6 (B)</p>	<p>A Diverse Community Describe the different communities that we belong to Explain what diversity means Describe my personal identify in simple terms Understand that we shouldn't discriminate against others Understand that we are all connected</p> <p>Respectful Relationships Identify the features of a positive family life Recognising similarities and differences between people in the community Understand how to respect differences within the community and classroom Defines what self respect is and why this is important Recognises how to have and encourage polite, respectful relationships</p> <p>Bike Safety – Bikeability Level 1</p>	<p>Illness Explain what it feels like when we are unwell Explain what the immune system is Describe different ways to keep our bodies healthy Understand how some medications and vaccinations can help to keep us healthy Identify who can help us when we are feeling unwell</p> <p>Nutrition and Healthy eating Be able to identify the different food groups in a balanced diet To explain what foods are not healthy and reasons why Be able to plan a healthy meal</p>	<p>Bodies and Reproduction Correctly identify parts of external genitalia and internal reproductive organs Understand that everyone's bodies are different and we should respect this Describe key facts about reproduction and pregnancy Know where to ask for help with questions about their bodies</p> <p>Changes Define what puberty means Understand that everyone will experience puberty differently Identify key changes which happen during puberty Understand what menstruation is Understand where to go for help and support around puberty and their bodies</p>	<p>Online Content – can you trust everything you see online? Understand that not everything online is trustworthy Recognise some of the differences between fact and opinion Describe how to make decisions on what they trust online using agreed criteria</p> <p>Online Contact- Can you trust everyone who contacts you online? Recognise that it is their own choice to accept something online Recognise ways that people may seek to persuade them online Know what to do if they have any concerns about something they experience online</p>	<p>Mental health and keeping well Explain what is meant by the term 'mental health' Identify everyday behaviours that can help to support mental (and physical) health Recognise that we can take care of our mental health (as well as our physical health)</p> <p>Managing challenges and change Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected Recognise conflicting emotions and when these might be experienced Explain how feelings and emotions change over time Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network</p>	<p>Exploring risk in everyday situations Assess how risky different everyday activities are Describe how important it is to 'stop and think' before taking a risk Explain what makes a risk worth taking and what makes it too risky</p> <p>Beach Safety Visit (RNLI)</p> <p>Surf day – Surf safety – Global Boarders</p> <p>NB: Y6 will need a focus on moving schools and into KS3</p>
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<p>Year 5/6 (A)</p>	<p>Different types of families Identify the shared characteristics of healthy family life Explain different types of romantic relationships Identify why some people chose to marry or have a civil partnership Identify different family structures and the similarities between these families Explain how to get support if a family relationship is making me feel unhappy/unsafe</p> <p>Healthy and Harmful Relationships Identify on/ offline bullying and how to manage this Identify some harmful behaviours in a relationship Explain what forced marriage is and how to get support Define stereotype and discrimination and some strategies to challenge this Understand where to go for help or support with harmful behaviour Bike Safety – Bikeability Level 2</p>	<p>Keeping your body safe – part 1 Define safe and unsafe Identify which parts of the body are private Define inappropriate or unwanted touch Recognise the right of each individual to decide who can touch their body, where and in what way Identify places and people who can offer help if we are feeling unsafe</p> <p>Keeping your body safe – part 2 Recognise the right of each individual to decide who can touch their body, where, and in what way Can explain consent Recognise the importance of permission seeking/giving behaviour, and how this can be communicated Identify places and people who can offer help if we are feeling unsafe</p>	<p>Spending decisions Identify ways to keep money safe from loss or theft Explain how money impacts well-being Identify how spending decisions affect others including the environment and supporting charities</p> <p>Exploring in relation to gambling Explain risk in relation to gambling Identify how winning or losing can affect a person’s feelings and what makes someone want to take the risk Describe what can influence someone to gamble or feel pressure to do so Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling</p>	<p>Online friendships and keeping safe Understand the dangers of taking personal photographs and sharing them online</p> <p>Skills for using the internet safely Understand the dangers of chatting to strangers online</p>	<p>Social Media Recognise what wellbeing and social media mean Describe actions a person can take to look after their wellbeing with a balance of online and offline activities Evaluate the positives and negatives of social media</p> <p>Feelings and common anxieties when changing schools Identify feelings people might experience when starting a new school / moving to secondary school (KS3) Recognise common causes of worry, challenges and opportunities that may be part of this transition Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them Identify ways to positively manage the move to secondary school (KS3)</p>	<p>Changing Schools Identify the differences between primary and secondary school Describe how it might feel to move to secondary school Explain different ways of managing change</p> <p>Beach Safety Visit (RNLI)</p>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	