



Ladybridge
Primary School

Relationship, Health and Sex Education Policy

2022-23

(STATUTORY)

Definition of Relationships, Sex and Health Education

RSHE supports children and young people's personal development, including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up, and will encounter, as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by our supportive school ethos, where everyone is valued, positive relationships are promoted, and there is a safe learning environment. At Ladybridge Primary School we value the many different ethnicities, and religions that make us a diverse multicultural school. RSHE is taught in a way which is complementary to the wider ethos, values, and principles of our school, and allows all of our children to 'Achieve Excellence Together.'

Aims

The aims of relationships and sex education (RSHE) at Ladybridge Primary School are to:

- Provide a consistent standard of relations, sex and health education across the school.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture of communication around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies. All teaching will be age appropriate and will focus on friendship, family relationships and relationships with other children and with adults.
- Provide a curriculum which enables pupils to protect themselves, and ask for help and support.
- Provide a curriculum where sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Statutory requirements

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education. Sex education is not compulsory to teach in primary schools and the framework therefore focuses on Relationships Education. Maintained primary schools are required to teach National Curriculum Science which does include some Sex Education. Elements of sex education are outlined and taught within the science curriculum. The school and teachers can determine whether they need to cover any additional content on sex education to meet the needs of the children.

Organisation

Ladybridge Primary School follows Kapow programme of study for PSHE and RSHE, which covers healthy relationships, alongside growing and the changes this brings. It is a progressive scheme, in which all areas are linked to the PSHE statutory and non-statutory framework. The curriculum has been developed taking into account the age, needs and feelings of our pupils.

The lessons are categorised into key areas, which we return to, in each year group. This makes pupils' prior and future learning clear, and demonstrates progression on their wider learning journey. This scheme of work has been designed as a spiral curriculum, with the following key principles in mind:

Family and Relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying, and the importance of challenging stereotypes.

Health and Wellbeing

Learning strategies for: looking after mental and physical health, including healthy eating, relaxation techniques, sun safety, and the benefits of sleep.

Safety and the Changing Body

Learning how to: administer first aid in a variety of situations, safety around medicines, online safety, road safety, and the changes which occur during puberty.

Identity (Year 6 only) Considering what makes us who we are whilst learning about gender and sexual identity and body image.

Discrete PSHE and RSHE lessons (HELP lessons) are taught weekly in school.

See **Appendix 1** for the progression of skills taught within our RSHE lessons.

Certain topics contained within the statutory guidance, have caused concern for some schools, parents and carers. Careful consideration, with both staff and parents, has been given to how and when to introduce these topics at Ladybridge Primary School. **Appendix 2**, shows where these topics are covered within our curriculum.

Delivery

Our Relationship, Health and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is sometimes covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSHE. Clear ground rules are established in partnership with the class at the start of every year, and are then reinforced at the start of each relevant lesson.

Delivery is mostly through discrete PSHE sessions (HELP lessons), with some aspects of RSHE taught through links made in other areas such as, Science, or external visitors. A range of teaching styles will be used, to encourage pupil participation, so that pupils can discuss and reflect on ideas and content, whilst developing their communication skills.

Answering Difficult/Sensitive Questions

Staff will ensure that their personal beliefs and attitudes do not influence the teaching of PSHE or RSHE. Furthermore, school recognises that, at times, staff will be faced with 'difficult/sensitive' questions, and therefore, additional/specific guidance will be provided to staff (to ensure consistency and appropriateness of response).

School also recognises that some of the issues raised, within PSHE and RSHE, may be of a particularly sensitive or embarrassing nature. To minimise this, staff will implement the following:

- At the start of each HELP session, staff will provide pupils with an overview of what will be covered (and therefore prepare them so that they will know how to minimise any embarrassment they feel.)
- No one (adult or pupil) will be expected to answer a personal question.
- Adults will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion, but no one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way. *From Reception to Y3, any responses to pupils' questions will avoid using terminology/labels. Once pupils are in Y4, terminology/labels will be taught proactively.*
- Adults should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Adults should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- Adults will answer questions sensitively, honestly and appropriate to the pupil's age.

Non-Statutory

As part of statutory Health Education, children are taught in an age appropriate way about puberty, and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 5. These lessons form part of the statutory requirements for Health Education.

The DfE guidance (2019) also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request from the PHSE Co-ordinator.

Withdrawing from the subjects

Relationships and Health education are statutory in Primary Schools, and parents **do not** have the right to withdraw their child from the subjects.

At Ladybridge Primary School, we **do** teach pupils sex education beyond what is required of the science curriculum. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Roles and responsibilities

The governing board: The governing board will approve the RSHE policy, and hold the head teacher to account for its implementation.

The head teacher: The head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSHE.

Roles and responsibilities of the subject leader:

- To support and guide the practice of teachers and support staff;
- To ensure coverage, continuity and progression in planning;
- To monitor and evaluate the effectiveness of teaching, learning and standards;
- To keep up to date with current practice and statutory expectations;
- To produce action plans for the School Improvement Plan;
- To liaise and consult with outside agencies and other subject leaders where appropriate;
- To lead whole school assemblies linked to PHSE RSE where appropriate;

Staff: Staff are responsible for:

- Delivering RSHE in a sensitive way;
- Modelling positive attitudes to RSHE;
- Monitoring progress responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE;

Staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher and PSHE lead.

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

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Monitoring and Reporting

Teaching and learning in RSHE will be monitored through lesson observations, pupil discussions and work scrutinies. Feedback may be given to staff individually, and the information collected used to identify specific and more general professional development needs.

Regular evaluation of the PSHE programme, including RSHE, will be done by the children and the staff involved and this will inform future practice.

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

Appendix 1: RSHE Skills Progression Grid

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Family and Relationships</u></p> <p>These skills will be covered during Autumn 1 and 2.</p>	<p>Understanding that families can include a range of people and how different members of a family are related to each other</p> <p>Learning that friendships can have problems but that these can be overcome</p> <p>Exploring friendly behaviours</p> <p>Learning to recognise how other people show their feelings and how to care for others</p> <p>Exploring the ability to successfully work with different people</p> <p>Understanding ways to help others</p>	<p>Learning that families can be made up of different people</p> <p>Understanding that families offer care, love and support</p> <p>Understanding difficulties in friendships and action that can be taken</p> <p>Learning how other people show their feelings and how to respond to them</p> <p>Exploring how loss and change can affect us</p>	<p>Learning that problems can occur in families and that there is help available if needed</p> <p>Exploring ways to resolve friendship problems</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs</p> <p>Understanding what trust is and identifying who I can trust</p> <p>Learning about the effects of non-verbal communication</p> <p>Developing listening skills</p> <p>Exploring stereotyping</p>	<p>Understanding that families are varied, in the UK and across the world and having respect for these differences</p> <p>Exploring physical and emotional boundaries in friendships</p> <p>Exploring different roles related to bullying including victim, bully and bystander</p> <p>Understanding expected courtesy and manners in a range of scenarios</p> <p>Understanding how my actions and behaviour affects others</p> <p>Understanding stereotyping</p> <p>Learning what bereavement is and how to help someone who has experienced bereavement</p>	<p>Understanding that we all have different positive attributes and we should be proud of these</p> <p>Learning what marriage is and that it is a choice that people make</p> <p>Learning that sometimes families can make children feel unhappy or unsafe and that there is help available</p> <p>Understanding that friendships will encounter issues but that this may strengthen them</p> <p>Understanding the impact of bullying and what might influence the behaviour of a bully</p> <p>Learning how stereotypes can be unfair, negative and destructive</p>	<p>Learning what respect is and that it is part of a relationship</p> <p>Understanding that everyone deserves to be respected but that respect can be lost</p> <p>understanding stereotyping and bullying linked to it</p> <p>Understanding grief and the associated emotions</p> <p>To explore the process and emotions relating to grief</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 5</u>
<p>Health and Wellbeing</p> <p>These skills will be covered during Autumn 2 and Spring 1.</p>	<p>Understanding the importance of hand hygiene</p> <p>Understanding the risks of sun exposure and how to stay safe in the sun</p> <p>Developing an understanding of allergies and what to do if someone has an allergic reaction</p> <p>Understanding the importance of sleep and positive sleep habits</p> <p>Understanding my strengths and qualities</p> <p>Understanding and describing feelings and emotions</p>	<p>Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation</p> <p>Understanding the importance of exercise and its effect on the body</p> <p>Recognising an increasing range of feelings and some strategies for managing different emotions</p> <p>Identifying personal goals and how to work towards them</p>	<p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest</p> <p>Understanding what a balanced diet is and the effects upon mental and physical health</p> <p>Exploring my identity through the groups I belong to</p> <p>Identifying my strengths and exploring how I use them to help others</p> <p>Understanding how to overcome problems by breaking them into smaller, achievable steps</p>	<p>Developing independence in looking after my teeth</p> <p>Identifying what makes me feel calm and relaxed and learning visualization as a tool to aid relaxation</p> <p>Understanding the skills needed for different jobs and exploring how my skills can be used to undertake certain jobs and roles</p> <p>Understanding that it is normal to experience a range of emotions Learning to take responsibility for my emotions and that I can control some things but not others</p> <p>Developing an understanding of mental health including experiencing problems</p> <p>Developing a growth mindset, acknowledging that mistakes are useful to learning</p>	<p>Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun</p> <p>Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleep</p> <p>Understanding what can cause stress and how to deal with it</p> <p>Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets</p> <p>Developing the ability to take responsibility for and manage my feelings</p>	<p>Developing an understanding of possible signs of illness and some actions I can take</p> <p>Understanding that I have a responsibility to look after my overall health, including, diet, oral hygiene, physical activity, rest and relaxation</p> <p>Understanding the factors which contribute to my physical and mental health</p> <p>Learning about the affects technology can have on mental health</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Safety and the changing body</p> <p>These skills will be covered during Spring 2 and Summer 1.</p>	<p>Understanding how to respond appropriately to adults in a range of settings</p> <p>Exploring potential hazards in the home and how to avoid these</p> <p>Understanding the roles people have within the local community to help keep me safe</p> <p>Developing an understanding of appropriate physical contact</p> <p>Exploring what is and isn't safe to put in or on my body</p> <p>Understanding what classes as an emergency and how to make a call to the emergency services</p>	<p>Developing an understanding of being safe near roads and learning how to cross roads safely</p> <p>Beginning to understand the importance of staying safe online</p> <p>Understanding the difference between secrets and surprises</p> <p>Understanding the concept of privacy</p>	<p>Understanding ways to keep safe when crossing and near roads</p> <p>Exploring that people and things can influence me and I need to make the right decision for me</p> <p>Exploring choices and decisions that I can make</p> <p>Knowing how to call the emergency services</p> <p>Knowing how to respond to bites and stings</p>	<p>Developing an understanding of being safe online</p> <p>Understanding how to seek help if I need to</p> <p>Exploring the difference between private and public</p> <p>Understanding that age restrictions are designed to protect me</p> <p>Understanding the risks associated with tobacco</p> <p>Developing an understanding of physical and emotional changes as I grow up</p>	<p>Developing an understanding of how to ensure relationships online are safe</p> <p>Recognising an increasing number of online risks and ways to stay safe online</p> <p>Understanding the influence others can have on me</p> <p>Learning strategies I can use to overcome pressure from others</p> <p>Understanding the physical changes from childhood to adulthood</p> <p>Developing an understanding of the main aspects of puberty, including menstruation</p> <p>Learning about the emotional changes during puberty</p> <p>Knowing how to help someone who is bleeding</p>	<p>Developing an understanding about the reliability of online information</p> <p>Exploring online relationships including dealing with problems</p> <p>Understanding that online relationships should be treated in the same way as face to face relationships</p> <p>Knowing where to get help with any online problems</p> <p>Understanding the risks associated with alcohol</p> <p>Knowing the changes experienced during puberty</p> <p>Understanding how a baby is conceived and develops</p> <p><u>(Parents have the right to withdraw from these sessions)</u></p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Identity</u></p> <p>These skills will be covered during Summer 2.</p>						<p>Understanding what makes identity</p> <p>Recognising the difference between how we see ourselves and how others see us</p> <p>Exploring the role of gender in identity</p> <p>Exploring how the media might influence our identity</p>

Appendix 2

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Same sex relationships	<p>L1: What is family?</p> <p>Families from pupils' own experiences. Same sex not specifically included if it is not raised by the children.</p> <p>This lesson will be covered during Autumn 1.</p>	<p>L2: Families are all different</p> <p>Introduction to different types of families. Same sex not specifically included but may arise as part of the discussion</p> <p>This lesson will be covered during Autumn 1.</p>	<p>L 1: Healthy families</p> <p>Different types of family setups are introduced, including same sex parents</p> <p>This lesson will be covered during Autumn 1.</p>	<p>L7: Families in the wider world</p> <p>Different types of family set-ups around the world. Same sex not specifically included but could be part of the discussion</p> <p>This lesson will be covered during Autumn 1.</p>	<p>L 3: Marriage</p> <p>Includes same sex marriage</p> <p>This lesson will be covered during Autumn 1.</p> <p>L 5: Family life</p> <p>Different family set ups (including same sex parents) and dealing with problems</p> <p>This lesson will be covered during Autumn 1.</p>	<p>L 6: Pregnancy and birth</p> <p>Touches on same sex couples having children</p> <p>This lesson will be covered during Spring 2 and Summer 1.</p>
Alcohol and Tobacco	<p>L6: Safety with substances</p> <p>What is and isn't safe to go in or on the body - including medicines</p> <p>This lesson will be covered during Spring 2 and Summer 1.</p>		<p>L7: Influences</p> <p>Making choices and recognising influences</p> <p>This lesson will be covered during Spring 2 and Summer 1.</p>	<p>L8: Tobacco</p> <p>The risks of smoking</p> <p>This lesson will be covered during Spring 2 and Summer 1.</p>	<p>L7: Making decisions</p> <p>The influence others can have</p> <p>This lesson will be covered during Spring 2 and Summer 1.</p>	<p>L1: Alcohol</p> <p>The risks of alcohol</p> <p>This lesson will be covered during Spring 2 and Summer 1.</p>

<p>Menstruation</p>					<p>L4: Menstruation</p> <p>The menstrual cycle and dealing with periods</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L5: Conception</p> <p>Includes revision of menstruation from Year 5</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>
<p>Puberty</p>				<p>L6: Growing up</p> <p>Changes from birth to adulthood</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p> <p>L7: Introducing puberty</p> <p>Physical changes during puberty</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L3: Puberty</p> <p>Physical changes</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L4: Physical and emotional changes in puberty</p> <p>Changes that happen during puberty</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>

<p>Conception and pregnancy</p> <p>*(Parents have a right to withdraw their child from these lessons)</p>						<p>L5: Conception</p> <p>Intercourse</p> <p>This lesson will be covered during Summer 1/ Summer 2.</p> <p>L6: Pregnancy and birth</p> <p>How a baby develops</p> <p>This lesson will be covered during Summer 1/ Summer 2.</p>
<p>Body parts (vocabulary introduced)</p>	<p>L5: Appropriate contact</p> <p>Introducing acceptable and unacceptable touch</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L5: Appropriate contact</p> <p>My private parts are private</p> <p>Safe and unsafe touches.</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>		<p>L7: Introducing puberty</p> <p>Including: breasts, genitals, penis,</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L3: Puberty</p> <p>Including: vagina, vulva, penis, scrotum, testicle</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L4: Physical and emotional changes in puberty</p> <p>Including internal and external reproductive parts</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>

<p>Digital safety</p>				<p>L1: Internet safety - age restrictions</p> <p>Age restrictions related to social media and gaming</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L1: Online friendships</p> <p>Issues related to online relationships</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p> <p>Lesson 2: Staying safe online</p> <p>How to stay safe online</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L3: Social media</p> <p>Online relationships</p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>
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