

Relationships, Health and Sex Education Policy



KINGSMOOR PRIMARY SCHOOL

Approved by Education Committee: Summer 2021

Adopted by Governing Body: July 2021

Signed (Chair of Governors):

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1. Definition and aims

This policy covers our school’s approach to effective teaching and learning in Relationships, Health and Sex Education (RHSE).

DEFINITION

Kingsmoor Primary School defines ‘relationships, health and sex education’ (RHSE) as a whole school approach of a planned program of learning opportunities and experiences on the topics of relationships education and health education, that helps children and young people grow and develop as individuals and as a member of families and of social communities; it supports pupils to be safe, happy and prepared for life beyond school.

The subject sits within the context of developing pupils socially, morally, spiritually and culturally; it supports the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy; and it sits within our teaching about mental health and wellbeing. The health education complements our school’s wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food. It is supported by the school’s pastoral care system.

It is taught separately to, but as part of PSHE (Personal, Social, Health and Economic), the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

RHSE is not about the promotion of sexual activity. Good RHSE is about the values of respect, love and care.

AIMS

Kingsmoor Primary School's overarching aim is to equip our pupils with knowledge to make informed decisions about their emotional and social well-being, health and relationships, preparing them for a successful adult life. This aim is mirrored and reflected in the school's vision and values – please see Appendix 1.

The RHSE policy aims to:

- enable pupils to understand how to keep themselves and others safe
- develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- enable pupils to make responsible and informed decisions about their health and well-being.

WHY?

RHSE is important as it will allow our pupils to grow up healthy, happy, safe; and to be supported and prepared for the diverse communities in and life of modern Britain. More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.

There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.

A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.

By its very nature, this subject consists of a variety of complex topics, and involves a combination of sharing information, and exploring issues and values. We view the partnership of home and school as vital in providing the context for RHSE.

HOW

We teach in a sensitive and age-appropriate manner, considering the range of religious and cultural views about sexuality and behaviour, ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The curriculum will proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This will be in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community.

INCLUSION (see section 6 below)

We teach the concept of equality, and the legislation relating to this (as a public institution, we have specific responsibilities in relation to equality and protected characteristics) – this means diversity in families, friendships and relationships is normalised and integrated in our teaching and learning. We make sure language used is inclusive; images and stories represent diverse families so that all pupils/young people/staff/families and carers do not feel excluded by the dominant norms. The unifying value is that all relationships and friendships are respectful and caring. We challenge all forms of discrimination and bullying.

At Kingsmoor Primary School, we teach Relationships and Health Education that is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

2. Statutory requirements

At Kingsmoor Primary School, we teach RHSE as set out in this policy, informed by recent pedagogy. The policy is informed by the following legislation:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Public Sector Equality Duty (PSED – s149 of Equality Act 2010)
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st century (2014)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2020)
- Teaching online safety in Schools – Guidance (2019)

Our RHSE and PSHE programme is interwoven with a number of different statutory duties: Citizenship, Prevent, British Values and Community Cohesion, Safeguarding and Child Protection, RSE.

The RHSE curriculum on relationships and sex complements, and is supported by, the school's wider policies on Behaviour, Inclusion, respect for Equality and Diversity, SMSC (Spiritual, Moral, Social and Cultural), online safety, anti-bullying and safeguarding.

As a maintained primary school, Kingsmoor Primary School must provide RHSE to all pupils and, in addition to the National Curriculum Science, the school has decided to also teach sex and relationship education, in an age-appropriate way to the pupils in the school. Kingsmoor Primary School will ensure parents/carers understand the purpose and content of RHSE to be taught – particularly in advance of any sex education lessons, including their right to withdraw from these.

3. Policy development and stakeholder engagement

This policy was produced by Miss Michelle Rundle, Year 6 teacher, and with Mrs Rachel Chorley, Chair of Education Governors.

Kingsmoor Primary School strives to work in partnership with parents/carers to enable an effective delivery of RHSE. This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the RHSE lead undertook a review of relevant national and local guidance and up to date schemes of learning

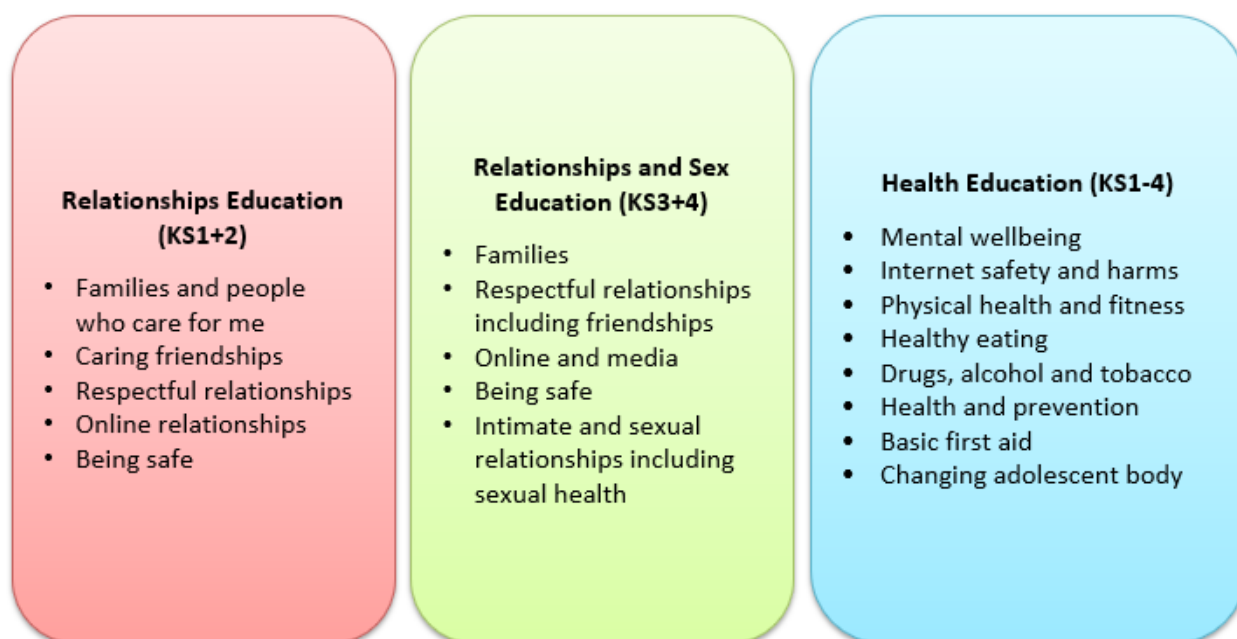
2. Staff consultation – all school staff were given the opportunity to develop the policy and make recommendations on non-statutory components of RHSE
3. Parent/stakeholder engagement - in Spring 2021, following an initial letter to all parents, a webinar lead by the Headteacher was held for interested parents (this was because face: face contact was limited during the Covid 19 pandemic). See appendix 5 for further information on this engagement.
4. Pupil consultation – pupils are involved in setting the ground rules and creating a class charter to enable effective delivery of lessons, ensuring pupils feel safe in the environment; annually pupil voice is used to inform curriculum content as appropriate
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

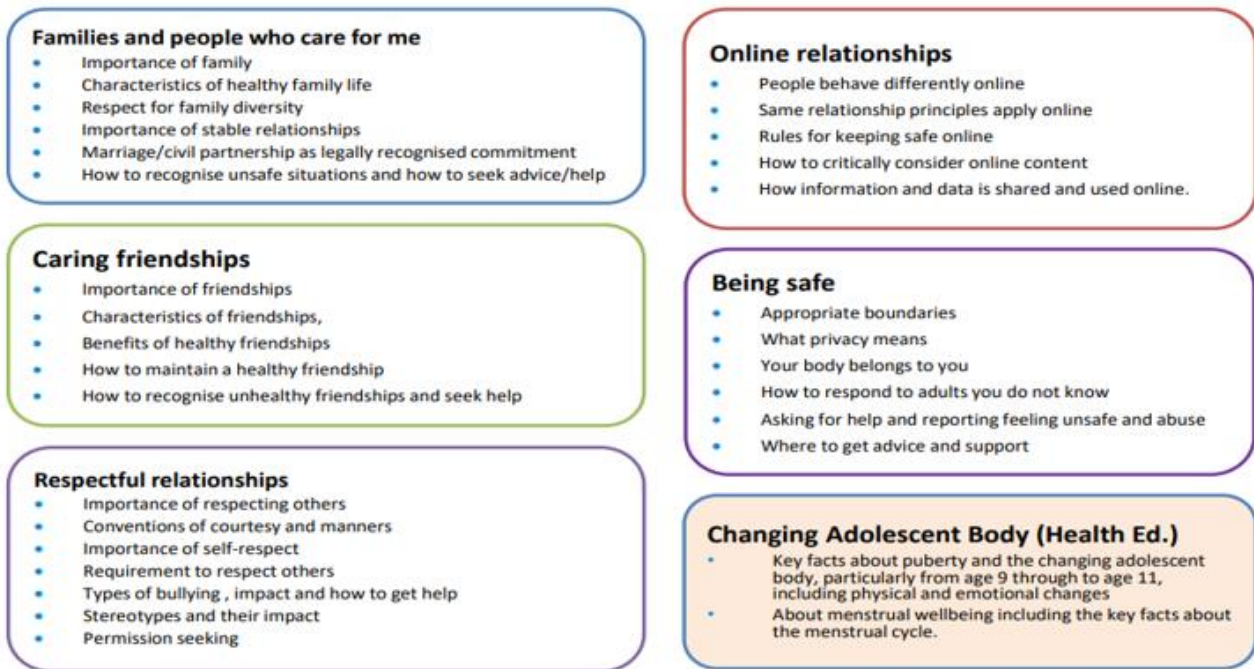
The policy is available to parents through the school website. As part of our whole school approach to RHSE, we notify parents when the non-statutory parts of RHSE are being taught and provide opportunities for parents to view the materials and resources. Parents are encouraged to meet with the class teacher or head as needed.

This policy will be reviewed annually by key stake holders to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. The policy will be approved by the Education committee.

4. Curriculum

The DFE curriculum expectations for school aged pupils are listed below –





Our RHSE programme (appendix 2 PSHE Thematic Programme Model Overview) is an integral part of our whole school PSHE education provision and is offered to all year groups with age-appropriate content. A margin of fluidity is maintained to allow teachers to react to ongoing global events and developments. For example, the #Metoo movement in 2017, the Black Lives Matter Protests in June 2020 and the ongoing Corona Virus outbreak.

The lessons on RHSE are interwoven into the wider curriculum and not always taught as discrete lessons (other than non-statutory elements of Sex Education).

Science Curriculum:

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The program will ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.

Relationships Education:

In the early primary school years, education about relationships focuses on friendships, bullying and the building of self-esteem.

Physical Health and Mental Well Being 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 enables 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. School promotes pupils' self-control and ability to self-regulate, and strategies for doing so. Effective teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing.

Sex Education:

The DfE recommends that all primary schools should have a sex and relationship education programme tailored to the **age and the physical and emotional maturity of the pupils** – at Kingsmoor Primary School we teach an **age-appropriate**, developmental curriculum which meets the needs of young people (appendix 3 Sex Education Curriculum). Kingsmoor Primary School believes this curriculum is critical to answering some of the questions that pupils are asking, particularly as they come to the transition period between Primary and Secondary school. It is emphasised the topics are taught from a **child appropriate level**. The pupils will have some lessons focusing on consent in intimate adult relationships and how a baby is conceived and born.

Flexibility is important as it allows us to respond to local public health and community issues, meet the needs of our school community and adapt materials and programmes to meet the needs of our pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections).

Parental permission is always sought before these lessons are taught (and the right to withdraw a pupil from this is respected) and parents are offered support in talking to their children about sex education and how to link this with what is being taught in school.

Online Safety/Staying safe online:

Online safety is a whole school issue. At Kingsmoor Primary School, we believe that all children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage.

As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online. In order to do this, teachers use the United Kingdom Council for Internet Safety's Education for a Connected World Framework.

This framework aims to support the development of the curriculum and is of particular relevance to PSHE education, Relationships and Sex Education, Health Education and Computing. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.

The framework focuses specifically on eight different aspects of online education:

1. Self-image and Identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information

6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership.

5. Delivery of RHSE (safe and effective practice)

At Kingsmoor Primary School, effective teaching and learning within PSHE education are shared with other curriculum areas. Science lessons encompass a large part of pupils' learning in relation to RHSE. In addition, computing and online safety lessons ensure pupils receive a clear understanding of what healthy, safe relationships should look like online and address the potential dangers of social media and the digital, modern world. Assemblies and Mystery Mondays also provide opportunities for the school to support key areas of learning, promoting British values and diversity.

PSHE and RHSE lessons are planned and structured according to our long-term plan and are underpinned by the following:

Planning lessons with clear intended learning objectives and outcomes that relate specifically to the PSHE education curriculum. Teachers are clear about what learning they hope to achieve within a lesson and they share this intention with the whole class.

Strategies to promote experiential learning which challenge pupils' thinking and encourage them to reflect on their learning and on their behaviours. In order to meet the different needs of pupils and also to embrace their preferred learning styles, we use a variety of teaching and learning styles which capture the interest and imagination of learners. These include role play, discussion, drama, creative projects, and independent research using ICT amongst many other strategies.

Using a variety of questioning techniques. The use of questions by both teachers and pupils is paramount for effective teaching and learning. Questions may be:

- closed
- open ended
- asking for higher level thinking skills such as reflection, analysis, evaluation
- asking for creative responses such as 'what if?'

The ways in which questions are managed within PSHE education can either open up and enhance or alternatively, close down and diminish educational dialogue.

Using a range of groupings. Groupings may focus on individual work, paired work, small group, whole class or preferably a combination of these within a lesson. Groups may also be organised as single sex or mixed.

Analysis and effective deployment of resources. When selecting a resource, teachers consider:

- the age or stage for which it is appropriate
- how it should be adapted to meet the needs of different ability levels within the group
- how the resource enhances learning as stated within the intended learning outcomes
- whether it is up to date and factually correct
- whether it challenges stereotypes or perpetuates them.

RHSE education, by its very nature, deals with issues which are both personal and sensitive. For this reason, the following are firmly established:

Effective ground rules: rules are developed in consultation with the group and owned by the whole class in order that pupils and adults feel comfortable, safe and able to learn effectively. These might include:

- only one person to talk at a time

- no 'put downs'
- the right to pass
- confidentiality within the group (unless there are safeguarding issues)
- no inappropriate personal comments or questions
- be careful about personal disclosures, 'think before you tell'

It is essential that the teacher models positive behaviours, both with pupils and with their colleagues.

Safeguarding and confidentiality: teachers have a clear understanding of the protocol to follow in their school if a child or young person makes a disclosure during a lesson.

Dealing with spontaneous issues: teachers use a range of strategies to deal with unexpected questions as they arise. They are able to discern whether it is an appropriate question for the whole group or an issue to be dealt with on an individual basis. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information if teachers do not answer them appropriately.

Managing sensitive and controversial issues: teachers consider and anticipate possible responses from pupils when dealing with controversial or sensitive issues. As part of transition within Kingsmoor Primary School, staff pass on relevant information with regards to pupils and families which ensures teachers are aware of any potential areas of sensitivity. Our school ELSAs (Emotional Literacy Support Assistants) and school PFSA (Parental Family Support Assistant) are available to support pupils who may benefit from 1:1 intervention to discuss sensitive areas. Within each class, staff provide opportunities for pupils to share any worries or concerns they may have. This can be implemented through:

- use of an anonymous 'worry box' or 'question box' which can help to make it safe for pupils to raise issues that concern them
- use distancing strategies to depersonalise these issues such as the use of puppets, drama, role play and storytelling
- ensure their own or the pupils' personal boundaries are not breached through the use of previously agreed ground rules.

Being impartial in the provision of information, advice and guidance: teachers give general advice and guidance on issues when necessary and appropriate, understanding the difference between having a conversation, giving advice, counselling, and recognising when they need to refer on. Teachers need to be aware of the impact their comments may have on the expressed choices and decisions of young people.

These points are essential in creating an ethos of trust and open dialogue with pupils. Effective learning in PSHE education (or any curriculum area) will only take place if all involved feel safe within their environment.

6. Inclusion

SEND

We ensure RHSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by having the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils. It is differentiated and personalised in regard to the starting point to ensure accessibility.

Kingsmoor Primary School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

Kingsmoor Primary School has two fully-trained ELSAs (Emotional Literacy Support Assistants) who support pupils with their social and emotional needs through directed 1:1 work targeting specific areas of need, such as anxiety/low-self-esteem, behavioral challenges, positive mindset.

EQUALITY

We ensure that we comply with the relevant provisions of the Equality Act 2010, (please see the school's Equality Policy), under which sexual orientation and gender reassignment are amongst the protected characteristics.

The 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, donor conceived children, 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).

Kingsmoor Primary School considers what it can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

All schools are expected to teach LGBTQ+ content at a timely point as part of the RHSE curriculum. We ensure RHSE fosters gender equality and LGBTQ+ equality, diversity and personal identity by establishing a safe and positive learning environment, and by being impartial in the provision of information, advice and guidance. The RHSE program will deliver this, in a sensitive and age-appropriate manner, in an integrated program of learning wherever possible.

7. Roles and responsibilities

7.1 The Governing Body

The Governing Body has delegated the approval of this policy to the Education Committee. The Governing Body will monitor hold the Headteacher to account for their implementation of the RHSE policy through monitoring (see below).

7.2 The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE.

7.3 Staff

Staff are responsible for delivering an effective RHSE in a sensitive way, for around 30 minutes to an hour per week. This can be blocked if teachers feel this is more appropriate or it can be cross-curricular at times. Staff are required to model positive, unbiased attitudes towards RHSE. They are responsible for monitoring progress and responding to the needs of individual pupils. Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

7.5 Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. As a school, we feel the Relationships and Sex Education is a partnership between parents and school and therefore engaging with parents about the content of our curriculum is an important part of providing a high-quality programme.

Resources are available for parents in appendix 6.

8. Monitoring and assessment arrangements

The delivery of RHSE is monitored and assessed by all teachers, the RHSE co-ordinator, Miss Michelle Rundle and the Headteacher, Mrs Joanne Warren, through assessment for learning. This is formative assessment and enables both the teacher and the pupil to assess where pupils are in their learning. It helps pupils to understand their educational journey within a lesson or unit of work and what knowledge, understanding and skills they need to acquire to develop and progress their learning further. It also helps the teacher to plan future learning in order to support pupils in this process. The RHSE lead will also conduct deep dives which ensures this curriculum area is being delivered effectively.

Because much of RHSE learning is not formally recorded, teachers also use other forms of evidence – annotated photos, video clips and the like. Pupil interviews or discussion forums are also a very useful source of information. Each year group uses a whole class book to record their classes' thoughts and reflections, valuing all views and opinions. This is used for monitoring purposes. It stays with each year group throughout their Kingsmoor Primary School journey and thoughts and views are reflected upon as they grow and develop.

Periodic assessment and reporting will also help teachers and pupils to judge progress against the intended learning outcomes and to share this with the learner, their parents and others. Teachers regularly evaluate both their planning and teaching. They identify what went well and what needs improving when revisiting the scheme of work or lesson with a new cohort of pupils.

Governors will consider the following when monitoring the implementation of the RHSE policy –

- All pupils make progress in achieving the expected educational outcomes
- Subjects are well led, effectively managed and well planned
- Quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Subjects are resourced, staffed and timetabled that ensures the school meets its legal obligations.

9. Safeguarding

At the heart of these subjects there is a focus on keeping children safe, and a role in preventative education. Good practice allows pupils an open forum to discuss potentially sensitive issues. Such

discussions can lead to increased safeguarding reports. Pupils will be made aware of how to raise their concern, or that of a friend and how any concern will be handled.

All staff have a clear understanding of the protocol to follow in school if anyone makes a disclosure of being abused, neglected or if they are witnessing abuse; and they will involve the Designated Safeguarding Lead (or deputy) and Children's Social Care if there is anything that is safeguarding-related in the context of these subjects. All safeguarding concerns are reported using MyConcern (Kingsmoor Primary School's in-school safeguarding system) and are dealt with by the designated safeguarding lead.

10. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in the continuing professional development calendar. The RHSE co-ordinator will attend CPD courses and will disseminate up-to-date information to staff.

Teachers and 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 RHSE.

All staff participate in annual safeguarding and Prevent training to ensure recent and relevant pedagogy.

11. Parent Engagement and the right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE. There is no right to withdraw from Relationships Education or Health Education or the National Science Curriculum.

Kingsmoor Primary School will inform all parents when they are undertaking non-statutory elements (Sex education) of the curriculum via letter/email. They will be given the opportunity to withdraw their child should they wish: requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher. The headteacher will discuss this with the parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher is likely to discuss with parents the benefits of receiving this important, age-appropriate education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Permission, if still requested, will automatically be granted to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

Documentation of this process will be made. Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1 Kingsmoor Primary School Vision and Values

Our vision

“Kingsmoor is an inspirational school where all want to work, learn and grow to become the best we can be.”

In order to achieve this the school will:

- Provide a high quality, inclusive education for all where creativity and personality are allowed to blossom and thrive and where independence, motivation and perseverance become life- long skills in a safe, secure and happy environment.
- Nurture all individuals to develop confidence in themselves and tolerance of each other.
- Empower individuals to have high self-esteem, ensuring that they aim high and achieve their full potential in all areas of the curriculum celebrating individual achievements and encouraging the success of their peers.
- Ensure individuals are equipped with innovative thinking skills which support their journey in life - enabling them to overcome setbacks or problems with a positive mind-set and resilience; and to be prepared for their next stage of education.
- Support and encourage all children to respect themselves, each other, the environment and society so that they grow into kind, caring young people who are passionate about making a difference and having a positive impact on our world.
- Encourage the behaviours of honesty and trust throughout the school community.
- Work together as a community to support a greater understanding of each other, our health and general wellbeing.
- Work in partnership with children and families, our governing body, whole school staff and the wider community, instilling a ‘sense of belonging’ and creating positive relationships.
- Champion a teaching staff dedicated to enabling pupils to realise their full potential.

Our values

Our school values are underpinned through our *Kingsmoor code* which is manifested by the whole school community- governing body, staff, parents and pupils.

It aims to promote *kindness, respect, resilience and tolerance* as the school's core values.

*'We look after each other,
our school and everything in it.
We try our best in everything we do,
We are friendly and polite towards each
other.'*

KINDNESS, RESPECT, RESILIENCE, TOLERANCE

Appendix 2 PSHE Thematic Programme Model Overview

Our RHSE programme uses the PSHE Association's Thematic Programme Model, the long-term overview used to create lesson plans for each year group is listed below.

	Autumn: Living in the wider world			Spring: Relationships			Summer: Health and Wellbeing		
	Belonging to a community	Media literacy and digital resilience	Money and work	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of views, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 3 Sex Education Curriculum

The DfE recommends that all primary schools should have a sex and relationship education programme tailored to the **age and the physical and emotional maturity of the pupils** – at Kingsmoor Primary School we teach an **age-appropriate**, developmental curriculum which meets the needs of young people (see below).

Kingsmoor Primary School believes this curriculum is critical to answering some of the questions that pupils are asking, particularly as they come to the transition period between Primary and Secondary school.

It is emphasised the topics are taught from a **child appropriate level**.

The following outlines the different stages of curriculum development. These lesson plans are accredited materials from the PSHE Association.

Foundation Stage - Growing up: how we have changed since we were babies

Year 1 - Boys' and girls' bodies; naming body parts	
Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).	
Learning objectives	Intended learning outcomes
<p>We are learning:</p> <ul style="list-style-type: none"> • about the special people in our lives and how we care for one another • about how we change as we grow • about the differences and similarities between people 	<ul style="list-style-type: none"> • identify our own special people • explain what makes them special to us and why they are important in our lives • describe the different ways our special people care for us • recognise how we can care for them in return • recognise the main stages of the human life cycle (baby, child, adult) • recognise the process of growing takes time and describe what changes when people grow from young to old • identify ways we are more independent now than when we were younger • describe our feelings about growing and changing • describe gender similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body

Year 3 - How babies grow and how boys' and girls' bodies change as they grow older.	
Learning objectives	Intended learning outcomes
<p>We are learning:</p> <ul style="list-style-type: none"> • about friendship—why it is important and what makes a good friend • how to maintain good friendships • about solving disagreements and conflict amongst ourselves and our peers 	<ul style="list-style-type: none"> • recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) • explain why friendship and having friends is valuable • identify how friends show they care for and value each other • describe what is most important in a friendship • identify what helps maintain friendships • describe feelings when disagreements and conflict occur • identify what can help and not help if there are friendship problems • demonstrate strategies for solving arguments with peers

Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation.	
Year 5 - Puberty for boys and girls, and conception.	
Learning objectives	Intended learning outcomes
<p>We are learning:</p> <ul style="list-style-type: none"> • about some of the physical changes experienced during puberty • about the biological changes that happen to males and females during puberty • about the importance of personal hygiene during puberty • to respond to questions about puberty • how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty 	<ul style="list-style-type: none"> • identify some of the physical changes that happen to bodies during puberty • explain that puberty begins and ends at different times for different people • use scientific vocabulary for external male and female body parts/genitalia • use scientific vocabulary for external and internal male and female body parts • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams • explain how and why it is important to keep clean during puberty • describe ways of managing physical change during puberty • respond to questions and give advice to others about puberty • describe how emotions and relationships may change during puberty • explain where we can get the help and support we need in relation to puberty.

Year 6 - Puberty for boys and girls and understanding conception to birth of a baby	
Learning objectives	Intended learning outcomes
<p>We are learning:</p> <ul style="list-style-type: none"> • more about the changes that happen at puberty (recap from year 4 or 5) • about managing change — new roles and responsibilities as we grow up • about what constitutes a positive, healthy relationship • that relationships can change over time • about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows) 	<ul style="list-style-type: none"> • describe the physical and emotional changes that occur during puberty and how to manage these • identify myths and facts about puberty, and what is important for a young person to know • demonstrate how to begin conversations (or ask questions) about puberty with people that can help us • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities • identify different kinds of loving relationships • describe the qualities that enable these relationships to flourish • explain the expectations and responsibilities of being in a close relationship • recognise how relationships may change or end and what can help people manage this • identify the links between love, committed relationships/marriage, and conception • explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults of legal age • explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/ carer		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	Include notes from discussions with parents and agreed actions taken. e.g: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

Appendix 5: Parental Engagement 2021

This took place in two ways, limited by covid restrictions to an online survey and a zoom.

RHSE Survey Consultation

This survey was conducted in Apr-May 2021. All families were invited to submit their responses online via our online form (using google forms). Emails were sent home along with reminders on social media. Full information and link to the survey were available on our school website throughout.

29 Unique responses were received following numerous reminders to participate and one extension to the time given for replies. Full responses containing comments and more personal details including names are not contained in this document but were made available for the head teacher to address two specific requests for follow up. The results were summarised to parents at the zoom meeting and are described below.

RHSE Zoom Engagement

The zoom was held at 5.15pm on 19th May 2021 and was chaired by the Mrs Warren with Miss Rundle (RHSE lead), Rachel Chorley (Chair of Education Governors) and Jameelah Ingram (Sex and Relationship Education Advisor, Public Health, Somerset County Council). About 12 people attended the zoom, and each year group was represented. There is additional information from this talk on the school website (RHSE Briefing May 2021).

The governors were delighted so many busy parents/carers responded to this policy - we had nearly 30 replies –about 1/3rd of Kingsmoor families.

Approx 3/4s of those had read or partly read the policy – and at 20 pages, thank you!

What did we want from the policy?

- To meet the DfE legal requirements (and the Equalities act obligations about inclusivity)
- But more, to create a framework that supports our children to be safe and to have healthy relationships – which each other and themselves
- Something that captures our school vision and values and the curriculum supports this - kindness, tolerance, resilience and respect

- A Relationships Education that is all about friendships, self-esteem and anti-bullying
- A Physical and mental health Education – increasingly important as we adjust from lockdown – and as our children grow into teenagers, good mental health has never been more important
- A Sex Education curriculum that answers children’s questions.

What did we find?

- Parents/carers are well informed!
- 50% knew of new legislation re RHSE teaching
- 3/4 knew puberty and development are taught as part of the science curriculum
- 3/4 knew that it’s recommended that we teach Sex Ed

- What parents/carers want us to teach almost perfectly aligns with the aims – safety (legal age, peer pressure), identity/inclusion, being able to recognise healthy (and unhealthy/wrong) relationships, puberty/lifecycles

- You don't want us to teach sex to younger years, and no "adult" detail – this is not in the curriculum (appendix 3)
- 2/3rd of you stated children hadn't asked follow on qu from RE or Sex Ed that they had covered at school – something governors will monitor and that we hope will change for the better as the new curriculum is launched next term
- Most replies are pleased with the curriculum content
- Some families want to solely teach this themselves, and as their right, they are to be reassured they will be allowed to withdraw their children from the Sex Ed part of RHSE, once this is has been discussed with Mrs Warren.

What do parents/carers want to know?

- More detail on the curriculum content (sex ed?) and what will be covered – this had been feedback to the teachers and will happen as the lessons are planned
- To know it will be age related/appropriate – please be assured it is and will be
- When the curriculum will be reviewed – this is due for at least review annually, it will be reviewed in response to new guidance and as we learn from teaching the curriculum.

Appendix 6: Parent Resources

These came from the Parental Engagement presentation.

- Safety and Consent: [pants-parents-guide-online.pdf \(nspcc.org.uk\)](#)
- Periods: Puberty for boys: [\(20\) What Boys Want to Know About Puberty – YouTube](#)
- Periods for girls: https://www.youtube.com/watch?v=vXrQ_FhZmos
- [parent hub landing page | we are betty](#)
- Sex education, Puberty, Healthy Relationships and Sexuality: [\(16\) AMAZE Org – YouTube](#)
- Diet and Physical Activity: [Home | Change4Life \(www.nhs.uk\)](#)
- Sleep: [Somerset children & young people : Health & Wellbeing : Supporting Parents Health Vi \(cypsomersethealth.org\)](#)
- Brain Development: [Somerset children & young people : Health & Wellbeing : Supporting Parents Brain \(cypsomersethealth.org\)](#)
- Drugs and alcohol: [Somerset children & young people : Health & Wellbeing : Supporting Parents Health Viii \(cypsomersethealth.org\)](#)
- Friendship: For more advice on friendship see www.childline.org.uk or call 0800 1111 to speak to a trained counsellor.
- Online Safety: www.internetmatters.org or <https://www.childnet.com/parents-and-carers>



Mindline Somerset
Emotional support helpline
Coronavirus



01823 276 892

Open 24 hours a day, 7 days a week

Open 24 hours a day, seven-days a week, Mindline is open to people of all ages who need urgent mental health support. The helpline is the first port of call for mental health help – it is operated by people in your local area who will know how best to support you.

ChatHealth is a new mobile health service for parents and young people in Somerset making it easier to get health and wellbeing advice. Available Monday-Friday 9am - 5pm.



Parents of children 0-4: Confidential help from the Health Visiting Team for parents and carers of 0-4 years. **Just send a text 07480 635514**

Parents of children 5-19 years: If you have a child 5-19 and looking for confidential help and advice? Just send a text to your School Nurse Team. **Text 07480 635515**

Young People 11-19 years: Discreet and quick. If you're aged 11-19 it only takes one text to start making a difference. You'll get confidential advice from a local School Nurse. You don't have to give your name if you don't want to. **Text 07480 635516**



Young Somerset's Wellbeing Service - Free wellbeing support for young people experiencing low level mental health needs. Find out more here: www.youngsomerset.org.uk/wellbeing-support



Safe and anonymous online support for young people aged 11-18, available daily until 10pm – friendly counsellors, self-help and community support. kooth.com



Bereavement support

The Somerset Bereavement Support Service is here if you've been bereaved and need emotional support or someone to talk to.

Call **0800 304 7412**
9am to 5pm, Monday to Saturday

In partnership with:



What is the Virtual Hub? This is a safe online space for young people & parents to find out about what support is available in your area. We also have interactive workshops each week on social media, led by Young Somerset's team to give you professional advice and guidance on how to maintain positive Wellbeing, and look after your Mental Health. - find out more here: www.youngsomerset.org.uk/the-hubs

Educational Psychology Service (EPS) Help for Parents and Carers:

EPShelpline@somerset.gov.uk

01823 357000