



KING'S OAK PRIMARY SCHOOL

RELATIONSHIPS, HEALTH AND SEX EDUCATION

POLICY

November 2023

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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

King's Oak Primary School

Relationships, Health and Sex Education Policy

The Legal Position

Through RHSE, students learn about the nature of healthy relationships and their importance for family life and the raising of children. Pupils are taught about what makes a healthy relationship and how to keep a healthy mind and body. Teaching materials that are used take into consideration the age, religion and culture of our pupils.

The Right to Withdraw

Under mandatory government guidance, any parent/carer has the right to withdraw their child from sex education but health and relationships education is now statutory and parents/carers do not have the right to withdraw their children from these parts of the curriculum. Parents/carers wishing to exercise this right should first talk to the class teacher and if necessary, make an appointment to see the Headteacher or Personal, Social and Health Education (PSHE) subject leader.

Why teach RHSE?

RHSE is vital to ensure young people have the right knowledge, skills and understanding to make healthy choices into their young adult lives and beyond. We want our pupils to develop healthy relationships, know how to deal with difficult or dangerous situations and where and how to seek support.

Conclusions of the overview of effectiveness of interventions and programmes aimed at reducing unintended conceptions in young people clearly indicate that high quality relationships and sex education should:

- empower pupils;
- offer a positive and open view of sex and sexuality, and support sexual self acceptance;
- be sustained by working within a theoretical framework;
- meet local needs;
- ensure the entitlement of all children to relationships and sex education and undertake specific work to meet the needs of vulnerable and marginalised children and young people;
- be provided early; before puberty, before feelings of sexual attraction and before they develop sexual relationships;
- reinforce value messages;
- focus on risk reduction;
- ensure that children and young people have a critical awareness of the messages that are portrayed in the media.

Aims

Our Relationships, Health and Sex education programme aims to prepare young people for a future in which they:

- have developed positive values and a moral framework that will guide their decisions, judgements and behaviour;
- are aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the consequences of their actions and behave responsibly within relationships;
- have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- avoid being exploited or exploiting others;
- avoid being pressurised into having unwanted or unprotected sex;
- know how the law applies to sexual relationships.

Objectives

The objectives of our RHSE programme are:

- to generate an atmosphere where age appropriate questions of a sexual nature can be asked and answered openly without embarrassment and where trust and confidentiality are ensured;
- to enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- to enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision-makers;
- to enable pupils to develop the ability to form positive, non-exploitative relationships;
- to enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others;
- to enable pupils to understand the process of human reproduction;
- to emphasise the role and the value of family life;
- to enable pupils to know what is and what is not legal in matters relating to sexual activity;
- to ensure our pupils understand that there are many different types of relationships and types of families inclusive of the Lesbian, Gay, Bisexual, Transgender (LGBT+) community
- to inform pupils of where they can go for further information and advice.

Values Framework

Relationships, health and sex education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff (ideally always class teachers) who feel confident to teach it and have been specifically trained in this aspect of education. If staff do not feel confident

in teaching RHSE, they seek support from the PSHE Co-ordinator or someone more experienced.

Among the values promoted are:

- respect for oneself and other people;
- taking responsibility for one's actions in all situations;
- honesty and loyalty in relationships;
- the importance and responsibilities of the family unit for all members;
- sensitivity towards the needs and views of others;
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour;
- to recognise and accept the differences of others.

How the objectives are achieved.

In line with recognised good practice for RHSE our programme will address the three areas:

1. Skills

If RHSE is going to be effective it needs to include opportunities for young people to develop skills, as it can be hard for them to act on the basis of only having information. The kinds of skills young people develop as part of RSE are linked to more general life-skills and will be common to other areas of the PSHE curriculum. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice, are useful life-skills and can be applied in terms of sexual relationships. Effective RHSE develops young people's skills in:

- negotiation;
- making choices based on probable outcomes;
- assertion;
- listening;
- recognising pressures from other people and to how to resist them;
- dealing with and challenging prejudice;
- seeking help from adults - including parents, carers and professionals - through the family, community and health and welfare services;
- differentiating between accurate and inaccurate information;
- discussing an age appropriate range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality, abortion and contraception.

2. Attitudes and beliefs

Young people can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality. These sometimes appear contradictory and confusing. Young people are very interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people have strong views. At King's Oak Primary School we are always aware that talking in a balanced way about differences in opinion does not promote one set of views over another, or mean that one agrees with a particular view. Part of exploring and understanding cultural, religious and moral views is finding out that you can agree to disagree.

Effective sex education also provides young people with an opportunity to explore the reasons why people have sex, and to think about how it involves emotions, respect for oneself and other people and their feelings, decisions and bodies. Young people should have the chance to explore gender differences and how ethnicity and sexuality can influence people's feelings and options. They should be able to decide for themselves what the positive qualities of relationships are. It is important that they understand how bullying, stereotyping, abuse and exploitation can negatively influence relationships.

3. Knowledge and Understanding

Young people get information about sex and sexuality from a wide range of sources including each other, through the media including advertising, television and magazines, as well as leaflets, books and websites which are intended to be sources of information about sex and sexuality. Providing information through RHSE is therefore about finding out what young people already know and adding to their existing knowledge and correcting any misinformation they may have.

Information is also important as the basis on which young people can develop well-informed attitudes and views about sex and sexuality.

They need to have information about the physical and emotional effects of relationships and sexual behaviour for themselves and others. In terms of information about relationships, they need to know about what kinds of relationships there are and what constitutes healthy relationships: about love and commitment, marriage and partnership and the law relating to sexual behaviour and relationships as well as the range of religious and cultural views on sex, sexuality and sexual diversity. Children should learn (alongside learning in Physical Education) how to maintain a healthy lifestyle and make healthy choices - physically and emotionally. In addition, young people should be provided with information about the range of sources of advice and support that is available in the community and nationally.

Delivery of RHSE

RHSE Curriculum

RHSE is delivered as part of the PSHE programme in EYFS, Key Stage 1 and Key Stage 2
Key themes such as:

- 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;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;

- 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;
- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- mental wellbeing is a normal part of daily life, in the same way as physical health;
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- what constitutes a healthy diet (including understanding calories and other nutritional content);
- the principles of planning and preparing a range of healthy meals;
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health);
- the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking;
- the characteristics and mental and physical benefits of an active lifestyle;
- the risks associated with an inactive lifestyle (including obesity);
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;
- about menstrual wellbeing including the key facts about the menstrual cycle;
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- 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;
- how and when to seek support including which adults to speak to in school if they are worried about their health;
- where to get advice e.g. family, school and/or other sources;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- where and how to report concerns and get support with issues online;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- the facts and science relating to allergies, immunisation and vaccination;
- concepts of basic first-aid, for example dealing with common injuries, including head injuries;

- people sometimes behave differently online, including by pretending to be someone they are not;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;

The vast majority of RHSE is delivered through discussion and questions generated by the pupils. We also use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. This includes use of videos, posters, leaflets, books, the internet, brainstorming, small group discussion, art and display work, case studies, role play, guest speakers, line continuums, debates, pupils carrying out their own research etc. We endeavour to assess pupils' understanding at the beginning of each year through discussion and quizzing. We focus on the acquisition of subject specific vocabulary to enable them to express themselves confidently and accurately.

Agreed ground rules will be displayed for everyone to see during RHSE lessons. Ground rules will also be periodically reviewed to evaluate how well the group is working and changed if necessary.

Pupils are never encouraged to discuss their own sexual behaviour or experiences. RSE should usually be carried out in the 'third person'.

It is a requirement that every classroom has an anonymous question / comment box for children to use in case they don't have the confidence to ask questions or make a comment in front of their peers and teachers.

We annually seek the views of parents/carers and pupils to ensure the curriculum reflects the needs of our school community.

Whole school Ethos

Many of the areas covered by the RHSE programme (see appendix 1 for a full outline) such as respect for individuals and self are demonstrated throughout the school. These form part of the Whole School Ethos which seeks to present pupils with positive role models through:

- Management of behaviour;
- Marking policy;
- School environment;
- Display;
- Lunchtime Management, PSHE lessons and circle time;
- Assemblies;
- Visitors;
- Relationships with pupils.

Cross Curricular Elements

Whilst RHSE forms a part of the Science Curriculum, many themes are explored through a range of subject areas including English, Drama, DT, PE and PSHE. These are always done in accordance with the schools RHSE policy and provide another way of exploring relationships and sexuality.

The skills element of the RHSE curriculum is taught through all subject areas as a normal part of teaching and learning within the school.

Differentiated learning

Staff planning and delivering RSE always consider differentiated learning when choosing activities. Pupils will have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties. Differentiated learning can be in terms of:

- outcome - a task for all which the group can achieve at their own level;
- extension of activities - for example, a group which has finished first can be given a further activity to increase their understanding;
- support on the task, for instance an extra member of staff to read out instructions;
- different resources - active learning techniques allow the teacher to manage more than one activity at a time e.g. social stories, visuals, differentiated language
- grouping by ability - this may be by ability or by mixed ability
- size of grouping
- taking into account literal understanding of some learners with Autism Spectrum Disorder (ASD) and their tendency to focus on details/not always seeing the 'whole picture'. This can lead to anxiety. Very specific expectations must be provided.
- Pre teaching of key vocabulary
- Tailoring our lessons/discussions in light of the group of learners and their understanding or lack thereof of what is being taught

Who delivers?

RHSE is best led by class teachers and other identified staff members rather than by visitors. Teachers develop relationships with pupils and are accessible on an ongoing basis

to follow up any questions they subsequently have. In the case of some pupils who access the Specialist Resource Provision (SRP), they may benefit from ASD specific approach/teaching style. SRP teachers are consulted as to whether pupils should access RHSE in mainstream classes or in the SRP.

The role of parents/carers

The most effective RHSE approach acknowledges the different contributions a range of agencies and settings can make. Schools programmes which involve parents/carers, notifying them what is being taught and when, can support the initiation of dialogue at home. Parents/carers and schools need to engage with young people about the messages that they get from the media, and give them opportunities for discussion. Therefore parents/carers will be informed and supported to understand the programme delivered at King's Oak Primary School and the part parents/carers can play in this.

Different settings provide different contexts and opportunities for RHSE. At home, young people can easily have one-to-one discussions with parents or carers which focus on specific issues, questions or concerns. This creates a dialogue about attitudes and views over time, and involves lots of short interactions between parents/carers and their children. At King's Oak, we provide parents/carers with an annual opportunity to come in and discuss what their children learn in RHSE, air any concerns they might have and give constructive feedback. Any useful feedback is used to adapt our approach to RHSE but it will not change what we teach as this is statutory.

Confidentiality

This should be linked to the school's broader policy on confidentiality. Staff should reassure students that their interests will be maintained, encourage them to talk to parents/carers, ensure that students know that teachers cannot guarantee complete confidentiality but that students will know first if it must be broken and should ensure that students are informed of sources of confidential advice.

Child protection

This should be linked to the school's broader policy on child protection. Effective RHSE may often bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. The school has a child protection policy that includes procedures on what to do if a member of staff is accused of abuse. Teachers must be aware of any pupil in the class who has been subject to child protection issues which may make it difficult for the child or render their contributions too sensitive. These should be discussed with the Child Protection Officer (CPO)/Designated Safeguarding Lead (DSL) and actions to support the child/teacher agreed, prior to the unit being taught.

Disclosures

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity schools should ensure that:

- The young person is encouraged to talk to their parent/carer;
- Child protection issues are addressed;

- The young person receives adequate counselling and information;
- Only in exceptional circumstances should schools handle information without parental knowledge;

Dealing with Questions

Clear parameters of what is appropriate and inappropriate will be established within the ground rules and personal questions will not be answered.

If a teacher doesn't know the answer to a question this will be acknowledged and the teacher or visitor will get back to the student/s with the answer when they have found out more.

If a question is too explicit, is not age appropriate for the student or the whole class or raises concerns about sexual abuse then it should be acknowledged with an agreement to attend to it later on an individual basis.

If a question is raised that alerts a member of staff that a student is at risk of sexual abuse, school child protection procedures should be followed.

Monitoring and Evaluation

Evaluation enables us to plan future work more constructively. Four useful questions teachers can ask themselves and the young people are:

- Skills - what have they learnt to do?
- Information - what do they now know?
- Attitudes and values - what do they think, feel, believe?
- What do they need to learn next?

The RHSE learning objectives for each year group are below:

Year 1

Learning themes	What are we learning?	Emotional literacy/skills
I can understand that everyone is unique and special	I am starting to understand the life cycles of humans and animals	I understand that changes happen as we grow and this is OK
I can express how I feel when change happens	I can tell you some things about me that have changed and some things that have stayed the same	I know changes are OK and sometimes they will happen whether I want them to or not
I understand and respect the changes that happen to me	I can tell you how my body has changed since I was a baby	I understand growing up is natural and we all grow at different rates
I understand and respect the changes that happen to others	I can identify the parts of the body that make boys different to girls and use the scientific names for them	I respect my body and understand which parts are private

I know who to ask for help if I'm worried about change	I understand that every time I learn something new I change a little bit	I enjoy learning new things
I can look forward to change and create goals	I can tell you about changes that have happened in my life	I know some ways to cope with changes

Year 2

Learning themes	What are we learning?	Emotional literacy/skills
I can understand that everyone is unique and special	I can recognise cycles of life in nature	I understand there are some changes that are outside of my control and can recognise how I feel about this
I can express how I feel when change happens	I can tell you about the natural process of growing from young to old and understand this is not in my control	I can identify people I respect who are older than me
I understand and respect the changes that happen to me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud that I am becoming more independent
I understand and respect the changes that happen to others	I can recognise physical differences between boys and girls and use the scientific names for these. I appreciate that some parts of my body are private.	I can tell you what I like/don't like about being a boy/girl
I know who to ask for help if I'm worried about change	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
I can look forward to change and create goals	I can identify what I am looking forward to in Year 3	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Year 3

Learning themes	What are we learning?	Emotional literacy/skills
I can understand that everyone is unique and special	I understand that in animals and humans lots of changes happen between conception and growing up, and that	I can express how I feel when I see babies or baby animals

	usually it is the female who has the baby	
I can express how I feel when change happens	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
I understand and respect the changes that happen to me	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and I know how to cope with those feelings
I understand and respect the changes that happen to others	I can identify how boys' and girls' bodies change on the inside during this growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and I know how to cope with those feelings
I know who to ask for help if I'm worried about change	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
I can look forward to change and create goals	I can identify what I am looking forward to in Year 4	I can start to think about changes I will make when I am in Year 4 and know how to go about this

Year 4

Learning themes	What are we learning?	Emotional literacy/skills
I can understand that everyone is unique and special	Unique me: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate I am a unique human being
I can express how I feel when change happens	Having a baby:	I understand having a baby is a personal choice and can

	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	express how I feel about having children when I am an adult
I understand and respect the changes that happen to me	Girls and puberty: I can describe how a girl's body changes in order for her to be able to have babies when she's an adult, and that menstruation (periods) are a natural part of this	I have strategies to help me cope with physical and emotional changes I will experience during puberty
I understand and respect the changes that happen to others	Circles of change: I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to make changes when I think they will benefit me
I know who to ask for help if I'm worried about change	Accepting change: I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express fears and concerns about changes that are outside of my control and know how to manage these feelings positively
I can look forward to change and create goals	Looking ahead: I can identify what I am looking forward to in Year 5	I can reflect on changes I would like to make when I am in Year 5 and can describe how to go about this

Year 5

Learning themes	What are we learning?	Emotional literacy/skills
I can understand that everyone is unique and special	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self-esteem
I can express how I feel when change happens	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be OK for me
I understand and respect the changes that happen to me	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty

I understand and respect the changes that happen to others	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
I know who to ask for help if I'm worried about change	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibility (age of consent)	I am confident I can cope with the changes growing up will bring
I can look forward to change and create goals	I can identify what I am looking forward to in Year 6	I can start to think about changes I will make in Year 6 and know how to go about this

Year 6

Learning themes	What are we learning?	Emotional literacy/skills
I can understand that everyone is unique and special	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
I can express how I feel when change happens	I can explain how boys' and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
I understand and respect the changes that happen to me	I can ask the questions I need answered about changes during puberty	I can reflect on how I feel about asking the questions and about the answers I receive
I understand and respect the changes that happen to others	I can describe how a baby develops from conception through nine months of pregnancy, and how it is born	I recognise how I feel when I reflect on the development and birth of a baby
I know who to ask for help if I'm worried about change	I understand how being physically attracted to someone changes the nature of the relationship	I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

I can look forward to change and create goals	I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for starting secondary school
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Links to other policies

- Safeguarding and Child Protection
- PSHE
- Online Safety