



Relationship, Health and Sex Education Policy

Status: Statutory

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Committee Responsible: Resources

Policies are approved and ratified by the Full Governing Body and the approval of policies are recorded within the minutes of the meetings.

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RECORD OF AMENDMENTS SINCE LAST REVIEW	
Page/Clause Amended	Brief Details of Changes
All	New policy written in line with the new guidance for Relationship and Health Education due to come in September 2020.

INTRODUCTION

From September 2020 it will be compulsory for all maintained schools to teach Relationship and Health education to their primary students. They will also be teaching some parts of sex education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary age. The broader topic of sex education (SE) is currently not compulsory in primary schools but is contained within non statutory PSHE education within the National Curriculum and is strongly recommended within the new Government RSE Guidance (2019).

The governing body endorses the view that effective RHSE (Relationship, Health and Sex Education) is essential if young people are to make responsible and well-informed decisions about their lives and this policy therefore describes the content and organisation of RHSE taught outside the Science Curriculum.

The objective of RHSE is to help and support young people through their physical, emotional and moral development in order that they can develop the skills and knowledge to make decisions about how they relate to others.

The governors believe that a successful RHSE programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The school works with parents/carers to ensure that the teaching of Relationship, Health and Sex education reflects their expectations and complements teaching at home.

This policy is based on guidance set out in DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (February 2019).

What is Relationship, Health and Sex education?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

(DFE 2019 RSE Guidance)

Through Relationship education children will be taught about:

- Families- what healthy family life can look like, the importance of family and how all families are different
- Caring friendships-how to make, maintain and mend friendships (including how to manage those relationships that can be lost)
- Respectful relationships-what is a healthy relationship, how to treat one another, what forms of touch are acceptable
- Online relationships-what these can look like
- How to be safe- to share their feelings with friends and trusted adults, to know they have the right to explain they do not like something

Through Health Education children will explore the topics of:

- Mental Wellbeing
- Internet Safety and harms
- Physical Health and fitness
- Keeping Healthy
- Drugs, alcohol and tobacco prevention

- Basic First aid
- Changing adolescent body (puberty)

Through these topics children will be given the knowledge and skills to enable them to actively maintain and evaluate their health and ask for support when necessary.

Through Sex Education children will be taught about:

- The Law-the age of consent
- What sex is (for reproduction and enjoyment)
- How to be safe-contraception

Links to other policies/documents

This policy should be read in conjunction with the school's statement of Vision and Values, the PHSE Policy, Child Protection Policy and the Equality Policy.

POLICY

RSHE must be inclusive and relevant and should meet the educational and emotional needs of *all* pupils. It has the needs and rights of children and young people, rather than the concerns of adults, at its centre.

Relationship, Health and Sex Education (RHSE) at Kimpton Primary School is firmly rooted within the Jigsaw PSHE framework adopted by the school in September 2017- see Appendix 2. The RHSE curriculum aims to ensure that all children through Jigsaw teaching:

- Are able to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- Develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others)
- Have positive self-esteem and body image, and understand the influences and pressures around them
- Are empowered be safe and safeguarded

These topics are delivered under 6 themes which are appropriately planned and set for the age and maturity of the pupils:

- Being Me
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These themes are taught in the above order, one every half term. Through discussions, games and scenarios children are equipped with the knowledge and skills needed. Growing up is presented to children in a sensitive and straightforward way that is appropriate to their age, needs and understanding. Reproduction is presented in a similar way from Years 3 to 6.

RSHE teaching is led by the class teacher with the support of another e.g. teaching assistant wherever possible.

At Kimpton Primary School all parents will be kept informed of the nature and content of the RHSE that is to be offered to their children during their time at school, strengthening the importance of the partnership between home and school. An opportunity to view the key materials used is given to all parents annually and any queries can be answered during these meetings or in private. Teachers will be sure to send home information a week in advance before the planned teaching of these lessons to further strengthen the partnership with home.

Parents/carers have the right to withdraw their child from some Sex education lessons as these are non-statutory but not from statutory science lessons or Relationship and Health education lessons. Any parents wishing to exercise this right should contact the Headteacher, who will first invite the parents to attend a meeting to discuss their concerns; following this discussion, if parents still wish to withdraw their child from Sex education, reassurance will be given about appropriate alternative arrangements and the Headteacher will provide information about the lessons being missed and ideas for other sources of support for the parents to fulfil the task of educating their child.

Parents will be made aware of the programme's content and will be consulted if changes to the school's RHSE policy are being considered.

ARRANGEMENTS FOR MONITORING AND REVIEW

This policy shall be evaluated annually by the Headteacher and PHSE subject leader.

Lessons will be observed in the normal programme of monitoring teaching.

The headteacher will report to the governors the number of pupils withdrawn from lessons.

This policy shall be reviewed at least once every three years by governors in accordance with the Governing Body Year Planner. Next scheduled date for review 2021/2022.

KIMPTON PRIMARY SCHOOL RELATIONSHIP, HEALTH and SEX EDUCATION CURRICULUM CONTENT

Relationship and Health Education are covered in the themes Healthy Me and Relationships. Sex education is covered in the sixth Jigsaw theme Changing Me which is usually taught in Summer 2. The following statements are offered as an illustration of learning outcomes for each year group.

Depending on cohort and nature of conversations, teaching staff will make professional judgements on topics that arise and will respond to questions sensitively and accurately. They will inform parents/carers if the learning took a different path so that they are kept informed and are able to complement the learning at home.

Year Group	Healthy Me	Relationships	Changing Me
1	<ol style="list-style-type: none"> 1. I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy 2. I know how to make healthy lifestyle choices 3. I know how to keep myself clean and healthy, and understand how germs cause disease/ illness 4. I know that all household products including medicines can be harmful if not used properly 5. I understand that medicines can help me if I feel poorly and I know how to use them safely 6. I know how to keep safe when crossing the road, and about people who can help me to stay safe 7. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy 	<ol style="list-style-type: none"> 1. I can identify the members of my family and understand that there are lots of different types of families 2. I can identify what being a good friend means to me 3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer 4. I know who can help me in my school community 5. I can recognise my qualities as person and a friend 6. I can tell you why I appreciate someone who is special to me 	<ol style="list-style-type: none"> 1. I am starting to understand the life cycles of animals and humans 2. I can tell you some things about me that have changed and some things about me that have stayed the same 3. I can tell you how my body has changed since I was a baby 4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina 5. I understand that every time I learn something new I change a little bit 6. I can tell you about changes that have happened in my life
2	<ol style="list-style-type: none"> 1. I know what I need to keep my body healthy 2. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed 3. I understand how medicines work in my body and how important it is to use them safely 4. I can sort foods into the 	<ol style="list-style-type: none"> 1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate 2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not 3. I can identify some of the 	<ol style="list-style-type: none"> 1. I can recognise cycles of life in nature 2. I can tell you about the natural process of growing from young to old and understand that this is not in my control 3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old 4. I can recognise the physical

	<p>correct food groups and know which foods my body needs every day to keep me healthy</p> <p>5. I can decide which foods to eat to give my body energy</p> <p>6. I can make some healthy snacks and explain why they are good for my body</p>	<p>things that cause conflict with my friends</p> <p>4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>5. I recognise and appreciate people who can help me in my family, my school and my community</p> <p>6. I can express my appreciation for the people in my special relationships</p>	<p>differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>5. I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>6. I can identify what I am looking forward to when I am in Year 3</p>
3	<p>1. I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>2. I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>3. I can tell you my knowledge and attitude towards drugs</p> <p>4. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>5. I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>6. I understand how complex my body is and how important it is to take care of it</p>	<p>1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>2. I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>3. I know and can use some strategies for keeping myself safe</p> <p>4. I can explain how some of the actions and work of people around the world help and influence my life</p> <p>5. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>6. I know how to express my appreciation to my friends and family</p>	<p>1. I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>2. I understand how babies grow and develop in the mother's uterus</p> <p>3. I understand what a baby needs to live and grow</p> <p>4. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>5. I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>6. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>7. I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>8. I can identify what I am looking forward to when I am in Year 4</p>
4	<p>1. I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>2. I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on</p>	<p>1. I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>2. I can identify someone I love and can express why they are special to me</p> <p>3. I can tell you about someone</p>	<p>1. 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</p> <p>2. I can correctly label the internal and external parts of male and female bodies that</p>

	<p>in different situations</p> <ol style="list-style-type: none"> 3. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke 4. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol 5. I can recognise when people are putting me under pressure and can explain ways to resist this when I want 6. I know myself well enough to have a clear picture of what I believe is right and wrong 	<p>I know that I no longer see</p> <ol style="list-style-type: none"> 4. I can explain different points of view on an animal rights issue 5. I understand how people feel when they love a special pet 6. I know how to show love and appreciation to the people and animals who are special to me 	<p>are necessary for making a baby</p> <ol style="list-style-type: none"> 3. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this 4. I know how the circle of change works and can apply it to changes I want to make in my life 5. I can identify changes that have been and may continue to be outside of my control that I learnt to accept 6. I can identify what I am looking forward to when I am in Year 5
5	<ol style="list-style-type: none"> 1. I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. 2. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart 3. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations 4. I understand how the media and celebrity culture promotes certain body types 5. I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures 6. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy 	<p>I know that I no longer see</p> <ol style="list-style-type: none"> 1. I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities 2. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends 3. I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean 4. I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean 5. I understand how to stay safe when using technology to communicate with my friends 6. I can explain how to stay safe when using technology to communicate with my friends 	<ol style="list-style-type: none"> 1. I am aware of my own self-image and how my body image fits into that 2. I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally 3. I can describe how boys' and girls' bodies change during puberty 4. I understand that sexual intercourse can lead to conception and that is how babies are usually made 5. I also understand that sometimes people need IVF to help them have a baby 6. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) 7. I can identify what I am looking forward to when I am in Year 6
6	<ol style="list-style-type: none"> 1. I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood 2. I know about different types of drugs and their uses and their 	<ol style="list-style-type: none"> 1. I can identify the most significant people to be in my life so far 2. I know some of the feelings we can have when someone dies or leaves 	<ol style="list-style-type: none"> 1. I am aware of my own self-image and how my body image fits into that 2. I can explain how girls' and boys' bodies change during puberty and understand the

	<p>effects on the body particularly the liver and heart</p> <p>3. I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>4. I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations</p> <p>5. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>6. I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse</p>	<p>3. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>4. I can recognise when people are trying to gain power or control</p> <p>5. I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>6. I can use technology positively and safely to communicate with my friends and family</p>	<p>importance of looking after yourself physically and emotionally</p> <p>3. I can ask the questions I need answered about changes during puberty</p> <p>4. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>5. I understand how being physically attracted to someone changes the nature of the relationship</p> <p>6. I can identify what I am looking forward to and what worries me about the transition to secondary school</p>
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