



Ravenstone
PRIMARY SCHOOL

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Children fulfilling their potential in the heart of the community

Introduction

This policy covers our school's approach to Relationships and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom

It will be reviewed every 2 years to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

At **Ravenstone** we believe that Relationships and Sex Education forms an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum, and it is linked to the National Curriculum for Science. Through the RSE curriculum we aim to -

- Provide a carefully planned curriculum that covers human development, relationships, sexuality and family life, in line with statutory requirements and in an appropriate way taking into account the pupils' age and stage of development
- Help pupils develop feelings of self-respect, confidence and empathy for others
- Help pupils stay safe in the modern world
- Prepare pupils for puberty, the changes their bodies will experience and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around the issues of sexuality and relationships
- Provide a positive framework within which discussions on these issues can take place

The RE/RSE curriculum is outlined in the DfE Relationships and Sex Education and Health Education statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers July 2019 and it becomes statutory for schools from September 2020. This guidance builds on previous statutory legislation, including the Education Act 1996, the Equalities Act 2010, and the Children and Social Work Act 2017.

Schools have long been expected to provide education that prepares children to take their place in the adult world, learning about how their bodies work, how to be healthy and stay safe both in the real world and online, and how to get on with others in a positive and friendly way. Since the equalities Act of 2010 schools have also been required to ensure that the education they provide incorporates and promotes the inclusion of all aspects of society, with reference to specific protected characteristics such as race, religion/belief, age, sex/gender, gender reassignment, marital/partnership status, sexuality and ability, and that this education should be impartial.

As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Defining Comprehensive Relationship Education:

The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at Ravenstone Primary School:

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children

receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

How is RSE is taught at Ravenstone

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach.

Sex Education

Sex Education is taught discreetly using the KAPOW resources (see Appendix A for coverage in each year group)

Relationships Education

We have a whole school approach to Relationships Education and this is covered through our PSHE programme.

- Our PSHE curriculum is based on the KAPOW scheme of work. This has allowed us to develop a spiral curriculum that introduces new and challenging learning each time, meeting the personal developmental needs of the children.
- PSHE is taught for an hour every week, with time made to reflect on other learning opportunities.
- We offer a wide variety of teaching and learning styles with an emphasis on interactive learning with the teacher as facilitator.
- Exploration of challenging and thought provoking topics in a safe supportive environment allows children the opportunity to learn about difficulties and emotions that might arise and that there is support available to help them. Children learn to take responsibility and make good decisions.
- Every child has a personal Growth Book, which goes up the school with the child, allowing them to record their growth through weekly PSHE lessons, reflections of new experiences and will build into a useful tool for the child to refer to in challenging situations.

- A positive approach based on mutual respect provides a safe environment for the children to ask deep questions, challenge ideas, share their own experiences and opinions and develop their understanding of the world in which we live.

Answering Children's Questions:

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
3. By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had chance to form.
4. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.
5. Answering children's questions will be done consistently across the school as follows:
 - Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
 - If a question is relevant to the whole class, we will answer it to the whole group.
 - However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
 - If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
 - If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
 - If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let*

me have a think about it and once I know the best way to explain it clearly I will come back to you”

- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw:

We believe that successful teaching around RSE can only take place when parents and school work together. We both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

We recognise under the guidance for Relationship Education, Relationship & Sex Education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum.**

Should a parent decide that they do not wish their child to take part in lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons.

If parents do decide to withdraw their child, they should inform the head teacher who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

So what lessons are eligible to opt out of?

The lessons that are not within the National Curriculum for science and can be opted out of are only within year 6 and lesson 5 and 6.

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| Lesson 5 | Conception (<i>parents/carers have the right to withdraw their child from this lesson</i>) (vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse) |
| Lesson 6 | Pregnancy and birth (<i>parents/carers have the right to withdraw their child from this lesson</i>) (vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse, relationship, pregnancy, commitment, baby, love, care) |

Policy on Menstruation:

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4.

As part of these lessons all KS2 children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function for 50% of our school. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. Girls who are menstruating are allowed to use the staff toilets.

In school we have a menstruation kit available which contains sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

When school trips or residential visits are arranged provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.

Safeguarding Children:

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

If relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Use of visitors

When appropriate, visitors such as the school nurse or other professionals may be involved in the delivery of Sex and Relationship Education, particularly in Key Stage 2.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Sex and Relationship Education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning through assessment techniques, questionnaires to teachers and children and feedback from parents.

Appendix 1 - KAPOW scheme of work that breaks down lessons and intended learning for each year group

| YEAR 1 | |
|-------------------------------------|--|
| Family and relationships | |
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | What is family? |
| Lesson 3 | What are friendships? |
| Lesson 4 | Recognising other peoples' emotions |
| Lesson 5 | Working with others |
| Lesson 6 | Friendship problems and how to overcome them |
| Lesson 7 | Healthy friendships |
| Lesson 8 | Stereotyping - gender |
| Safety and the changing body | |
| Lesson 1 | Communicating safely and effectively with adults at school |
| Lesson 2 | Communicating safely and effectively with adults outside of school |

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| Lesson 3 | What to do if I get lost |
| Lesson 4 | Making a call to emergency services |
| Lesson 5 | Appropriate contact - acceptable and unacceptable physical contact |
| Lesson 6 | Safety with substances - what should and shouldn't go on or in the body |
| Lesson 7 | Safety at home - potential hazards in the home |
| Lesson 8 | People who help to keep us safe in our local community |

Health and wellbeing

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| Lesson 1 | Understanding my feelings |
| Lesson 2 | What am I like? - identifying strengths and qualities |
| Lesson 3 | Ready for bed - effects of good quality sleep |
| Lesson 4 | Relaxation - laughter and progressive muscle relaxation |
| Lesson 5 | Hand washing & personal hygiene |
| Lesson 6 | Sun safety |
| Lesson 7 | Allergies |
| Lesson 8 | People who help us stay healthy |

Citizenship

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|----------|----------------------------|
| Lesson 1 | Rules |
| Lesson 2 | Caring for others: Animals |
| Lesson 3 | The needs of others |
| Lesson 4 | Similar, yet different |
| Lesson 5 | Belonging |
| Lesson 6 | Democratic decisions |

Economic wellbeing

| | |
|----------|------------------------------|
| Lesson 1 | Introduction to money |
| Lesson 2 | Looking after money |
| Lesson 3 | Banks and building societies |
| Lesson 4 | Saving and spending |
| Lesson 5 | Jobs in school |

Transition

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| Lesson 1 | Transition lesson |
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YEAR 2

Family and relationships

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| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Families offer stability and love |
| Lesson 3 | Families are all different |
| Lesson 4 | Other peoples' feelings |
| Lesson 5 | How to deal with unhappy friendships |
| Lesson 6 | Introduction to manners and courtesy |
| Lesson 7 | Introduction to change and Loss |
| Lesson 8 | Stereotyping - gender |

Safety and the changing body

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|----------|--|
| Lesson 1 | Introduction to the internet |
| Lesson 2 | Communicating online - not sharing personal information |
| Lesson 3 | The difference between secrets and surprises |
| Lesson 4 | My Private Parts - the concept of privacy and the correct vocabulary for these (<i>vocabulary: penis and vulva</i>) |
| Lesson 5 | My private parts are private - safe and unsafe touches (<i>vocabulary: penis, vulva, testicles</i>) |
| Lesson 6 | Road Safety 1 |
| Lesson 7 | Road Safety 2 |
| Lesson 8 | Safety with medicines |

Health and wellbeing

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| Lesson 1 | Experiencing different feelings |
| Lesson 2 | Being active |
| Lesson 3 | Relaxation - breathing exercises |
| Lesson 4 | Steps to success - setting achievable goals |
| Lesson 5 | Growth mindset - overcoming difficulties |
| Lesson 6 | Healthy diet |
| Lesson 7 | Looking after our teeth |

Citizenship

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| Lesson 1 | Rules beyond school |
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| Lesson 2 | Our school environment |
| Lesson 3 | Our local environment |
| Lesson 4 | Job roles in the community |
| Lesson 5 | Similar yet different – my local community |
| Lesson 6 | School council |
| Lesson 7 | Giving my opinion |

Economic wellbeing

| | |
|----------|------------------------|
| Lesson 1 | Where money comes from |
| Lesson 2 | Needs and wants |
| Lesson 3 | Wants and needs |
| Lesson 4 | Looking after money |
| Lesson 5 | Jobs |

Transition

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|----------|-------------------|
| Lesson 1 | Transition lesson |
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YEAR 3

Family and relationships

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| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Healthy families |
| Lesson 3 | Friendship - conflict and resolution |
| Lesson 4 | Friendship - conflict v bullying |
| Lesson 5 | Effective communication to support relationships |
| Lesson 6 | Learning who to trust |
| Lesson 7 | Stereotyping - in everyday life |
| Lesson 8 | Where do stereotypes come from? |

Safety and the changing body

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|----------|--|
| Lesson 1 | Emergencies and calling for help |
| Lesson 2 | Basic first aid - bites & stings |
| Lesson 3 | Communicating safely online |
| Lesson 4 | Cyberbullying |
| Lesson 5 | Fake emails |
| Lesson 6 | Making choices for myself |
| Lesson 7 | Who and what can influence my decisions and how to make the right choices for me <i>(there is an optional scenario which features a character being persuaded to try some alcohol whilst at a friend's house)</i> |
| Lesson 8 | Road safety |

Health and wellbeing

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|----------|---|
| Lesson 1 | My Healthy diary - physical activity, rest and diet |
| Lesson 2 | Relaxation - stretches |
| Lesson 3 | Wonderful me! |
| Lesson 4 | My superpowers |
| Lesson 5 | Breaking down problems |
| Lesson 6 | Diet and dental health |

Citizenship

| | |
|----------|---------------------------|
| Lesson 1 | Rights of the child |
| Lesson 2 | Rights and responsibility |
| Lesson 3 | Recycling |

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|---------------------------|-----------------------------|
| Lesson 4 | Local community groups |
| Lesson 5 | Charity |
| Lesson 6 | Local democracy |
| Lesson 7 | Rules |
| Economic wellbeing | |
| Lesson 1 | Ways of paying |
| Lesson 2 | Budgeting |
| Lesson 3 | How spending affects others |
| Lesson 4 | Impact of spending |
| Lesson 5 | Jobs and careers |
| Lesson 6 | Gender and careers |
| Transition | |
| Lesson 1 | Transition lesson |

YEAR 4

Family and relationships

| | |
|----------|--|
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Respect and manners |
| Lesson 3 | Healthy friendships - physical and emotional boundaries |
| Lesson 4 | How my behaviour affects others |
| Lesson 5 | Bullying - the effects of bullying and the responsibility of the bystander |
| Lesson 6 | Stereotypes - in fictional characters |
| Lesson 7 | Stereotypes - negative effects of |
| Lesson 8 | Families in the wider world - respecting differences |
| Lesson 9 | Change and loss - bereavement |

Safety and the changing body

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|----------|---|
| Lesson 1 | Internet safety - age restrictions |
| Lesson 2 | Internet safety - share aware |
| Lesson 3 | Basic first aid - asthma |
| Lesson 4 | Privacy and secrecy - the difference between the two |
| Lesson 5 | Consuming information online - being a discerning consumer of online information |
| Lesson 6 | Growing up - that the changes from being a child to an adult is called puberty |
| Lesson 7 | Introduction to puberty <i>(vocabulary: breasts, genitals, penis, testicles)</i> |
| Lesson 8 | Tobacco - the risks of smoking |

Health and wellbeing

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|----------|---|
| Lesson 1 | Looking after our teeth |
| Lesson 2 | Relaxation - visualisation |
| Lesson 3 | Celebrating mistakes |
| Lesson 4 | My role - my strengths and helping others |
| Lesson 5 | My happiness |
| Lesson 6 | Emotions |
| Lesson 7 | Mental health |

Citizenship

| | |
|---------------------------|------------------------------|
| Lesson 1 | What are human rights? |
| Lesson 2 | Caring for the environment |
| Lesson 3 | Community |
| Lesson 4 | Contributing |
| Lesson 5 | Diverse communities |
| Lesson 6 | Local councillors |
| Economic wellbeing | |
| Lesson 1 | Spending choices |
| Lesson 2 | Keeping track of money |
| Lesson 3 | Looking after money |
| Lesson 4 | Influences on career choices |
| Lesson 5 | Jobs for me |
| Transition | |
| Lesson 1 | Transition lesson |

YEAR 5

Family and relationships

| | |
|----------|--|
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Build a friend - what makes a good friend |
| Lesson 3 | Friendship skills |
| Lesson 4 | Marriage - different types of marriage and the history of marriage |
| Lesson 5 | Respecting myself |
| Lesson 6 | Family life |
| Lesson 7 | Bullying - the effects of bullying and what might motivate a bully |
| Lesson 8 | Stereotyping - how attitudes to gender have changed over time |
| Lesson 9 | Stereotyping and discrimination |

Safety and the changing body

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|----------|---|
| Lesson 1 | Online friendships |
| Lesson 2 | Staying safe online |
| Lesson 3 | Puberty <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, labia, penis, bladder, testicle, sperm, duct, scrotum, breasts, nipples, menstruation)</i> |
| Lesson 4 | Menstruation <i>(vocabulary: menstruation, egg, ova, ovaries, fallopian tube, uterus, womb, sanitary products (towels, tampons, period pants, cups), voice breaking, erections, wet dreams, ejaculation)</i> |
| Lesson 5 | Emotional changes in puberty |
| Lesson 6 | First Aid - bleeding |
| Lesson 7 | Drugs, alcohol and tobacco - understanding the influence others can have on us <i>(includes cigarettes and alcohol)</i> |

Health and wellbeing

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|----------|---------------------------------------|
| Lesson 1 | Relaxation - yoga |
| Lesson 2 | The importance of rest |
| Lesson 3 | Embracing failure |
| Lesson 4 | Going for goals |
| Lesson 5 | Taking responsibility for my feelings |
| Lesson 6 | Healthy meals |
| Lesson 7 | Sun safety |

Citizenship

| | |
|---------------------------|-------------------------------|
| Lesson 1 | Breaking the law |
| Lesson 2 | Rights and responsibilities |
| Lesson 3 | Protecting the planet |
| Lesson 4 | Contributing to the community |
| Lesson 5 | Pressure groups |
| Lesson 6 | Parliament |
| Economic wellbeing | |
| Lesson 1 | Borrowing |
| Lesson 2 | Income and expenditure |
| Lesson 3 | Risks with money |
| Lesson 4 | Prioritising spending |
| Lesson 5 | Stereotypes in the workplace |
| Transition | |
| Lesson 1 | Transition lesson |

YEAR 6

Family and relationships

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|----------|--|
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Respect - how this can be gained and lost |
| Lesson 3 | Developing respectful relationships |
| Lesson 4 | Challenging stereotypes |
| Lesson 5 | Different types of stereotyping |
| Lesson 6 | Resolving conflict - negotiation and compromise |
| Lesson 7 | Change and loss - the emotions relating to grief |

Safety and the changing body

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|----------|--|
| Lesson 1 | The risks associated with alcohol |
| Lesson 2 | Critical digital consumers |
| Lesson 3 | Social media |
| Lesson 4 | Physical and emotional changes of puberty <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples)</i> |
| Lesson 5 | Conception <i>(parents/carers have the right to withdraw their child from this lesson)</i> <i>(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse)</i> |
| Lesson 6 | Pregnancy and birth <i>(parents/carers have the right to withdraw their child from this lesson)</i> <i>(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse, relationship, pregnancy, commitment, baby, love, care)</i> |
| Lesson 7 | First Aid - choking |
| Lesson 8 | Basic life support |

Health and wellbeing

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|----------|--|
| Lesson 1 | What can I be? - setting long term goals |
| Lesson 2 | Relaxation - mindfulness |
| Lesson 3 | Taking responsibility for my health |
| Lesson 4 | The impact of technology on health |
| Lesson 5 | Resilience toolbox |
| Lesson 6 | The facts about immunisation |
| Lesson 7 | Physical health concerns - where to get help |
| Lesson 8 | Habits - positive and negative |

| Citizenship | |
|--------------------|----------------------------------|
| Lesson 1 | Human rights |
| Lesson 2 | Food choices and the environment |
| Lesson 3 | Caring for others |
| Lesson 4 | Prejudice and discrimination |
| Lesson 5 | Valuing diversity |
| Lesson 6 | National democracy |
| Economic wellbeing | |
| Lesson 1 | Attitudes to money |
| Lesson 2 | Keeping money safe |
| Lesson 3 | Gambling |
| Lesson 4 | What jobs are available? |
| Lesson 5 | Career routes |
| Transition | |
| Lesson 1 | Transition lesson |
| Identity | |
| Lesson 1 | What is identity? |
| Lesson 2 | Gender identity? |
| Lesson 3 | Identity and body image |

Appendix 2 - letter to parents from KAPOW explaining the approach to the scheme

Kapow Primary Parents' and carers' guide for Relationships, Sex and Health Education (RSHE).

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education but it is up to schools to decide how they will teach this. Schools will discuss their approach with parents and carers.

There is no legal requirement for schools to teach sex education but the government recommends children learn about some key areas before they leave primary school.

Many schools will have been teaching these topics for a number of years. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role you play in educating your children and this is

especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

What will my child be learning about?

Your child's school has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They

will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent you do **not** have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

| Policy details | |
|-------------------------|---|
| <i>Policy review</i> | Autumn 2021 |
| <i>Next review date</i> | Autumn 2023 |
| <i>Signature</i> |  |
| <i>Date</i> | Autumn 2021 |



