

PSHE including Relationships, Sex and Health Education

Upton upon Severn CofE Primary and Pre-School



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1. Aims

The aims of relationships, health and sex education (RHSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for life in the wider world, embracing British Values
- Prepare pupils to make informed decisions when looking at social media and advertising and be aware how it can influence their views
- Inform pupils of the need to use all technology responsibly and safely
- Teach pupils about physical and emotional development and that RHSE is part of the wider social, personal, moral and spiritual development
- To understand our common humanity, diversity and differences in order to form fulfilling relationships
- Reflect our Christian values in order to celebrate our individuality and uniqueness in an environment where they feel valued and safe with the belief that all children can achieve their potential

I can do all things through Christ who gives me strength. Philippians 4V13

2. Statutory requirements

As a maintained primary school we must provide relationship and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. After consultation with staff we have discussed and decided that we will teach sex and birth in Year 6 in support of the Science Curriculum. We will not cover contraception or masturbation but we will review this regularly as to the needs of the children and will inform parents in advance if this is to be taught. This is the only part in which parents can choose to withdraw their children from.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Upton upon Severn Primary School we teach RHSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents have had google forms to show what they feel is important and can read and comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHSE and what areas they felt were most important for them to learn about
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity, personal identity and living in the wider world.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

As a Primary School all relationship and health aspects of RHSE are statutory and are taught by the class teacher at an age-appropriate level. The DfE recommends that Sex Education should draw on the knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born. We feel that this supports the science curriculum and will prepare our pupils for RSE at secondary school.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical Health and well-being focusses on the teaching the characteristics of good physical health and well-being including:

- Mental well being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

We strongly believe (that from a safeguarding point of view) all children should know and be able to name parts of their body even at an early age. Teaching the children the correct anatomically names for private parts increases a child's self-confidence and positive body image. When adults are clear, unashamed and upfront about all body parts, this teaches the child that all parts of their body are important and no shame and stigma are attached to any part.

Within Early Years the children will be encouraged to use the correct names for external body parts if it comes up in conversation and in relation to keeping their bodies safe and private. We will use the NSPCC campaign 'Pantosuarus' to support our delivery.

The RSHE vocabulary for each year group are as follows;

EYFS	Penis, vulva, breasts
KS1	Penis, testicles, vulva, breasts, nipples
KS2 (Year 3)	Recap KS1 vocabulary
KS2 (Year 4/5)	AS KS1 plus pubic hair, clitoris, urethra, vagina, anus, genitals/genitalia, uterus, cervix, ovary, fallopian tube, menstruation, labia, periods, sanitary products, erection, sperm, ejaculation, wet dreams, Adam's apple, scrotum, semen, foreskin, bladder, epididymis, Womb, reproduction, fertilised, pregnancy, foetus are introduced in Year 5 science - lifecycles
KS2 (Year6)	Sexual intercourse, womb, reproduction, fertilised, pregnancy, foetus, conception

Primary sex education will focus on:

- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). PSHE is taught weekly through a planned programme of work. Teachers plan their own lessons from the Medium Term plans and use a range of teaching strategies, being mindful of learning styles and the importance of meeting the needs of all children. To support this we have the PSHE Association planning framework for pupils with SEND. This can be used alongside the MTP or be used for specific targets for a child's IPM as learning outcomes are set out into small achievable targets.

The EYFS has its own statements with support from the Cambridgeshire Scheme. From Years 1-6 we use a range of accredited resources by the PSHE Association such as The Sleep Factor, Drug and Alcohol lesson plans, Mental Health and Wellbeing and hygiene from the Soaper Heroes. Medway Primary PSHE Education units are used for the teaching of RHSE alongside Christopher Winter Project resources.

For more information about our RSE curriculum, see Appendices 1 and 2.

These 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, 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The head teacher and Subject Lead

The head teacher and subject lead are responsible for ensuring that RHSE is taught consistently across the school. The head teacher is responsible for managing requests to withdraw pupils from non- statutory components of RSE which is how a baby is conceived and born.

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non – statutory (how a baby is conceived and born) components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the subject lead or the head teacher.

Sarah Gabriel is the subject lead for PSHE/RHSE.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationship or health education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHSE which would only be the lesson on how a baby is conceived and born (Year 6 Lesson 4 Medway Units) Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RHSE at regular times throughout the year, Sarah Gabriel is available to support any teacher at any time to enable the teaching of RHSE.

We may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

10. Monitoring arrangements

The delivery of RHSE is monitored by Sarah Gabriel Subject Lead through:

- Photos and examples of pupils' work and views
- Questionnaires
- Learning walks,
- Planning scrutiny
- Discussions with pupils

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems which are questionnaires at the start and finish of each unit.

This policy will be reviewed by Sarah Gabriel Subject Lead annually. At every review, the policy will be approved by the governing body and Rachel Arthur, headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map - While this is not the whole PSHE curriculum it is highlighted the main areas covered in each year group. Further information about the rest of the curriculum can be gained by reading Appendix 2 or by asking the class teacher or subject lead.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 2	□ How well do I know my body?	NSPCC Pantosaurus
Year 1	Autumn 1	What is the same and different about us? • What pupils like /dislike • What makes them special • How personal features and qualities are unique to them • To use the correct name for the main parts of the body including external genitalia, and that the parts of our bodies that are covered with underwear are private	NSPCC Pantosaurus Medway Public Health Directorate Primary PSHE lessons KS1 lesson 3 Everybody's Body. My Underpants Rule Book –Kate and Rod Power
Year 2	Autumn 2	What is bullying? □ How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them feel uncomfortable or unsafe	
Year 3	Autumn 1 and 2	How can we be a good friend? □ How friendships support well being • How to build good friendships • How to manage friendships when there is a problem - resolving conflict and disputes and how to reconcile differences What are families like? • How families differ from each other • How people within families should care for each other and the different ways they demonstrate this. • How to ask for help if family relationships are making them feel unhappy, worried or unsafe.	Medway Public Health Directorate Primary PSHE lessons KS 2 Year 3 Friendships Coram Life Education
	Spring 2	What keeps us safe? • To know that their body belongs to them and should not be hurt or touched without their permission: what to do and who to tell if they feel uncomfortable • How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn 1	How do we treat each other with respect? - The rights children have and why it is important to protect these - That everyone should feel included, respected and not discriminated against	Premier League Stars – play the right way/inclusion
	Spring 1	- How to respond to aggressive or inappropriate behaviours (including online and unwanted physical contact) – how to report concerns How will we grow and change? - About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams - How puberty can affect emotions and feelings - How personal hygiene routines change during puberty - How to ask for advice and support about growing, changing and puberty	Alzheimer's Society – creating an dementia friendly generation Medway Public Health Directorate – Primary PSHE lessons Puberty Yr4/5 Betty – It's perfectly natural
Year 5	Autumn 1	How can friends communicate safely? - Know about the different types of relationships people have in their lives - How knowing someone online differs from knowing someone face-to-face - About the types on content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family - How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	Thinkuknow – play, like, share Google and Parentzone – be internet legends
	Autumn 2	- How friends and family communicate together; how the internet and social media can be used positively What makes a person's identity? - How to recognise and respect similarities and differences between people and what they have in common with others - That there are a range of factors that contribute to a person's identity - How individuality and personal qualities make up someone's identity (including gender identity is part of a personal identity and for some people does not correspond with their biological sex) - About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others - How to challenge stereotypes and assumptions about others	PSHE Association Inclusion, belonging and addressing extremism (KS2 – Yr 5/6) Stereotypes Premier League Stars – Developing value Metro charity KS2 Gender

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	What will change as we become more independent? How do friendships change as we grow? - That people have different types of relationships in their lives, including romantic or intimate relationships - That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another - That adults can choose to be part of a committed relationship or not, including marriage or civil partnership - That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime	Medway Public Health Directorate Primary PSHE lessons Year 6 Betty – It's perfectly natural
	Summer	- That adults can choose to be part of a committed relationship or not, including marriage or civil partnership - That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime - How puberty relates to growing from childhood to adulthood - About the reproduction organs and process – how babies are conceived and born and how they need to be cared for - How to manage change, how to ask for support or where to seek further information and advice regarding growing up and changing How can we keep healthy as we grow? - That FGM is illegal and goes against human rights: that they should tell someone immediately if they are worried for themselves or someone else * - How to manage the influence of friends and family on healthy choices - How mental and physical health are linked	NSPCC – making sense of relationships (KS2) PSHE Association Mental Health and well-being (KS2 – Yr5/6 lesson 3 – feelings and common anxieties when transitioning to secondary school PSHE Association FGM lesson plan and resources
		Highlighted is the only part that is non-statutory Sex Education *This lesson is for pupils in upper key stage 2. The lesson explains what Female Genital Mutilation (FGM) is, - the law in relation to FGM and supports development of protective factors that will support young people - to speak up, seek help and report if they or others are, or might be, at risk. The lesson is not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. There is a rationale within the Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for teaching about FGM at primary level, as it states that: By the end of primary school, pupils should learn: <i>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.</i> <i>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i> <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>	

Appendix 2:

Relationships Education

By the end of primary school pupils should know

Families and people who care about me	□ That families are important for children growing up because they can give love, security and stability □ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives □ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care □ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up □ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong □ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	□ How important friendships are in making us feel happy and secure, and how people choose and make friends □ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties □ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded □ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right □ 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
Respectful relationships	□ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs □ Practical steps they can take in a range of different contexts to improve or support respectful relationships □ The conventions of courtesy and manners □ The importance of self-respect and how this links to their own happiness □ 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 □ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help □ What a stereotype is, and how stereotypes can be unfair, negative or destructive □ The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	□ That people sometimes behave differently online, including by pretending to be someone they are not

	❑ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ❑ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ❑ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ❑ How information and data is shared and used online
Being safe	❑ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ❑ 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 ❑ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ❑ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ❑ How to recognise and report feelings of being unsafe or feeling bad about any adult ❑ How to ask for advice or help for themselves or others, and to keep trying until they are heard ❑ How to report concerns or abuse, and the vocabulary and confidence needed to do so ❑ Where to get advice e.g. family, school and/or other sources

Physical Health and well being

By the end of Primary School pupils should know

Topic	What pupils should know
Mental well being	• 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. □ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits. • About 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. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	• The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	• 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).
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • 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.

	• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	• How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		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	