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Relationships and Sex Education (RSE) and Health Education Policy

Statutory Policy

Signed: **Date:**
(Headteacher)

Signed: **Date:**
(Chair of Governors)

Review Date: September 2022 (Every 3 Years)
Reviewed By: Teaching and Learning Group

Lanesend Primary Sex and Relationships Policy

Introduction

The governors and staff of Lanesend Primary School have agreed the following policy and will ensure that it is made available to families. This updated policy has been developed in consultation with families and children.

Rationale

Relationships and Sex Education (RSE) provides an understanding that caring environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their own bodies and minds. It encourages the acquisition of skills and attitudes, which allows pupils to manage their own relationships within a healthy responsible lifestyle.

Aims

We aim to offer a programme which recognises that the foundation of Relationships and Sex Education (RSE) is the development of self-esteem and positive relationships with others. Relationships and Sex Education (RSE) is linked to the wider aspects of citizenship and PSHE curriculum and meets the Health and Safety Standard. We aim to promote the spiritual, moral, cultural, responsibilities and experiences of adult life.

Objectives

- To know that human beings develop at different rates
- To be able to name all of the relevant parts of the human body used in reproduction
- To know that babies have specific needs
- To know about the human life cycle
- Hygiene
- To be a responsible digital citizen
- To know that we are all different and of equal value and that we respect those who make different choices or have different preferences or beliefs
- To recognise and demonstrate positive characteristics when maintaining friendships and when it is necessary to seek help
- To develop an awareness of loving, caring, 'family' relationships
- To know that marriage in England and Wales is available to both opposite sex and same sex couples.
- To know that we have feelings which affect others
- To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.

- To learn how to keep safe in the community and online
- To appreciate the ways in which people learn to live and work together
- To understand consent and explore positive and negative ways of communicating in a relationship.
- To be provided with the vocabulary and confidence to report concerns of abuse when feeling insecure or unsafe.

Content of the Relationship and Sex Education (RSE) Curriculum

The Relationship and Sex Education Curriculum will provide information which is easy to understand and relevant and appropriate to the age, maturity and circumstances of the children. The curriculum will focus on the characteristics of safe, positive relationships including friendships, family relationships, and relationships with other children and with adults. Relationships Education also enables the teaching of positive emotional and mental wellbeing and will be taught in topics which will be developed from year to year in greater depth.

Guidelines

- Relationships and Sex Education (RSE) is part of a whole school approach which should be planned and progressive within the health education of each child throughout their primary years.
- Acknowledgement should be made of the children's different starting points.
- The work should be integrated within the curriculum undertaken by the class teachers in conjunction with appropriate external agencies.
- The views of parents and governors will always be considered. Section 406 of the Education Act enables parents to withdraw children from sex education lessons apart from that on science national curriculum.

Healthy Lifestyles and Sensitive Issues Guidelines

We believe that all children should be given the knowledge, skills and understanding they need to lead a confident, healthy and independent life and to become informed, active and responsible citizens. These guidelines are designed to support teachers, assistants and parents to achieve this aim.

We will work with children enabling them to achieve healthy lifestyles and consider sensitive issues.

The following guidelines will be used when teachers plan units of work and the topics may be covered during Science, R.E, PSHE, or during Circle Time.s

	Learning Intentions	Outcomes	Relationships Education	PSHE focus	Science focus
Reception	To consider the routines and patterns of a typical child of reception age.	Understand some areas in which the children can look after themselves e.g. dressing and undressing.	Families and people who care for me To understand what family and friendships means.		
Words: Clean, smelly, flannel, dress, undress, sponge, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, sister, brother, grandma, grandad, stepmum, stepdad.	To understand why hygiene is important.	Explain why it is important to keep clean Understand some basic hygiene routines	Caring Friendships To demonstrate turn taking, kindness. Respectful Relationships To demonstrate the conventions of courtesy and manners.	Early Learning Goals-Prime Areas: Physical Development: Health and self-care. Physical Development: Health and self-care. Personal, Social and Emotional Development: Making Relationships.	
	To recognise that all families are different.	Identify different members of the family. Understand how members of a family can help each other.	Being Safe To know appropriate physical contact with others and who to approach when feeling unsafe.		

Year 1	To understand some basic hygiene principles.	Know how to keep clean and look after oneself.	<p>Families and people who care for me</p> <p>To know that families are important because they can give love, security and stability.</p>		
Words: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina.	To introduce the concept of growing and changing.	Understand that babies become children and then adults. Know the differences between boy and girl babies.	<p>Caring Friendships</p> <p>To know what a healthy friendships is and positive traits of friendships that are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>PSHE Association Guidelines 2014</p> <p>Health and Wellbeing:</p> <p>What is meant by a healthy lifestyle How to maintain a physical and emotional health and wellbeing.</p>	<p>Science milestones:</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
	To explore different types of families and who to ask for help.	Know there are different types of families. Know which people we can ask for help.	<p>Respectful Relationships</p> <p>To consistently show good manners and consideration to both adults and children that they encounter.</p> <p>Being Safe</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact.</p>		

<p style="text-align: center;">Year 2</p>	<p>To introduce the concept of male and female and gender stereotypes. To identify differences between males and females.</p>	<p>Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies.</p>	<p>Families and people who care for me To understand that others' families, sometimes look different from their family, but that they should respect those differences.</p>		
	<p>To explore some of the differences between males and females and to understand how this is part of the lifecycle.</p>	<p>Describe some differences between male and female animals. Understand that making a new life needs a male and a female.</p>	<p>Caring Friendships To know characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust.</p> <p>Respectful Relationships To recognise the importance of respecting others, even when they are very different from them.</p>	<p style="text-align: center;">PSHE Association Guidelines 2014 Relationships: How to respect equality and diversity in relationships.</p>	<p style="text-align: center;">Science milestones: Notice that animals, including humans, have offspring which grow into adults.</p>
<p>To focus on sexual difference and name body parts.</p>	<p>Describe the physical differences between males and females. Name the male and female body parts.</p>	<p>Being Safe To know how to recognise and report feelings of being unsafe and who they can ask for help.</p>			

	Learning Intentions	Outcomes	Relationships Education	PSHE focus	Science focus
Year 3	To explore the differences between males and females and to name the body parts.	Know some differences and similarities between males and females. Name male and female body parts using agreed words.	<p>Families and people who care for me To understand the importance of spending time with their family and how to recognise if family relationships are making them feel unhappy or unsafe.</p> <p>Caring Friendships To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</p>	<p>PSHE Association Guidelines 2014 Relationships: How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse. How to develop and maintain a variety of relationships within a range of social/cultural contexts.</p>	
<p>Words: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship.</p>	To consider touch and to know that a person has the right to say what they like and dislike.	Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch.	<p>Respectful Relationships To know some practical steps that they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Online Relationships To recognise risks, harmful content and contact, and how to report them.</p>		
	To explore different types of families and who to go to for help and support.	Understand that all families are different and have different family members. Identify who to go to for help and support.	<p>Being Safe To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>		

Year 4	To explore the human lifecycle.	Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up.	<p>Families and people who care for me To know the characteristics of healthy family life, commitment to each other, including in times of difficulty.</p> <p>Caring Friendships To know how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations</p> <p>Respectful Relationships To recognise the importance of self-respect and how this links to their own happiness.</p> <p>Online Relationships To understand that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Being Safe To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>PSHE Association Guidelines 2014 Health and Wellbeing: About managing change such as puberty, transition and loss. How to manage risks to physical and emotional health and wellbeing.</p>	<p>Science milestones: Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).</p>
	To identify some basic facts about puberty.	Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty.			
<p>Words: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.</p>	To explore how puberty is linked to reproduction.	Know about the physical and emotional changes that happen in			

		puberty. Understand that children change into adults so that they are able to reproduce.			
Year 5	To explore the emotional and physical changes occurring in puberty.	Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.	<p>Families and people who care for me That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important to maintain for security.</p> <p>Caring Friendships To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to seek help or advice from others, if needed.</p>	<p>PSHE Association Guidelines 2014 Health and Wellbeing: About managing change such as puberty, transition and loss. How to manage risks to physical and emotional health and wellbeing. To identify different influences on health and wellbeing.</p>	<p>Science milestones: Describe the changes as humans develop to old age.</p>
<p>Words: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, underarm, hair,</p>	To understand male and female puberty changes in more detail.	Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes.	<p>Respectful Relationships To learn 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.</p> <p>Online Relationships To know that the same principles apply to online relationships as to face-to-face relationships, including</p>		

<p>facial hair, sexual feelings.</p>			<p>the importance of respect for others online including when we are anonymous.</p>		
	<p>To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty.</p>	<p>Explain how to stay clean during puberty. Describe how emotions change during puberty. Know how to get help and support during puberty.</p>	<p>Being Safe To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>		

	Learning Intentions	Outcomes	Relationships Education	PSHE focus	Science focus
Year 6	To consider puberty and reproduction.	Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.	<p>Families and people who care for me To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Caring Relationships To know positive and negative characteristics in a relationship and what is acceptable behavior and contact. To apply strategies to managing conflict and know that resorting to violence is never right.</p>	<p>PSHE Association Guidelines 2014 Relationships: What is meant by a healthy lifestyle How to maintain physical and emotional health and wellbeing. How to manage risks to physical and emotional health and wellbeing. Ways of keeping physically and emotionally safe. About managing change such as puberty, transition and loss. How to make informed decisions. How to make informed decisions about health and wellbeing and how to recognise help with this. How to respond in an emergency. To identify different influences on health and wellbeing. Relationships How to develop and maintain a variety of</p>	<p>Science milestones: Describe the life process of reproduction in some plants and animals.</p>
<p>Words: Womb, sperm, egg, conception, fertilization, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.</p>	Consider physical & emotional behaviour in relationship.	Discuss different types of adult relationships with confidence. Know what form of touching is appropriate.	<p>Respectful Relationships To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Online Relationships To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>		

			To understand how information and data is shared and used online.	relationships within a range of social/cultural contexts.	
	To explore the process of conception and pregnancy.	Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception.	Being Safe To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.	How to recognise and manage emotions within a range of relationships.	
	To explore positive and negative ways of communicating in a relationship.	To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.		How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky and negative relationships and ask for help. How to respect equality and diversity in relationships.	

Working with Parents

Under the Education Act 1993, children may be withdrawn by their parents from parts of the Sex Relationships Education programme that are outside the compulsory elements of the national Curriculum. Parents wishing to exercise this right should contact the Head teacher to discuss the aspects of the programme causing concern. Parents are welcome to come into school at any time. Relationships education resources including any DVD/films to be shown to the children will be made available to parents who wish to see them. The onus is on parents to exclude not the school to seek permission.

Dealing with Specific Topics

Child Protection: Teachers will refer to the school policy and the council's child protection procedures and guidelines. The Child Protection officers are: Caroline Sice, Dave Cooper, Andrea Flux and Hannah Holmes.

Confidentiality: The limitations on confidentiality need to be made clear by teachers before personal disclosures are made. A general rule is that any personal information about people within a group is not to be used outside the group without permission.

Focused Teaching

There will be specific delivery of SRE across the school at the beginning of every Autumn term during the schools community build fortnight.