
	<h2>Relationships, Sex and Health Education Policy (RSHE)</h2>	
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<p>Reviewed</p>	<p>Reviewed September 2010, July 2015, September 2020, October 2021, June 2022, March 2023</p>	
<p>Subject Leader</p>	<p>Sarah Mallison</p>	
<p>Intent in RSHE</p>		
<p>The school is an important partner with parents/carers in Relationships, Sex and Health Education. This policy adheres to the statutory guidelines in Relationship, Sex and Health education (September 2020). We need to educate children in the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. We must prepare them for their future years, but we must be careful not to give misinformation. There will be a core curriculum, which we will plan to teach, and other areas clearly defined which will be dealt with as they arise. The Relationships, Sex and Health Education curriculum should be developmental and will be progressive through every year of the school. Relationships, Sex and Health Education must be taught within the context of the moral and value framework as is implicit in the school's curriculum statement.</p> <p>The aims of the PSHE curriculum are:</p> <ul style="list-style-type: none"> • To provide a positive Relationships, Sex and Health Education Policy • To provide children with the knowledge and concepts that are appropriate to their stage of development • To teach Relationships, Sex and Health Education issues in a natural, appropriate and honest manner. • To support the special needs of individuals. • To help parents/carers to educate their own children in the context of their own family. • To provide a moral and value framework for all Relationships, Sex and Health Education work. <p>All Relationships, Sex and Health Education will be conducted with dignity and respect for the individual. The rights of the individual will be emphasised. Care will be taken to ensure that embarrassment is minimal and that individual differences in maturity are accounted for. The context for all Relationships, Sex and Health Education will be caring and loving relationships. Integrity and honesty of approach will be essential. Relationships, Sex and Health Education will seek appropriate learning links with other areas of the curriculum including, Science, Personal, Social, Health and Economic Education and Religious Education. This is in line with the Authority's priority for the Teenage Pregnancy Strategy of prevention through education.</p>		

Role of the Subject Leader

The subject leader is not expected to know “everything” about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.

The coordinator will moderate the standards of children’s work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject’s foundations are grounded and developed in the Foundation Year.

The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.

The coordinator should advise the Headteacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

Role of the Governing Body

The governing body should, in cooperation with the Head teacher, determine the school’s general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

Implementation - Entitlement, Curriculum Organisation & Planning

It is the responsibility of the whole staff team to implement this policy. The relationships, sex and health curriculum will be taught through the Jigsaw programme as part of the PSHE curriculum in Key Stage 1 and 2. The Jigsaw programme is organised into 6 half-termly themes. These are:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The statutory requirements for RSHE are predominantly taught through the Healthy Me, Relationships and Changing Me themes throughout Key Stage 1 and 2. The statutory

guidance states, that by the end of primary school, the children should understand the following concepts:		
<p>Families and people who care for me.</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they 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 the wider world, sometimes look different to 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. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>All aspects are covered in the themes:</p> <p>Being Me in My World Celebrating Difference Changing Me Relationships</p>
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. 	<p>All aspects are covered in the themes:</p> <p>Being Me in My World Celebrating Difference Changing Me Relationships</p>
<p>Respectful relationships</p>	<p>Pupils should know:</p>	<p>All aspects are covered in the themes:</p>

	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them, 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 the 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 cyber-bullying), the impact of bullying, responsibilities of bystanders 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. 	<p>Being Me in My World Celebrating Difference Changing Me Relationships</p>	
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. 	<p>All aspects are covered in the themes:</p> <p>Celebrating Difference Changing Me Relationships</p>	
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. 	<p>All aspects are covered in the themes:</p> <p>Celebrating Difference Changing Me Relationships</p>	

	<ul style="list-style-type: none"> • 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) 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, social and/or other sources. 		
<p>Mental Wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • 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). 	<p>All aspects are covered in the themes:</p> <p>Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Changing Me Relationships</p>	

	<ul style="list-style-type: none"> 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	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	<p>All aspects are covered in the themes:</p> <p>Celebrating Difference Healthy Me Relationships</p>	
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	<p>All aspects are covered in the themes:</p> <p>Healthy Me</p>	
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> 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 	<p>All aspects are covered in the themes:</p> <p>Healthy Me</p>	

	example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>All aspects are covered in the themes:</p> <p>Healthy Me</p>
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, 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. 	<p>All aspects are covered in the themes:</p> <p>Healthy Me</p>
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. 	<p>All aspects are covered in the themes:</p> <p>Healthy Me</p>
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. 	<p>All aspects are covered in the themes:</p> <p>Changing Me</p>

DfE Statutory Guidance 2019

The relationships education is compulsory in primary schools according to the 2019 regulations, however sex education is not compulsory. The DfE guidelines continue to recommend that primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born.

The 'Changing Me' unit in the Jigsaw programme delivers a progressive understanding of the body and how it changes ensuring that knowledge is revisited and extended,

adding new concepts, knowledge and skills, year on year as appropriate. This unit is taught in the second half of the summer term. The language and vocabulary used in this unit is reflected in the anatomical knowledge we would use in the science curriculum.

The Changing Me unit (Summer Term) will not be taught in the mixed class groups. The children will be taught by the class teacher in single year groups whilst the other year group in the class completes a literacy task, building on. The groups would then swap over. This is to ensure the progression of knowledge is maintained and the children are receiving age appropriate experiences and hearing age appropriate vocabulary.

Year 1

In year 1 the children are introduced to life cycles and look at the simple changes which occur from baby to adult. They discuss how they have changed so far and that people grow at different rates. The children are taught that some parts of their body are private and these are kept private by underwear. Change is discussed as a natural and normal part of getting older which can bring both happy and sad feelings. We support the children in understanding who they can ask for help if they are worried or frightened.

Key Vocabulary: Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

Year 2

In year 2 the children reflect on changes which occur between baby, toddler, child, teenager, adult and old age (not including puberty). They discuss how independence, freedom and responsibility can increase with age. They discuss the physical differences between the male and female body and also revisit that everyone has private parts and that no one has the right to touch these parts.

Key Vocabulary: Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.

Year 3

In year 3 the children explore what babies need to grow and develop including parenting. They learn that it is usually the female that carries the young in nature. The first lessons in puberty are introduced when discussing how the outside of the male and female body changes as their bodies become ready to be adults. Changes inside the body are also investigated and the children learn that females have eggs and males have sperm and these are required to make a baby. Children are given the opportunity to discuss how they feel about puberty and growing up and opportunities are given to seek reassurance about any worries they may have. **Sexual intercourse, the menstrual cycle and the birth of the baby is not taught in this year group.**

Key Vocabulary: Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female,

Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.

Year 4

In year 4 bodily changes in puberty are revisited with the addition of some vocabulary, particularly around menstruation, sanitary health and personal hygiene products.

Parents will be informed via letter when these lessons will be taking place.

Conception is introduced in simple terms so that children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry the genetic information that carry personal characteristics. Children discuss feelings associated with change and how they can manage these. **Sexual intercourse and the birth of the baby is not taught in this year group.**

Key Vocabulary: Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina, Womb / uterus, Ovaries, Making love, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.

Year 5

In year 5 investigate self-esteem and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They reflect on the role social media plays in body image and how to manage this. They investigate what becoming a teenager means for them with an increase in freedom, rights and responsibilities and reflect on the accuracy of some perceptions that surround teenagers. Previous learning in puberty is revisited and children are encouraged to ask questions and seek clarification about things they do not understand. Conception is explored in slightly more detail than in the previous year and further details about pregnancy are introduced including some facts about the development of the foetus. Children learn that having a baby is personal choice. In year 5 the school nurse comes into school to support the teaching of the menstrual cycle and changes in the male body through puberty. These lessons are delivered to the girls and boys separately to allow children the security to ask questions.

Parents will be informed via letter when these lessons will be taking place.

The birth of the baby is not taught in this year group.

Key Vocabulary: Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Puberty, Breasts, Vagina, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Growth spurt, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Sexual Intercourse, Embryo, Umbilical cord, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene.

Year 6

In year 6 the children revisit previous learning about puberty and reflect on how they feel about these changes. The children also learn about self-esteem, why it is important and

ways to build it. They also look at the transition to secondary school and how they can prepare mentally for the changes. They discuss physical attraction and how this can have an effect on a relationship. They discuss the importance of mutual respect in relationships and never feeling pressured into doing something that they don't want to do. The children receive their formal and appropriate sex education which is delivered through a series of videos. The school nursing team also come into school to support the teaching of the lessons. The children learn about childbirth and the stages of development of baby starting with conception.

Parents will be informed via letter when these lessons will be taking place.

Key Vocabulary: Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement.

Questions for Family Learning

The Jigsaw programme offers 'Questions for Family Learning' to support families in supporting their child's learning through the Changing Me unit. The questions are as follows:

Year 1

- What is a life cycle?
- How will you change as you grow up?
- Who is tallest/smallest in your class?
- Which parts of your body are private?
- Who is allowed to see your private body parts?
- Who can you talk to if you ever feel worried or frightened?
- What is the best part about being your age?

Year 2

- What is a lifecycle?
- How have you changed since you were a baby?
- How will you change over the next 5/10/20 years?
- What changes can you/can't you control?
- Which parts are your private parts?
- Who is allowed to see them?
- Who can you talk to if you ever feel worried or frightened?
- What is the best part about being your age?

Year 3

- Can you tell me about some of the changes that happen to puppies/kittens/babies as they grow up?

Can we talk about some of the changes which are going to happen to you as you grow up?

How do you feel about these changes?

Do you have any questions about the changes that are going to happen?

Year 4

Which of your characteristics did you get from your birth parents?

Do you have any questions about the changes which happen to a girl/boy as they grow up?

How do you feel about the changes that will happen to you as you grow up?

Year 5

Can you tell me how you feel about yourself?

What can people do if they don't feel great about themselves?

Can I share with you how I see you?

Do you have any worries or questions about puberty?

What do you think it will be like when you are a teenager?

What kind of things do you think you will be allowed to do when you are a teenager that you are not allowed to do now?

What do you enjoy about being your age now?

Year 6

Can we talk about the changes that will happen to your body over the next few years?

How do you feel about these changes?

What does mutual respect mean?

Why is that important in a relationship?

What are you excited about in secondary school?

What are worried about in secondary school?

What can we do with these worries?

Working with Parents and the right of withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex education programme.

Parents/Carers who choose to exercise this right should do so in writing to the Head Teacher. They will be invited to discuss the issues and possible effects which withdrawal could have. This would include preparing parents/carers for other children talking to their child(ren).

It is hoped however that parents/carers will work cooperatively with school.

Parents/carers will be encouraged to support the work of the school with their child(ren) at the particular time and continue the discussion and education within the context of the family.

Monitoring the Impact (Assessment, Reporting and Recording)

Coordinators conduct their own Learning Walks and analyse the impact of teaching and learning in PSHE by conducting deep dives, which include sampling the pupil voice. Assessment is carried out by the class using a floor book to record their class discussions, thoughts and feelings. At the end of each unit the children discuss their learning so far.

Coordinators also produce a Self-Evaluation analysis for governors through the Annual Standards Report and Standards Evening.

RSHE in the Foundation Stage

In the EYFS the PSED element of the curriculum delivers the initial stages in relationships education.

This involves helping children to:

- develop a positive sense of themselves and others.
- form positive relationships and develop respect for others.
- develop social skills and learn how to manage their feelings.
- understand appropriate behaviour in groups.
- have confidence in their own abilities.

The children in the foundation stage also follow the jigsaw themes and activities. The 'Changing Me' unit encourages the children to think about how they have changed since they were a baby and what might change for them in the future. They were consolidate the names and functions of some main parts of the body and discuss positive and negative feelings which change can bring.

Promoting Equality & Inclusion

All pupils are entitled to a full and honest Relationships, Sex and Health Education appropriate to their age and stage of maturity. Girls and boys should have an understanding of the changes that will affect them and each other. Parents/carers with particular religious, ethnic or social beliefs which run counter to this policy will have their wish to withdraw their pupils respected. Unless there is a wish received in writing all children will be treated the same though obviously teachers will be sensitive to the backgrounds of individual pupils.

Pupils who begin puberty earlier than average will need special counselling and support either from home, the school or both.

A sanitary towel bin is provided for pupils who require the facility in a designated toilet.

Particular care will be taken to ensure that stereotypical images and views are not reinforced. Reference will be made that men and women can be both involved in all aspects of child and to their shared responsibilities.

Dealing with Pupil questions

THE UNPLANNED CONTENT/CONFIDENTIALITY

These issues will be clearly defined as ground rules at the start of RSHE lessons (Golden Rules) for the benefit of both pupils and staff. It will be made clear to pupils that

the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk must be referred to the School Child Protection Officer.

Ground Rules

- No one teacher or pupil will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Listen to what other people say.

Questions to an outside visitor such as the school nurse will be in writing.

Questions to a teacher will be allowed as they arise. Teacher will reflect carefully before answering. Answering will follow these guidelines:

Personal enquiries will not be allowed.

"I don't intend to embarrass you by asking questions about your personal life, so that should work both ways."

Gaining time by clarifying the real meaning of the question.

"What do you mean by.....?"

"Can you tell me why you want to know"?"

Controversial Issues. (*below)

"Some people think this and some would not agree. When you are older you will have to make up your own mind."

It is not planned to cover the following topics, but questions will be answered honestly and appropriately (without misinformation). Due consideration will be made of the age of the child and the content. Answers will probably contain the bare minimum. Depending on the context of the question and an answer may be delayed.

KS1

Abuse/inappropriate touches, saying 'no'

Childbirth

How babies are made

KS2

Abortion

Pornography

Venereal disease

The following topics are not planned for. To questions, which arise, it will be suggested that the child may wish to discuss the question at home.

If the nature of the questioning does not suggest a 'Child Protection Issue', the parents/carers may be contacted so that they can decide how to answer the questions.

KS1

Abortion

Contraception

Masturbation

Menstruation

Pornography

Reproduction
Sexual intercourse
Venereal disease

KS2

Nothing

CONTRACEPTIVE ADVICE

Contraceptive advice will not be given, as we believe that it is inappropriate in the Primary School. However, questions raised by individual children about the use of contraceptives will be answered as follows:

"There are means in which adults can prevent pregnancy, these can include methods to form a barrier, such as a condom, to prevent sperm reaching an egg. In addition there are other methods to prevent pregnancy".

For some religions, preventing pregnancy is banned and again children should discuss these at home.

However, our policy will be to educate children through the RSHE curriculum and so be in line with the Teenage Pregnancy Strategy.

CHILD SEX ABUSE PROCEDURES

Before delivering any sensitive issues in RSHE, teachers need to familiarise themselves with the school's Child Protection Policy, and so know the procedures to follow.

Teachers who are directly concerned about a child because of what the child has said or displays in terms of: peculiarly unusual behaviour, or physical marks, will report on CPOMS which will be dealt with by the Child Protection and Safeguarding Lead.

Should a child make a disclosure to a member of staff, it will be made clear to pupils that the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk will be referred to the Child Protection Coordinator who will inform the Head Teacher and Social Services in line with the Child Protection Policy. Social Services will then decide whether or not to proceed with any further enquiries.

COMPLAINTS PROCEDURE

Any parent or carer who has a complaint should make their complaint in writing to the Head Teacher. The complaint will be investigated and the parent/carer will be invited to the school to discuss the complaint and the result of the findings. A letter stating the findings and any future action to be taken will be sent. Should the parents/carers not be satisfied with this they should write to the Governing Body (with a copy sent to the L.E.A)

HEALTH VISITORS

The school nurse will be invited to the school to assist the teachers in the year 5 & 6 Relationships, Sex and Health Education Programme. The nurse will be made fully aware of the permitted content of lessons in accordance with this policy. Questions to

the school Nurse will be in writing. All visitors will be made aware of the school's RSHE and Child Protection policies.

MEMBERS OF THE SCHOOL COMMUNITY INFECTED OR AFFECTED BY HIV.

No one will be discriminated against because they are HIV positive or live with someone who is HIV positive. All first aid procedures in school are careful enough to ensure that the transmission of HIV is not possible. Consequently, there is no need to single sufferers out. Those who administer elementary first aid would be aware of the communal drinking fountains.

Every effort would be made to ensure that a sufferer has relevant guidance, support and advice.

DISSEMINATION OF THE POLICY

This policy will be included in the information given to parents/carers as they start school. It will be referred to annually as parents will be given an informal opportunity to come to school to view the materials used to discuss any issues prior to the Relationships Sex and Health Education Programme for Years 5 and 6 pupils.

Resources

Relationships, Sex and Health Education Teaching Resources

www.pshe-association.org.uk

<https://www.jigsawpshe.com/login/>

www.learning.nspcc.org.uk Recommended teaching resources related to safeguarding.

www.sexwise.fpa.org.uk Recommended website for up to date information on all aspects of sexual and reproductive health which teachers may find helpful for their knowledge.

www.campaignresources.phe.gov.uk Public Health England website with videos made by young people and resources tested with teachers covering all contexts including bullying, alcohol, smoking, stress and body image.

DfE 2019: Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.

Standard Letters to parents

- **Year 4 (Introduction to menstruation)**
- **Year 5 (Menstruation Cycle and Puberty)**
- **Year 6 (Sex Education)**

Woodmansey CE Primary School

Building strong foundations, unlocking potential.

Hull Road, Woodmansey, East Riding of Yorkshire. HU17 0TH

Email: Woodmansey.primary@eastriding.gov.uk

Website: www.woodmanseyprimary.school

Executive Head Teacher: Mr. M.A. Lancaster

Head of School: Mrs. B Nicholls

School Admin Officer: Mrs. R Rank

Telephone (01482) 862186 Fax: (01482) 866134



WOODMANSEY CE
PRIMARY SCHOOL

Dear Parent/Carers of Year 4

As part of the 'Changing Me' unit of work, Year 4 will be continuing to learn about the changes in their bodies which occur during puberty. This will include an introduction to menstruation.

The lesson will be delivered by showing the children a collection of items related to puberty and growing up: e.g. deodorant (boy and girls products), spot cream, hair gel, comb, diary, teenage magazine, smart phone, iPad, bra, shaving foam, sanitary towel, etc.

They will be introduced to the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls/ people who are born female. They will be given a simple explanation about menstruation explaining that it is normal and the purpose of a sanitary towel.

The children will also be introduced to sexual intercourse in simple terms so they understand that a baby is formed by the joining of an ovum and sperm.

The lessons will be delivered in accordance with the Governors' Policy for Relationships, Sex and Health Education. Parent/Carers should be aware that the programme of lessons may promote further discussion at home.

Should any Parent/Carer wish to discuss the lesson in advance, Parent/Carers should email the class teacher.

Parent/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance to Mrs Nicholls. A final decision to withdraw a child from Relationships, Sex and Health Education should be communicated in writing to Mrs Nicholls.

Yours sincerely

Mrs Nicholls

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WOODMANSEY CE
PRIMARY SCHOOL

Dear Parent/Carers of Year 5

As part of the 'Changing Me' unit of work, Year 5 will be continuing to learn about the changes in their bodies which occur during puberty and the understanding that sexual intercourse can lead to conception. Further details about pregnancy are introduced including some facts about the development of the foetus.

The lessons will be delivered on XXXX, by the class teacher and the school nurse. The children will watch a special episode of Operation Ouch focusing on puberty following this link: [BBC iPlayer - Operation Ouch! - Series 4: 10. Dont Panic About Puberty \(Special\)](#) The children will then separate into 2 groups (girls and boys) to further develop their understanding of the menstrual cycle and the changes experienced by the male body and conception.

The lessons will be delivered in accordance with the Governors' Policy for Relationships, Sex and Health Education.

Parent/Carers should be aware that the programme of lessons may promote further discussion at home.

Parent/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance to Mrs Nicholls. A final decision to withdraw a child from Relationships, Sex and Health Education should be communicated in writing to Mrs Nicholls.

Yours sincerely

Mrs Nicholls

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WOODMANSEY CE
PRIMARY SCHOOL

Dear parent/Carers of Year 6,

Over the next two weeks, Year 6 will receive formal and appropriate Sex and Relationships Education in school. This will be delivered within the context of our RSHE lessons.

The lessons will be based on a series of videos which introduce and explain key concepts relating to relationships, changes in the human body and sexual reproduction. They will be delivered in accordance with the Governors' Policy for Relationships, Sex and Health Education.

Parents/Carers should be aware that the programme of lessons may promote further discussion at home.

Should any Parent/Carer wish to view the teaching materials and videos in advance, they can visit the following website: [Busy Bodies Adolescent Development - Resources - sexualwellbeing.ie](http://BusyBodiesAdolescentDevelopment-Resources-sexualwellbeing.ie)

The children will be watching all of the clips in school.

Parents/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance with Mrs Nicholls. A final decision to withdraw a child from Sex and Relationships Education should be communicated in writing to Mrs Nicholls.

Yours sincerely,

Mrs Nicholls