

RSE – appendix

Thrumpton Primary Academy

September 2023

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1 and 2 Introduction and Purpose of the Policy

Definition of Relationships and Sex Education (RSHE)

The Relationships Education (RSHE) and Health Education (England) Regulations 2019 have made Relationships Education statutory in all Primary schools from September 2020. Sex Education is not compulsory in Primary schools. The content in this policy sets out the content that will be taught at Thrumpton Primary Academy.

At Thrumpton Primary Academy, Relationships and Health education (which includes wellbeing and changing adolescent body) will focus on teaching children about the fundamental building blocks and characteristics of positive relationships, with particular reference to forming healthy friendships, family relationships of all forms, and relationships with other children and with adults.

Details of the content include:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Name parts of the body, describe how their bodies work, change and how to keep ourselves physically and mentally healthy.
- Can protect themselves and ask for help and support.
- Preparing Pupils for developing positive relationships online and recognising harmful risks, contents and contact online.

The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age including puberty and reproduction in some plants and animals.

Drawing attention to these areas in a range of contexts will enable all pupils to form a strong early understanding of the features of relationships that are likely to lead happiness and security.

The Sex Education Curriculum at Thrumpton Primary Academy follows guidance from the PSHE national association which is an approved resource by the DFE. These lessons will focus on supporting pupils to understand how their bodies change into adolescence as they grow and to support them to have safe healthy relationships in preparation for Secondary Education.

Sex Education lessons will be taught in the summer term to pupils with parental consent. At Thrumpton Primary Academy the Sex Education content of the curriculum is as follows:

KS1 (Parent permission needed)

Year 2

- To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

KS2 (Parent permission needed)

Year 4

- To identify external genitalia and reproductive organs
- To know about the physical and emotional changes during puberty
- To know strategies to manage the changes during puberty including menstruation

Year 6 (Parent permission needed)

- To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- To know that pregnancy can be prevented with contraception

3 and 4 Responsibility and Role

At Thrumpton Primary Academy the PSHE lead and the Principal are responsible for the delivery of the RSE curriculum. The academy may on occasion use external agencies such as Health Care professionals to assist staff.

5 Aims and Objectives

The teaching and curriculum of RSHE at Thrumpton Primary Academy has been designed to equip all children with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago. The recent changes made with regard to the Secretary of States guidance bring the content into the 21st century, so that it is relevant for all children.

6 Content and Organisation

Right to withdraw

You cannot withdraw your child from Relationships and Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

At Thrumpton Primary Academy, we are committed to ensuring that the curriculum provided to pupils in RSHE is appropriate to the age of pupils. Thrumpton Primary Academy does teach Sex Education within individual year groups in an age-appropriate way. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn in writing to the Principal.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Thrumpton Primary Academy follows the statutory guidance on Relationships and Health Education published by the DfE 2019:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education>

This guidance sets out what pupils should know by the end of primary school under 5 areas:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships and Being safe.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSHE_primary_schools_guide_for_parents.pdf

At Thrumpton Primary Academy, Relationships and Health Education framework will be treated and timetabled in the same way as any other subject. We aim to teach one hour per week of discrete PSHE and or Relationships and Health education as part of a whole school approach with opportunities to enhance the learning through other subjects and events.

When teaching RSHE, it is essential that clear, correct terminology must be used with children. The language used by children and staff should be consistent, appropriate and fulfil the requirements of the National Curriculum. It is important that, for safeguarding reasons, children are taught accurate and recognised names should they ever need to make a disclosure.

The RSHE program from The PSHE association is taught as part of broader PSHE curriculum which is outlined below.

The grid below shows specific RSHE learning intentions for each key stage:

Relationships:

	By the end of primary school: Pupils should know:	KS1	KS2
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	R2	R6
	<ul style="list-style-type: none"> 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. 	R1, R4	R8
	<ul style="list-style-type: none"> 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. 	H22, R3	R2, R7
	<ul style="list-style-type: none"> 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. 	R3	R1, R6, R7
	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	R4	R3, R5
	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	R5	R4, R9
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	R6	R10
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	R6	R11
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	R7	R13, R14
	<ul style="list-style-type: none"> 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. 	R8	R16
	<ul style="list-style-type: none"> 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. 	R9	R18
Respectful relationships	<ul style="list-style-type: none"> 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. 	H22, R23, L4, L6	R32, R33, L6
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	R6, R8	R33, R34
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	R22	R33
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	H21, H23 R22	R31
	<ul style="list-style-type: none"> 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. 	R22, H22	R31
	<ul style="list-style-type: none"> 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. 	R10, R11, R12	R19, R20, R28
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	L4	R21, L7, L8, L9
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	R15, R17	R22, R26
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	R14	R23
	<ul style="list-style-type: none"> 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. 	R12	R24, R30, R31
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	R20	R24, R29
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	R15	R24
	<ul style="list-style-type: none"> how information and data is shared and used online. 	H34	L13, L14
Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	R17	R22
	<ul style="list-style-type: none"> 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. 	R13, R18	R27
	<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. 	R13	H45, R25
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	R14, R15, R19	R24
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	R20	R29
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	R20	R29
	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	R20	R29, H45

Health Education:

By the end of primary school: Pupils should know:		KS1	KS2
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 	H1	H15
	<ul style="list-style-type: none"> 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. 	H11, H12, H13, H14	H17
	<ul style="list-style-type: none"> 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. 	H15, H16	H19
	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	H18, H19	H20, H21
	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	H17	H16
	<ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	H18, H20, H24	H16,
	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	H24, H27, R7	H24, R13
	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	R10, R11	R19
	<ul style="list-style-type: none"> 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). 	H19, R12	H21, R20
	<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. 	H24	H22
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	L7, L8	L11
	<ul style="list-style-type: none"> 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. 	H9	H13
	<ul style="list-style-type: none"> 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. 	R10, R12	R30, L11, L15
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	H28	H37, L23
	<ul style="list-style-type: none"> 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. 	H34	H37, R20, L11,
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	L9	L12, L13, L14, L16
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	H34	H42
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	H1	H7
	<ul style="list-style-type: none"> 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. 	H3	H7
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	H3	H4, H7
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	H10	H14
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	H2, H3	H1, H6
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	H2	H6
	<ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other 	H2	H2,H3,

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	H37	H46, H47, H48
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 		H5
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	H8	H12
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	H4	H8
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	H7	H11
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	H5	H9, H40
	<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 	H6	H10
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	H35, H36	H44
	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	H35, H37	H43
Changing adolescent body	<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. 	H25, H26	H30, H31, H32, H34
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 		H30 H31

7 Sensitive Issues

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy

lifestyle and positive mental health, about online and offline safety. At Thrumpton Primary Academy we have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Sensitive issues will be handled in line with the safeguarding policy.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) in their school if they are concerned.

8 Confidentiality and Disclosure

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital for teaching RSHE effectively. All staff at Thrumpton Primary Academy should work to create a safe environment in which pupils do not feel embarrassed or anxious about questions.

Children are often keen to talk about themselves and their experiences. Teachers cannot make promises of absolute confidentiality in line with our Safeguarding policy. At Thrumpton Primary Academy we have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

9 Health Professionals

Thrumpton Primary Academy uses the service of an allocated school nurse from the Healthy Families Team or Specialist Support from Family services who visits the academy periodically throughout the school year. Thrumpton Primary Academy follows all other aspects set out in the Diverse Academies policy. If a teacher or parent is concerned then a request for a referral can be made by contacting the schools SENDCo: Mrs Helen Crampton (Thrumpton Primary Academy)

10 Teenage Pregnancy

The law says anyone under the age of 13 can never legally give consent. (Sexual Offences Act 2003; Sexual Offences (Northern Ireland) Order 2008; Sexual Offences (Scotland) Act 2009; Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005).

Any sexual activity with a child under 13 should always result in a child protection referral. Where individual case of teenage pregnancy occur this will be an immediate referral by the designated safeguarding lead to the MASH team (Multi-agency Safeguarding Hub) School will seek advice from social care and will follow all safeguarding steps to support.

We believe in educating children on developing an understanding of how to safeguard themselves and understand the physical and emotional changes that happen to their bodies as they become adults including reproduction. At Thrumpton Primary Academy Year 6 will learn about reproduction in humans and pregnancy. Parental permission will need to be obtained for this content to be delivered as some information will not be part of the compulsory national curriculum for science or relationships and health education.

11 Family Life

At Thrumpton Primary Academy we ensure that all children understand that all families are special and unique and it's important for children to understand that families are important for children growing up because they can give love, security, and stability. We encourage all children to discuss and share their own family background which includes heterosexual and same- sex relationships.

12 Religion and Faith

At Thrumpton Primary Academy we value the individual and spiritual beliefs of all children and their families. Our Relationships and Health Education Curriculum is linked with our SMSC and PSHE provision in school and teachers are sensitive to ensure that where individual beliefs are held that these are respected and shared..

13 Equal Opportunities, Inclusion and Disability

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

14 Children and Young People in Public Care

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSHE at home due to individual circumstances. The Designated Looked After Teacher and class teachers at Thrumpton Primary Academy will ensure that each young person's entitlement is met in this regard and updates will be provided to social care services during annual Looked after care reviews.

15 Lesbian, gay, bisexual, and transgender (LGBTQ+)

Thrumpton Primary Academy firmly believes in ensuring that our curriculum and lessons on family illustrate children and families that are reflective of modern Britain and within our local community. This is shared with children in lessons through our reading spine that seeks to challenge stereotypes and ensure that all children understand how all families are unique and to help support their own identity.

16 Homophobic Bullying

Thrumpton Primary Academy has a zero-tolerance approach to all forms of bullying full details of these systems and processes are available within our Behaviour Policy.

17 RSHE and Students with Special Educational Needs and Disability

At Thrumpton Primary Academy we firmly believe that children with SEND have the same entitlement to sex education as their peers. Timing, methods and learning process will differ according to their needs. It is important to adapt materials accordingly to the correct age and stage for the child.

RSHE must be accessible for all children and this is particularly important when planning teaching for pupils with SEND as they are more vulnerable to risks.

High quality teaching that is adapted and personalised will be the starting point to ensure accessibility. Teachers in Upper Key stage 2 be mindful of the preparing for adulthood subjects to those with SEND. Teachers should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects and all adaptations need to be communicated to the SENDCo.

18 Staff Training

Staff training on RSHE will be reviewed annually and staff are invited to complete the DFE recommended training modules which can be found at:

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

In addition staff will complete refresher training on Relationships and Sex Education: Managing Difficult Conversations provided by the National Online Safety Association (NOS)

<https://nationalonlinesafety.com/training/search?search=relationship&sort=new&cat=school-%20webinars&type=webinar>

Staff at Thrumpton Primary Academy know who they can receive direct support to access further tailored RSHE training from the academies PSHE lead and Paul Simpson our strategic Personal Development lead for Diverse Academies Trust.

19 Monitoring, Evaluation and Review

Thrumpton Primary Academy will continue to monitor, evaluate and review by consulting parents on developing and reviewing this policy throughout the academic year. Opportunity for parents to do this can be found on our schools website:

<https://www.thrumptonprimary-ac.org.uk/wp-content/uploads/sites/21/2021/05/Curriculum-Map-PSHE-merged.pdf>

Thrumpton Primary Academy follows all aspects set out in the Diverse Academies' policy.

20 Dissemination of the Policy and Review

RSHE has clear links with other policies at Thrumpton Primary Academy aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour Policy
- Health and Safety Policy
- Online Safety Policy
- Safeguarding Policy
- Special Educational Needs Policy

This policy will be reviewed annually by the PSHE lead and Principal.