



Name of policy:

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

Approved by: Governing body

Date reviewed: March 2024

To be reviewed: March 2025

*East Peckham Primary School, Pound Road, East Peckham, Tonbridge, Kent TN12 5LH*

*Do more, know more, remember more.*

## **Rationale**

Relationships, Health and Sex Education (RSE) is one aspect of a broad and balanced PSHE and Citizenship programme. The framework for this holistic approach aims to help and prepare children to:-

- o develop confidence, empathy and responsibility;
- o make the most of their abilities;
- o play an active role as citizens;
- o develop a healthy lifestyle;
- o prepare for puberty;
- o develop good relationships and respect differences between people.

## **Procedure**

At East Peckham Primary School, Relationships and Sex Education [RSE] is taught as an integral part of the PSHE programme, as well as in other areas of the curriculum [science, RE and English]. Our school uses the *Jigsaw* PSHE scheme which incorporates the teaching of relationships, health and sex education within a broad, structured and developmentally appropriate curriculum.

Relationships Education has been compulsory in primary schools since September 2020 and is defined as the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Relationships Education is compulsory for all pupils receiving primary education.

Health Education has been compulsory in primary schools since September 2020 and is defined as giving children the information they need to make good decisions about their own health and wellbeing. It is important that pupils understand that good physical health and good mental wellbeing are interlinked.

Sex Education is not compulsory in primary schools; however, as part of the PSHE programme at East Peckham Primary School, some aspects of sex education are taught which go beyond the national curriculum for science. Teaching and materials used for this education are age appropriate and follow the published *Jigsaw* PSHE scheme (details of this teaching can be found later in this policy). Parents do have the right to request that their child be withdrawn from some or all aspects of sex education delivered as part of the PSHE curriculum.

By the end of primary school, in relation to this policy, pupils should be taught:

## **Relationships Education**

### **Families and people who care for 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 and peers

### **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**

- 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

## **Health Education**

### **Mental wellbeing**

- 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).
- 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 drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.

- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

### 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

### Sex Education

The grid below shows specific 'Sex Education' learning intentions for each year group from the JIGSAW materials and can be found in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	~ identify the parts of the body that make boys different to girls ~ respect my body and understand which parts are private ~ use the correct names for private parts of the body: penis, testicles, vagina, vulva, anus
2	Piece 4 Boys' and Girls' Bodies	~ recognise the physical differences between boys and girls ~ appreciate that some parts of my body are private ~ use the correct names for private parts of the body: penis, testicles, vagina, vulva, anus ~ tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	~ understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby ~ express how I feel when I see babies or baby animals

	Piece 2 Babies	<ul style="list-style-type: none"> <li>~ understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>~ express how I might feel if I had a new baby in my family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>~ understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>~ identify how boys' and girls' bodies change on the outside during this growing up process (puberty)</li> <li>~ recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> <li>~ identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>~ discuss words linked to changes in puberty: testicles, sperm, penis, ovaries, egg, uterus, vagina</li> <li>~ recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
4	Piece 2 Having A Baby	<ul style="list-style-type: none"> <li>~ correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>~ discuss words linked to making a baby: sperm, egg, penis, testicles, vagina, womb/uterus, ovaries, making love, fertilise, conception</li> <li>~ understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> <li>~ describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>~ discuss words linked to changes in a girl's body: menstruation, periods, vagina, ovary, womb/uterus, sanitary towels, sanitary pads, tampons, vulva</li> <li>~ know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> <li>~ explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>~ discuss words linked to changes in a girl's body: menstruation, periods, vagina, ovary, oestrogen, womb/uterus, sanitary towels, sanitary pads, tampons, vulva</li> <li>~ understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> <li>~ describe how boys' bodies change during puberty</li> </ul>

		~ discuss words linked to changes in a boy's body: sperm, semen, testicles, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones ~ express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	~ understand that sexual intercourse can lead to conception and that is how babies are usually made ~ understand that sometimes people need IVF to help them have a baby ~ appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	~ explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally ~ discuss words linked to changes in puberty: body hair, menstruation, semen, erection, hormones, breasts, wet dream, ovulation, masturbation, clitoris, sperm, penis, vagina, womb, vulva ~ express how I feel about the changes that will happen to me during puberty
	Piece 3 Babies – Conception to Birth	~ describe how a baby develops from conception through the nine months of pregnancy, and how it is born ~ discuss words linked to having a baby: pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix ~ recognise how I feel when I reflect on the development and birth of a baby
	Piece 4 Boyfriends and Girlfriends	~ Understand how being physically attracted to someone changes the nature of the relationships and what that might mean about having a girlfriend/boyfriend ~ Understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

Parents will be informed of the curriculum content before the start of any Sex Education learning and invited to view the material that their children will be shown. Parents have the opportunity to withdraw their children from some or all of these lessons if they so wish.

### Equal Opportunities Statement

Our school is committed to the provision of RSE to all pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

East Peckham Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.