



Oakdene Primary School

Following St. Helens LA model Policy

Relationships, Sex and Health Education Policy (RSHE)

2022

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| Adopted by: | Oakdene Primary School |
| Date adopted: | March 2021 |
| Reviewed by: | H. Lee |
| Next Review date: | Sept 23 |

Contents

| | |
|--|----|
| 1. Statutory Regulation and Guidance | 3 |
| 2. Definitions | 4 |
| 3. Delivering the policy | 5 |
| 4. Policy Development | 6 |
| 5. Statement of Intent | 7 |
| 6. Roles and Responsibilities | 8 |
| 7. Safeguarding: safe and effective practice..... | 11 |
| 8. Parental right to excuse a pupil from sex education..... | 11 |
| 9. Training..... | 12 |
| 10. Monitoring and evaluation..... | 12 |
| 11. Policy review | 13 |
| Appendices | 14 |
| Appendix 1: Statutory Sex Education | 14 |
| Appendix 2: The details of the RSHE curriculum at Oakdene Primary School | 15 |
| Appendix 3: The statutory content: relationships education and health education (DfE). | 17 |
| Appendix 4: NSPCC Healthy sexual development of children and young people | 21 |
| Appendix 5: Safeguarding: Safe and Effective Practice..... | 22 |
| Resources..... | 28 |

1. Statutory Regulation and Guidance

1.1 At Oakdene Primary School we are required to provide relationships education and health education to all pupils.

1.2 We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

1.3 The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- Children and Social Work Act 2017
- The Relationships Education, Relationships, Sex and Health Education and Health Education (England) Regulations 2019
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Science programmes of study: key stages 1 and 2 (DfE, 2013)
- Science programmes of study: key stage 3 (DfE, 2013)
- Keeping children safe in education - for schools and colleges (DfE, 2019)
- Promoting fundamental British values through SMSC (DfE, 2014)

2. Definitions

2.1 The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. Relationship and sex education develops the pupil’s knowledge and understanding of their own sexuality, about what it means to be fully human, how to cultivate healthy relationships with themselves and others, and enables them to make well informed decisions in good conscience.

2.2 In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults”². This would include the topics of families and ‘the people who care for me’, caring friendships, respectful relationships, online relationships and being safe.

2.3 Definition of terms:

RSHE: Relationships, sex, and health education

Health education: physical health and mental wellbeing, the link between the two, and being able to make healthy lifestyle choices.

Relationships education: the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

Sex education: there is no agreed definition in the new guidance. At Oakdene we will deliver what is covered by the Science National Curriculum.

RSHE: Relationships, and Sex education

PSHE: Personal, Social, Health and Economic (PSHE) education. The RSHE policy is part of a wider PSHE policy.

DSL: Designated Safeguarding Lead

DfE: Department for Education

¹ Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Ibid page 19

3. Delivering the policy

3.1 Relationship and Sex Education (RSHE) is taught within the Personal, Social and Health Education (PSHE) curriculum lessons.

3.2 There are links between some of the RSHE curriculum and other subjects such as Science and Physical Education, so aspects of the curriculum may be touched on in other lessons.

Our RSHE

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

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

3.4 These areas of learning are taught within the context of family life with a focus on inclusion to reduce prejudice. As such there is the acknowledgement of the variety of home circumstance that make healthy families (including single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

3.5 As a school, we promote equality of opportunity and we uniformly apply values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

3.6 At Oakdene Primary School we value the diversity in our pupils cultural and religious backgrounds. Relationship and Sex education contributes to our pupil's education around inclusion and respect, consequently we are aware of the need to be respectful of our pupils cultural or religious beliefs and sensitive in delivering certain topics.

3.7 Oakdene Primary School aims to create a learning environment that is accessible to all of our students. In order to ensure this, we will make sure that the content is relevant to the age, experience, maturity and individual needs of our pupils.

4. Policy Development

4.1 The process of policy development involves a number of steps. To begin with, a lead member of staff reviews the current provision, and all school staff are given the opportunity to look at the policy and make recommendations.

4.2 Our RSHE curriculum is informed by issues in the school and wider community; to ensure it is tailored to pupils' needs we investigate what pupils want from their Relationship, Sex, and Health Education. Furthermore, when organising the curriculum, the religious backgrounds of all pupils are considered so that we may deliver the curriculum with sensitivity.

4.3 At Oakdene Primary School we ensure that parents are consulted in the development and review of the policy, as we understand how important parents' views are in shaping the curriculum.

4.4 A draft policy is considered by the Governing Body then ratified (adopted) by the Governing Body. Parental consultation takes place and then a final policy is published on the website.

Consultation with parents

4.5 Oakdene Primary School understands the important role parents play in enhancing their children's understanding of relationships, sex and health. We work closely with parents by establishing open communication, all parents are consulted in the development and delivery of the curriculum.

4.6 Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum
- how to support/complement RSHE teaching in schools

- how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

4.7 Oakdene Primary School aims to build positive relationships with parents by inviting discussion to address any concerns and supporting parents in managing conversations with their children on the issues covered by the curriculum.

4.8 Parents are also consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

4.9 The relationship, sex, and health curriculum considers the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum is age-appropriate for pupils within each year group and meets the needs of the whole-school community.

4.10 We consult with parents, pupils, and staff in the following ways:

- Questionnaires and surveys
- Training sessions
- Newsletters and letters

4.11 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing (oakdene@sthelens.org.uk)
- Submitting written feedback as part of annual questionnaires
- Responses on surveys

5. Statement of Intent

5.1 At Oakdene Primary School we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships and health education.

5.2 Primary schools also have the option to decide whether pupils are taught sex education beyond statutory requirements (based in the science curriculum).

5.3 Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their relationships, with the ability to recognise healthy and respectful relationships and the knowledge of where to find, and access, help and support.

5.4 RSHE will ensure that all pupils understand the importance of equality and respect by teaching pupil's tolerance and respect for diversity, and developing pupils' self-respect and self-worth, confidence, and empathy.

5.5 All schools are required to comply with the requirements of the Equality Act 2010.

5.6 Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

5.7 We understand our responsibility to deliver a high-quality relationship, and health curriculum for all our pupils based on best practice.

5.8 This policy sets out the framework for our RSHE curriculum, outlining how it is informed, organised, and delivered.

6. Roles and Responsibilities

6.1 SENCO

The SENCo is primarily responsible for advising teachers on how best to identify and support pupils' needs in the RSHE Curriculum (including the use of teaching assistants/support staff)

6.2 Governing Body

The Governing Body will approve the RSHE policy and hold the headteacher to account for its implementation. They ensure that the policy is available to parents and the policy is in accordance with other whole school policies, (e.g, SEN and the ethos of the school) as well as the relevant National Curriculum science topics and the setting of RSHE within PSHE

6.3 The Head Teacher

The Headteacher takes overall delegated responsibility for the development and implementation of this policy. The Headteacher should liaise with the Governing Body, parents, the Local Education Authority, and appropriate agencies. Any requests to withdraw pupils from the non-statutory element

of Relationships, Sex and Health Education will be managed by the head teacher, and they will also encourage parents to engage with the formation of the policy and know about the final policy.

The Headteacher agrees the curriculum delivery model (where it will be taught; the time allocation and staffing) and ensures that RSHE is resourced, staffed and timetabled so that school meets its legal obligations and offers a high-quality provision to all pupils. This includes enabling staff to be suitably trained to teach Relationships, Sex and Health Education . They will report to the governing body on the implementation and effectiveness of the policy and review the policy on an annual basis.

6.4 PSHE Subject Leader

The Subject Leader with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. (They will be supported by the curriculum lead (Deputy Headteacher) and the member of staff with responsibility for child protection, Headteacher).

6.5

The Subject Leader will support the development and implementation of the RSHE policy, curriculum and delivery model. They are responsible for ensuring the continuity and progression between each year group by working with other teachers (including subject leads) to ensure the RSHE curriculum complements but does not duplicate any content in other subjects. The lead will organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE. They will also provide teachers with resources to support RSHE delivery and monitor/ evaluate the effectiveness of RSHE and offering support to staff if needed. The lead will feedback to the headteacher/governing body regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

6.6 RSHE Teachers

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RSHE Teachers are responsible for:

- Delivering RSHE with sensitivity
- Knowing and acting in accordance with the RSHE policy
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.
- Teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Carefully considering how their personal views and/or beliefs might impact on their teaching of RSHE
- Monitoring pupil progress in line with school policy
- Working with the SENCO about identifying and responding to the needs of pupils with SEND

6.7 All Staff

RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.

At Oakdene all Teachers and Higher Level Teaching Assistants will be required to deliver relevant parts of the PSHE and RSE curriculum, linked to the Year Group that they are teaching after appropriate training has been provided.

6.8 Pupils

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

7. Safeguarding: safe and effective practice

7.1 Here at Oakdene Primary School we recognise that there are a range of opinions, beliefs, and perspectives in regard to Relationships, Sex and Health Education (RSHE). Our role in school is not to influence or judge individual belief, but rather to teach the RSHE curriculum "in a factual way so that pupils are clear on their rights and responsibilities as citizens³".

7.2 Oakdene Primary School also recognises that Relationships, Sex and Health Education is about the understanding of physical development and puberty, appropriate and inappropriate sexual behaviour, and the protection and empowerment of children and young people.

7.3 RSHE integrates safeguarding into the learning objective of the lesson, and we aim to provide our children with the knowledge to ensure that they are not exploited or mistreated and that children have a clear understanding around consent and keeping themselves safe.

7.4 Relationships, Sex and Health Education is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that pupils are informed about the full range of perspectives, risks, and rights, so they are able to make informed decisions that will help to keep them safe.

The school's Relationships, Sex and Health Education Policy is directly linked to the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2022

8. Parental right to excuse a pupil from sex education

8.1 Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.

8.2 Parents have the right to request that their child be withdrawn from sex education, except those topics that are a part of the science curriculum.

8.3 Their request will be granted automatically by the Headteacher. The parents will also be invited to meet with the Headteacher to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

³ Relationships Education, Relationships and Sex Education (RSHE) and Health Education, p.26, para. 76

8.4 Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

9. Training

9.1 All staff members at the school will undergo training to ensure they are up to date with the relationship, sex and health education programme and associated challenges.

9.2 Members of staff responsible for teaching the subjects will undergo further training, led by the PSHE lead (which incorporates RSHE) to ensure they are fully equipped to teach the subjects effectively.

9.3 The training of staff will also be scheduled around any updated guidance on the programme and any new developments.

10. Monitoring and evaluation

10.1 The delivery of RSHE is monitored by the PSHE / RSHE Subject Leader, the Curriculum Lead and the Headteacher by undertaking learning walks, staff, and pupil consultations, planning and work scrutinies and questionnaires.

10.2 The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

10.3 The programme will be evaluated biannually by means of:

- questionnaires
- response sheets
- needs assessment given to pupils
- discussion with pupils, staff, and parents.

10.4 The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

10.5 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

10.6 The RSHE subject leader is responsible for monitoring the quality of teaching by conducting subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

10.7 From these assessments the RSHE subject leader will create annual subject reports for the headteacher and governing body to report on the quality of the subjects.

10.8 Throughout the academic year the RSHE subject lead will work consistently with the headteacher and RSHE link governor to evaluate the effectiveness of the subjects and implement any changes.

11. Policy review

11.1 The governing body is responsible for approving this policy.

11.2 The policy will be reviewed on an annual basis by the RSHE subject lead and the headteacher.

The next scheduled review date for this policy is Autumn Term 2023

11.3 This policy will also be reviewed in consideration of any changes to statutory guidance, feedback from parents, staff or pupils, and the school context.

11.4 Changes will be communicated to all staff and parents and approved by the Governing body.

Appendices

Appendix 1: Statutory Sex Education

Sex education

All pupils must be taught the aspects of sex education outlined in the science curriculum; this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Oakdene Primary School is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At Oakdene Primary School we teach sex education as to what is required in the Science National Curriculum.

Key Stage 1

1. that animals including humans, move, feed, grow, use their senses and reproduce
2. to recognise and compare the main external parts of the bodies of humans
3. that humans and animals can produce offspring and these grow into adults
4. to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth and reproduction
2. about the main stages of the human life cycle

Appendix 2: The details of the RSHE curriculum at Oakdene Primary School

| <u>Key learning concepts</u> | <u>Foundation Stage Milestones</u> | <u>KS1 Milestones</u> |
|---------------------------------------|--|--|
| Sex and relationship education. (SRE) | No specific unit of work for this year group | <p>I can understand and respect the differences and similarities between people. e.g. acquaintances, friends and relatives play in our lives.</p> <p>I can recognise some of the biological differences between male and female animals and their role in the life cycle.</p> <p>I can recognise some of the biological differences between male and female children.</p> <p>I can understand about growing from young to old and that I am growing and changing.</p> <p>I Can identify the people who love and care for them and what they do to help them feel cared for</p> |

Links to science National Curriculum for Key Stage 1

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

| <u>Key learning concepts</u> | <u>LKS2 Milestones</u> | <u>UKS2 Milestones</u> |
|---|--|--|
| <p>Sex and relationship education. (SRE)</p> | <p>I can understand that as I grow older I will need to take more care of my personal hygiene and know some ways in which I can do this.</p> <p>I can recognise that during puberty my emotions and behaviour might change and I can use strategies for dealing with those changes.</p> <p>I can understand where to ask for help and support about puberty.</p> <p>I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>I can understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> | <p>I can recognise the physical, emotional and behavioural changes which will take place during puberty.</p> <p>I can understand how media messages affect attitudes, can cause inequality of opportunity and that I can recognise and challenge gender stereotypes.</p> <p>I can understand that there are differences between friendships and intimate relationships.</p> <p>I can name the male and female sexual/reproductive organs and describe how babies are made.</p> <p>I can understand what pregnancy is and how long it lasts.</p> <p>I can recognise the roles and responsibilities of carers and parents.</p> <p>I can understand where to find answers to questions I may have relating to sex and relationships.</p> <p>I can understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> |

Links to Science National Curriculum for Key Stage 2

Animals, including humans

Pupils should be taught to:

Lower Key Stage 2

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Upper Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age, indicating the stages in the growth and development of humans. They should learn about the changes experienced in puberty and could research the gestation periods of other animals comparing them with humans.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Appendix 3: The statutory content: relationships education and health education (DfE).

At Oakdene Primary School we must provide Relationships Education to all pupils as per:

- Section 34 of the Children and Social work act 2017.
- The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A
- The statutory guidance from the Department for Education Equality Act 2010.
- Department for Education - Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education guidance 2020

The table below outlines the statutory RSHE knowledge pupils are expected to have obtained by the time they leave Oakdene Primary School, according to the Department for Education⁴.

Primary Guidance:

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. "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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils"⁵.

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. - It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born"⁶.

⁴

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSHE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSHE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf) page 23

⁶ Ibid

| | |
|--|---|
| <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 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 recognized 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. |
| <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>Respectful relationships</p> | <p>Pupils should know</p> <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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| <p>Online relationships</p> | <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 recognize 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 | <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.• 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 sources⁷ |
|------------|---|

7

Appendix 4: NSPCC Healthy sexual development of children and young people

Stages of healthy sexual behaviour

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

Below are some examples of age appropriate healthy sexual behaviour.

From 0- to 4-years-old

At this stage, you might notice sexual behaviour emerging for the first time through actions like:

- enjoying being naked
- kissing and hugging people they know well, for example friends and family members
- touching or rubbing their own private parts as a comforting habit
- showing curiosity about or attempting to touch the private parts of other people
- being curious about the differences between boys and girls
- talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- role playing about different relationships, for example marriage.

5- to 9-years-old

As children get a little older, they become more conscious of sex and their own sexuality. This can be displayed by:

- becoming more aware of the need for privacy
- asking questions about sex and relationships, such as what sex is, where babies come from and same-sex relationships
- kissing, hugging and holding hands with a boyfriend or girlfriend
- using swear words or slang to talk about sex after hearing other people use them.

9- to 13-years-old

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy
- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private.

Appendix 5: Safeguarding: Safe and Effective Practice

Consent, Choice and Personal Responsibility

Relationships, Sex and Health Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. It is important that we objectively teach our pupils legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives
- Respecting the rights of others and allowing them to make their own decisions
- Holding your own beliefs and respecting the beliefs of others.

Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Here at [Insert school name], we have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

Healthy Relationships

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities, and help support us throughout our lives. Here at [Insert school name], we believe it is important that pupils are aware that there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds of relationships and most importantly, why healthy relationships are important. This includes:

- Understanding that committed, stable relationships are important for bringing up children, even if parents choose not to be together.
- The roles and responsibilities of parents when raising children, including the characteristics of successful parenting.
- What marriage is including the legal status and why marriage is an important relationship choice for many couples.
- The characteristics and legal status of other long-term relationships.

- The characteristics of positive and healthy friendships (in all contexts, including online).

Unhealthy Relationships

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships, through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend or other relationship is unsafe. It is also vital that our pupils know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence
- Bullying
- Domestic abuse including coercive control
- Exploitation
- Honour based abuse and forced marriage
- Sexual abuse.

There may be some pupils within the school who may have experienced such relationships, and it is our commitment that these subjects will be taught in a sensitive manner, without blame or judgement. Here at [insert school name], we recognise that the school is a place of consistency for our pupils, and a safe space where issues can be discussed, and factual responses provided. We are committed that our school will be a place of safety where pupils can speak to trusted adults, report any concerns, seek support, and see first-hand that concerns are acted upon.

Here at [insert school name], we believe that all pupils, regardless of race, gender, disability or need religious belief or background, are entitled to experience, and enjoy healthy relationships. We recognise that certain stereotypes can cause damage to individuals. We also recognise how these damaging stereotypes could normalise non-consensual behaviour or encourage prejudice.

The school recognises its legal rights and responsibilities in regard to equality, including the protected characteristics defined in the Equality Act 2010, and values that all pupils are unique and equal. We therefore ensure that Relationships, Sex and Health Education is taught equally, that all viewpoints and opinions are discussed, and that individual beliefs or characteristics are protected.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

CSE is a prevalent issue and something we need to ensure we keep our young people protected from. For older pupils, it may be necessary to teach direct lessons around CSE; however, we recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims of CSE.

Domestic Abuse

Domestic abuse is a prevalent issue; it affects a significant number of children and families not only nationally, but also here within St Helens. Here at [insert school name], we believe it is our responsibility to teach children about healthy relationships, partly so we are able to protect our pupils, but also so they can go on to have them in their adult lives.

As domestic abuse is a regional issue, it needs to be addressed sensitively and clearly. Domestic Abuse can include (this is not an exhaustive list):

- Physical abuse
- Sexual abuse

- Financial control
- Controlling and coercive behaviour.

Some types of behaviour, often seen within abusive relationships, are criminal offences. It is important that we teach our children and young people which types of behaviour are unlawful, so they can seek appropriate support and help keep themselves safe. In addition to this, by knowing the law around abuse, it allows our pupils to make more informed decisions and choices when entering into a relationship.

Female Genital Mutilation

Female Genital Mutilation (sometimes referred to as female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice.

Female Genital Mutilation causes significant physical and emotional damage to a woman. It is a criminal offence to perform or assist in the process of FGM; it is also an offence to fail to protect a person for whom you are responsible from FGM.

Again, using the correct terminology for genitals is crucial in the preventative work around FGM. It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

Online Safety

As so many of our children and young people use the internet, and as it forms such a significant part of modern-day life, it is imperative that we teach our pupils how to stay safe online.

Children and young people have an array of online opportunities and responsibilities. It is important that pupils understand that these rights and responsibilities are no different than in day to day life and that the same expectations of behaviour apply in all contexts, including on the internet.

E-Safety can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at [insert school name], we want to ensure that

parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families, as we believe that a collaborative approach is the best way forward for our children. Below are the issues that need to be addressed relating to online safety and the reasons why:

| Topic | Reasons for teaching |
|--|---|
| Different types of bullying including cyber-bullying | Many children and young people use social media to communicate with their friends. We want all of our pupils to be able to recognise that online bullying is just as unacceptable as other forms of bullying, and that trusted adults can take action to help keep them safe. |
| Sharing material online | Sharing material online can be a considerable risk. Children and young people need to have comprehensive understanding that any material shared has the potential to be shared more widely online. Young people also need to be aware of the potentially difficulty in removing any compromising material placed on the internet. Pupils also need to be aware of the law and possible consequences of sharing inappropriate material over the internet. It is important that young people know not to provide material to others that they would not want shared further and that they are not to share personal material which is sent to them. |
| Getting support and reporting concerns | It can be a frightening experience for any child or young person who is a victim of online abuse, exploitation, or mistreatment. It is important that pupils know how and where to report concerns in order to keep themselves safe. |
| Viewing harmful content | Viewing harmful content can have a traumatic and substantial impact on the emotional and mental wellbeing of young people. Children and young people also need to be aware that it is a criminal offence to share and view indecent images of children (including those created by children). |
| How data is collected and shared online | Pupils need to be aware how data is generated, collected, shared, and used online, so they can make informed choices about what sort of information they want to share on the internet. |

Concerns raised during lessons

At Oakdene Primary School we recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of Relationships, Sex and Health Education will be required to pass any concerns raised immediately to the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of Relationships, Sex and Health Education .

Responses to difficult questions

At Oakdene Primary School we believe that school should provide a safe environment for children to ask questions relating to Relationships, Sex and Health Education . We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions. These include:

- If the question includes explicit and/or inappropriate language;
- If the question is not deemed age appropriate for the class;
- If the question asks about the personal lives of staff, children or families;
- If the child raises a safeguarding issue.

NSPCC P.A.N.T.S Rule

At Oakdene Primary School safeguarding children is of paramount importance and incorporating this within the curriculum is essential. Children throughout school will be taught the NSPCC P.A.N.T.S rule in order to keep themselves safe from sexual abuse. See appendix 3: NSPCC Healthy sexual development of children and young people.

Resources

Department for Education - Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSHE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education_guidance.pdf)

PSHE Association

www.pshe-association.org.uk

Unicef

www.unicef.org.uk