

**Kilbarchan Primary School**

**Relationships and Sexual Health Education Policy**

**2021**



The very best!

At Kilbarchan Primary we believe that Relationships and Sexual Health Education (RSHE) is crucial in supporting children in their personal development, and underpins learning in the classroom, school, and in the wider community. RSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. Children develop an understanding of the everchanging world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively.

We aim to encourage mutual respect, resilience, pride, independence and foster self-esteem in a happy and caring atmosphere.

**Introduction**

This policy outlines Kilbarchan Primary School's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the Curriculum for Excellence Experiences and Outcomes and Benchmarks.

The RSHE teaching in our school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive and age-appropriate manner throughout the school.

**What is RSHE?**

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way.

Through our structured programme, we are building the foundations of skills and knowledge that will be developed further at secondary level. Children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

**Aims**

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
  - Make pupils aware of their rights especially in relation to their bodies
  - Enable the development of social and relationship skills and protective behaviours
  - Prepare pupils for the physical and emotional changes of puberty
  - Develop understanding of reproduction and birth within the context of loving and caring relationships
  - Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
  - Support pupils to use the internet safely and to recognise the benefits and risks that it brings
  - Develop pupils' skills around assessing risk and keeping safe
  - Enable children to gain the skills and understanding to support the development of healthy bodies and minds
  - Enable pupils to recognise and manage their emotions
  - Provide pupils with the knowledge and skills to access appropriate support
- The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

### **Equality, Inclusion and Support**

At Kilbarchan Primary we comply with the requirements of the Equality Act 2010 and ensure our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure

that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

### **The Curriculum**

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age appropriate and progressive, building the children's knowledge, understanding and skills year on year.

We work to objectives in each year group that support the outcomes outlined in the Curriculum for Excellence.

### **Early Level**

- *My body*
- *My body belongs to me*
- *Unique, similar and different*
- *Our families*
- *People who help and look after me*
- *Asking Questions, Making Choices, Saying Yes/Saying No*
- *Friends and friendship: Helping others*
- *Playing together, Being kind*
- *Personal Space and Privacy*
- *When I feel sad or upset*
- *Looking After Plants and Animals*
- *Pregnancy and Looking After a Baby*

### **First Level**

- *My body*
- *Privacy*
- *Friends and friendship*
- *Looking after plants and animals*
- *People who help and look after me*

### **Progression 1**

- *My family/All our families are different*
- *Feelings and safety*
- *Similarity, diversity and respect*
- *Keeping Clean*

### **Progression 2**

- *Safe and happy online*
- *How human life begins, pregnancy and birth*

### **Second Level**

- *My body*
- *Friends and friendship*
- *A fair and equal life for girls and boys*
- *My senses: Things I like, things I don't like*
- *Consent*
- *Social media/popular culture*
- *Protecting me/Abuse and relationships*

### **Progression 1**

- *Emotional wellbeing and Body image*
- *Love and relationships*
- *Sex: How people have sex/what do they do?*
- *How human life begins, pregnancy and birth*
- *Being a parent or carer*

### **Progression 2**

- *Understanding Human Sexuality*
- *Menstruation*
- *How adults plan and prevent a pregnancy: contraception and condoms*

Appendix 1 provides a detailed overview of themes and topics covered at Early, First and Second Level.

### **Resources**

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. If you would like to see any of these resources, please contact the school via the school office.

### **Teaching and Learning**

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (e.g. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection

### **Safe learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect.

The group agreement will be a working document that all pupils agree to follow. The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate. When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

### **Parents**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be informed via letter when children receive the RSHE education via the Christopher Winter Project?. Parents will be informed of the age appropriate objectives which will be delivered to their children.

### **Right to withdraw from RSHE**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in year 6 by informing their child's class teacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.? I don't understand this bit!

### **Confidentiality, Safeguarding and Child Protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns to SMT as outlined in Child Protection Policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **Menstrual Well-being**

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in the Primary 5-7 toilets.

When a pupil starts menstruating in school, we will support them on-site and inform parents.

Our RSHE programme covers basic information about menstruation in Primary 5 with more detailed input in Primaries 6 and 7. If your child has difficulties managing their periods at school please inform their class teacher for support.

### **Links to other Policies**

- PSHE
- SMSC
- Anti-bullying
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety

## Appendix 1A

### Early Level Curriculum for Excellence Experiences and outcomes

<p><b>Physical changes</b></p>	<p>I recognise that we have similarities and differences but are all unique. HWB 0-47a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b</p>	<ul style="list-style-type: none"> <li>• Identifies body differences and similarities.</li> <li>• Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.</li> </ul>
<p><b>Positive Relationships</b></p>	<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a</i></p> <p><i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b</i></p> <p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a</p>	<p><i>These Experiences and Outcomes sit within HWB Responsibility of All and span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for these Experiences and Outcomes.</i></p> <ul style="list-style-type: none"> <li>• Explains ways in which families may differ and that there are a variety of people who may care for us.</li> </ul>
<p><b>Sexual health and sexuality</b></p>	<p>I am learning what I can do to look after my body and who can help me. HWB 0-48a</p> <p>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 0-49a</p> <p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50a</p>	<ul style="list-style-type: none"> <li>• Demonstrates modesty and privacy through, for example, closing toilet doors.</li> <li>• Manages personal space with respect towards self and others.</li> <li>• Demonstrates an understanding of the concept, 'my body belongs to me'.</li> <li>• Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust.</li> <li>• Identifies people who can help, for example, teachers, family members.</li> <li>• Recognises that care can come from a variety of different people.</li> <li>• Identifies that families may be made up of different people.</li> <li>• Gives examples of where living things come from, for example, plants from seeds, fish from eggs.</li> <li>• Explains that living things need food, water and care to grow and survive.</li> </ul>
<p><b>Role of parent or carer</b></p>	<p>I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a</p>	<ul style="list-style-type: none"> <li>• Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.</li> </ul>

## Appendix 1B

### First Level Curriculum for Excellence Experiences and outcomes

<b>Physical changes</b>	I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none"> <li>Recognises that everyone is unique and identifies similarities and differences.</li> <li>Explains that development and growth of each individual is different.</li> </ul>
<b>Positive Relationships</b>	<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a</i></p> <p><i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44</i></p> <p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 1-45b /</i></p> <p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 1-45a</p>	<p><i>These Experiences and Outcomes sit within HWB Responsibility of All and span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for these Experiences and Outcomes.</i></p> <ul style="list-style-type: none"> <li>Explains ways in which families may differ and that there are a variety of people who may care for us.</li> </ul>
<b>Sexual health and sexuality</b>	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b</p> <p>I am learning what I can do to look after my body and who can help me. HWB1-48a</p> <p>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 1-49a</p>	<ul style="list-style-type: none"> <li>Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.</li> <li>Explains about own and others' needs for privacy.</li> <li>Expresses feelings through appropriate closeness to others.</li> <li>Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.</li> <li>Identifies who to talk to if worried or concerned.</li> </ul>
<b>Role of parent or carer</b>	I know that there are people in our lives who care for and look after us and I am aware that	<ul style="list-style-type: none"> <li>Explains ways in which families may differ and that there are a variety of people who may care for us.</li> </ul>

## Appendix 1C

### Second Level Curriculum for Excellence Experiences and outcomes

<p><b>Positive Relationships</b></p>	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b</p>	<ul style="list-style-type: none"> <li>Identifies different kinds of friendships and relationships.</li> <li>Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</li> <li>Explains the impact of positive relationships on emotional wellbeing.</li> </ul>
<p><b>Physical changes</b></p>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</p>	<ul style="list-style-type: none"> <li>Identifies positive things about own body image and appearance.</li> <li>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</li> <li>Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</li> <li>Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</li> <li>Demonstrates an understanding of diversity in sexuality and gender identity.</li> <li>Describes ways of keeping hygienic during puberty.</li> </ul>
<p><b>Sexual health and sexuality</b></p>	<p>I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a</p> <p>I am able to describe how human life begins and how a baby is born. HWB 2-50a</p>	<ul style="list-style-type: none"> <li>Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</li> <li>Explains own rights and responsibilities in relation to abuse.</li> <li>Describes the concept of consent.</li> <li>Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth.</li> <li>Gives reasons why contraception may be used, for example, to prevent pregnancy and infection.</li> <li>Describes some symptoms of pregnancy.</li> </ul>
<p><b>Role of parent or carer</b></p>	<p>I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. HWB 2-51a</p>	<ul style="list-style-type: none"> <li>Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.</li> </ul>