



Kapow Primary's Relationships, Sex and Health Education guidance for schools

This guide is designed to support school leaders to implement effective Relationships and Health education.

It includes information on the legal requirements for schools and answers to commonly asked questions. The information will support policy development and effective delivery of these areas in the primary school.

The statutory content is referred to as RSHE (Relationships, Sex and Health Education) throughout.

Legal requirements for primary schools

Statutory RSHE

From September 2020 all primary schools in England are required to teach Relationships Education and Health Education. In June 2020 the DfE released an update advising schools that due to disruption caused by Coronavirus they could delay starting teaching RSHE to no later than the beginning of the summer term 2021 if they feel they need additional planning time.

There is no statutory requirement for primary schools to teach sex education beyond what is required in the Science National Curriculum. However, the department for education recommends that children are taught about how a baby is conceived and born prior to leaving primary school and therefore we have included conception and birth in our content at Years 5 and 6.

You can find full details on what schools need to teach and further guidance can be found in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'¹. Kapow Primary's lessons have been carefully mapped against the teaching requirements and therefore cover all the statutory content.

Ofsted

RSHE sits in the Personal development section of the Ofsted inspection² handbook. While RSHE is mentioned discretely as one of the areas inspectors will look at, it will also contribute to other aspects of personal development, such as:

¹ [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)

² [School Inspection Handbook November 2019](#)

- “recognising online and offline risks to their well-being”.
- “developing pupils’ character”.
- “keeping themselves mentally and physically healthy”.
- ‘behaviour and attitudes’ particularly in reference to “a positive and respectful school culture”
- “an environment in which pupils feel safe and in which bullying, discrimination and peer-on-peer abuse – online or offline- are not accepted”

The Equality Act

The Equality Act 2010 requires schools¹ to have due regard to the Public sector equality duty which includes the need to:-

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In terms of RSHE, it is important that teaching meets the needs of all children in school and fosters good relationships between groups. The theme of equality is included throughout our content.

One area which has caused concern for some schools is the teaching about same sex relationships. This is covered as one of the protected characteristics of the Equality Act and should be included. At Primary level it is statutory to teach about different types of families and this would include those with same sex parents. In line with good practice these themes are included within our lessons and are not standalone units. For example, in the lesson about families, same sex parents are included alongside other types of family and in the lesson on marriage same sex marriage is covered.

Same sex relationships are also addressed addressed within our puberty lessons, as children learn about the emotional changes they will go through. This includes information on how they may begin to feel attracted to other people and it is vital that teachers recognise that some children will be attracted to people of the same sex, or both the same sex and the opposite sex.

Implementing a high quality RSHE curriculum

One of the keyways to implement a successful RSHE curriculum is to ensure that it is planned and progressive.

The statutory guidance sets out what children should know by the end of their time in primary education. To achieve this, children need the opportunity to revisit topics at different ages and their knowledge and understanding will develop as they mature.

Certain topics contained within the guidance have caused concern for some schools, parents and carers. Careful consideration has been given to how and when to introduce these topics and all of them are covered in age appropriate manner.

¹ [The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities](#)

The table below shows where these topics are covered within Kapow Primary's lessons.

F&R = Families and relationships

S&CB = Safety and the changing body

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Same sex relationships	<p>F&R Lesson 1: What is family? Families from pupils' own experiences. Same sex not specifically included if it is not raised by the children</p>	<p>F&R Lesson 2: Families offer stability and love Introduction to different types of families. Same sex not specifically included but may arise as part of the discussion</p>	<p>F&R Lesson 1: Healthy families Different types of family setups are introduced, including same sex parents</p>	<p>F&R Lesson 6: Families in the wider world Different types of family setups around the world. Same sex not specifically included but could be part of the discussion</p>	<p>F&R Lesson 3: Marriage Includes same sex marriage</p> <p>F&R Lesson 5: Family life Different family setups (including same sex parents) and dealing with problems</p> <p>S&CB Lesson 5: Emotional changes in puberty Attraction-including to somebody of the same sex</p>	<p>S&CB Lesson 6: Pregnancy and birth Touches on same sex couples having children</p>
Alcohol and tobacco	<p>S&CB Lesson 6: Safety with substances What is and isn't safe to go in or on the body - including medicines</p>	<p>S&CB Lesson 8: Staying safe with medicines</p>	<p>S&CB Lesson 6: Making choices Independent choices</p> <p>S&CB Lesson 7: Influences Making choices and recognising influences</p>	<p>S&CB Lesson 8: Tobacco The risks of smoking</p>	<p>S&CB Lesson 7: Making decisions - The influence others can have</p>	<p>S&CB Lesson 1: Alcohol The risks of alcohol</p>

Menstruation					S&CB] Lesson 4: Menstruation The menstrual cycle and dealing with periods	S&CB Lesson 5: Conception Includes revision of menstruation from Y5
Puberty				S&CB Lesson 6 - Growing up Changes from birth to adulthood S&CB Lesson 7: Introducing puberty Physical changes during puberty	S&CB Lesson 3: Puberty Physical changes S&CB Lesson 5: Emotional changes in puberty Emotional changes	S&CB Lesson 4: Physical and emotional changes in puberty Changes that happen during puberty
Conception						S&CB Lesson 5: Conception Intercourse
Pregnancy						S&CB Lesson 6: Pregnancy and birth - How a baby develops

<p>Body parts (vocabulary introduced)</p>	<p>S&CB Lesson 5: Appropriate contact Introducing acceptable and unacceptable touch</p>	<p>S&CB Lesson 4: Appropriate contact: My body private parts Vulva, vagina, penis, testicles</p> <p>S&CB Lesson 5: Appropriate contact: My private parts are private Safe and unsafe touches. Vulva, vagina, penis, testicles</p>		<p>S&CB Lesson 7: Introducing puberty Including: breasts, genitals, penis,</p>	<p>S&CB Lesson 3: Puberty Including: vagina, vulva, clitoris, penis, scrotum, testicle</p>	<p>S&CB Lesson 4: Physical and emotional changes in puberty Internal and external reproductive parts</p>
<p>Digital safety</p>			<p>S&CB Lesson 3: Be kind online Responsible digital citizenship</p> <p>S&CB Lesson 4: Cyberbullying Recognising unkind behaviour online</p> <p>S&CB Lesson 5: Fake emails Recognising when an email might be fake</p>	<p>S&CB Lesson 1: Internet safety - age restrictions Age restrictions related to social media and gaming</p> <p>S&CB Lesson 2: Share aware Benefits and risks of sharing information online</p> <p>S&CB Lesson 5: Consuming information online How information is ranked, selected and targeted</p>	<p>S&CB Lesson 1: Online friendships Issues related to online relationships</p> <p>S&CB Lesson 2: Staying safe online How to stay safe online</p>	<p>S&CB Lesson 3: Social media Online relationships</p>

A challenge of producing the lesson plans contained in the Kapow Primary scheme is that children's needs can be different both between schools and within schools. It is therefore important that staff who know the children well consider the planning carefully and adapt the lessons to meet the needs of the group they teach. Depending on how much RSHE has previously been delivered in school there may be a need to look at younger year group content, particularly in the first year or so of delivery of the scheme.

The location of your school community will also have a bearing on what is taught. It is good practice to consider the local issues which exist and it may mean you need to teach additional content to address these concerns. Local health data is available from Public Health England which gives an overview of a range of factors such as teenage pregnancy, obesity rates and drug and alcohol use. Where particular issues are apparent in this data then you may need to source additional lessons or outside expertise. In addition to published data you could also be aware of issues locally and you should use this local intelligence to adapt the curriculum to meet the needs of the children in your school.

It is also worth being aware that during lessons children may bring up certain issues of which you were unaware. Where appropriate, these should be addressed through your RSHE and wider PSHE education curriculum. For example new issues around online safety might emerge through discussions with children.

It is important to remember when thinking about these issues however, that your curriculum should be age appropriate. One concern parents and carers have is that their children will be exposed to issues they are not ready for. As educators you know your children well and will have a sense of their needs. It is important to balance what children are ready for, with preparing them for the future. It should be remembered that it is better for children to have considered issues in the safe learning environment of the classroom before they experience them in real life. In some cases, there may be a need for a more individual or small group programme for particular children.

When you begin to look at the planning you will see that there are many cross curricular links for example in Computing, Science, DT, and PE. These links can be used to reinforce children's learning and to explore topics in a different way. In RSHE lessons children should have the opportunity to discuss their ideas and feelings on topics as well as exploring facts.

How RSHE fits into PSHE education

The topics covered in RSHE fit within the broader subject of PSHE (Personal, Social, Health and Economic) education. Making RSHE statutory rather than PSHE education has led to some confusion. However, the guidance document from the DfE recognises the link and that many schools will successfully deliver this content as part of their wider PSHE education programme.

It should also be remembered that the National Curriculum (2014) states that "all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice" and that PSHE education also makes a significant contribution to Personal Development within the Ofsted inspection framework.

In the coming months additional lessons will be added to Kapow Primary to cover other areas of PSHE education and Citizenship meaning that by Autumn 2020, we will offer full RSHE and PSHE curriculum coverage.

Including all children

RSHE is statutory for all children and it is important that all children take part in the lessons. Each lesson includes differentiation to support you in meeting their individual needs.

The statutory guidance makes it clear that lessons need to be accessible to children with special educational needs. These children are often more vulnerable and therefore this learning is of vital importance to help to keep them safe.

As the RSHE content is statutory there is no right to withdraw for parents. The only aspect they have the right to withdraw their children from is sex education should you decide to teach this. Within the Kapow Primary lessons, these would be:

- [Year 6 > Safety and the changing body > Lesson 5: Conception](#)
- [Year 6 > Safety and the changing body > Lesson 6: Pregnancy and birth](#)

Order of teaching

The scheme is set out in a way which gives a suggested order for teaching however you can decide as a school when it is best to teach each unit. This might be dictated by the needs of the children in your school but it might also relate to topics you are teaching in other subject areas. The RSHE content could be taught alongside similar topics in other subjects or could be taught at another time of the year to allow for revision and development of ideas.

For each year group there is an introduction lesson which is about setting ground rules for RSHE lessons and this lesson should be taught at the beginning of the academic year.

Dealing with sensitive issues

The nature of RSHE means that some topics will potentially be sensitive for children and their parents and carers. Knowing about any issues children in your class have, is important when planning these lessons.

If particular sensitive issues are to be addressed you may wish to have a conversation with the child or their parents prior to the lesson. Wherever possible children should be included in lessons with their peers, but the following could be considered to support individual children:-

- adjusting activities to ensure they will not cause any additional distress
- having additional support from an adult or a trusted peer
- ensuring children know they do not need to talk about their own experiences.
- creating a safe space for the child to go to if they are upset
- moving the lesson to a different time of the year

You should also bear in mind significant local and national events and the impact these might have on your RSHE teaching. These cannot be predicted or planned for but may influence the order of teaching either to support children in dealing with a particular issue or perhaps by giving distance so events are not so raw.

Even if you know your children really well there is still the likelihood that disclosures can occur during or after a RSHE lesson. You should be aware when dealing with certain topics that this is more likely, for example bereavement, mental health issues and abuse. If this does happen, you should follow the procedures in your school's safeguarding policy. Whenever possible give the child time to talk although it may necessary to move that away from a whole class discussion. You should of course report any concerns to the safeguarding lead in school.

It is also worth considering sharing with other staff the topics you will be covering in RSHE. Children will not always disclose in the lesson and may take time to think things over and talk to someone later. They may also seek out another member of staff who they feel happy to speak to. It will help other staff if they know that particular subjects are being taught so they are ready for any disclosures.

The timing of your RSHE lesson in the week should also be carefully considered. You need to ensure children will have time to come back to you or someone else in school if they have any worries. Therefore, discussing issues on a Friday afternoon or just before a holiday when children may not have any access to support should be avoided if possible.

Working with parents and carers

Parents and carers may have concerns over the content of RSHE lessons and good communication is vital. The government guidance says schools should consult parents on RSHE education. During this process you need to be clear on what is statutory. Parents and carers can have an input on when topics are introduced and on the materials used. The DfE is clear that ultimately schools should decide on how RSHE is taught.

It would be good practice to send an overview each term or half term of the topics which will be covered in RSHE. This will support parents in having conversations with their children. You should also give them the opportunity to discuss any concerns they have. In most cases this type of conversation will allay any fears.

Creating a safe learning environment

It is important to consider how to make your classroom a safe space for learning about sensitive issues to take place. Ground rules are a vital part of this and these should be discussed in detail following the lesson plan at the beginning of each academic year. However, whenever a particularly sensitive topic is to be discussed the rules should be revisited and amended if necessary.

Other techniques can also be used to ensure that children feel safe and comfortable during discussions. Within the lesson plans a number of these are used including the use of scenarios so children are not discussing themselves but other characters. Puppets and other characters can also be used to create a fictional character that children can think about rather than making the learning personal. Using stories is also a powerful way to address sensitive issues. In the lessons story books, video clips or bespoke stories are used to allow children to explore issues.

When addressing sensitive issues it is worth taking some time to explore your own thoughts and feelings as well, you need to be prepared for questions children may ask, comments they may have and for dealing with your own experiences. If you personally have topics which you would find difficult to discuss with the class you could consider moving the topic to a different time of the year, team teaching with a colleague or asking someone else to teach the lesson for you.