

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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Rationale

At North Heath Community Primary School we believe that Relationships, Sex and Health Education (RSE) is vital in supporting mental health and wellbeing, whilst also promoting the development of important attributes in our pupils such as honesty, kindness, respect, co-operation, tolerance, courtesy, resilience and self-efficacy. Through our curriculum, we aim to work with families and the wider community to help equip our pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships, throughout and beyond their school lives.

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, which in accordance with the statutory guidance from the Department for Education (2019), must be delivered to every primary-aged pupil. Good quality RSE promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of others.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing and relationships, and to build their self-efficacy. Health education equips pupils with the knowledge they need to make good decisions about their own wellbeing. Sex education teaches pupils about physical, moral and emotional development, ensuring that they have an understanding of family life, stable and loving relationships, respect, love and care.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RSE curriculum for all our pupils. This policy sets out the framework for our RSE curriculum.

EQUAL OPPORTUNITIES

RSE at North Heath is taught across the school and is available to every child regardless of race, gender, religion or ability. Because the three strands of RSE are often interlinked, it is not possible to separate all the sex education lessons. There will be, sometimes, specific lessons at which Health Professionals are invited to address the pupils in the presence of the class teacher. Notification is always sent to parents in advance.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Our curriculum is set out as per Appendix 1, but can be adapted as and when necessary to respond to the needs of all learners, including those with SEND. All teachers will liaise with the SENCO to identify and respond to individual needs of pupils with SEND, taking advice from appropriate sources where necessary.

1. AIMS

The aims of RSE at North Heath Community Primary School are to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy whilst educating against discrimination and prejudice
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- enable pupils to make informed decisions about their wellbeing, health and relationships
- build our pupils' self-efficacy
- reassure pupils of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty
- foster the ability to manage relationships in a responsible and healthy manner.
- promote the value of loving relationships and of family life
- provide knowledge of human reproductive processes
- encourage exploration of values, taking into account the physical and emotional risks associated with certain behaviours
- empower pupils to make informed choices about their developing sexuality

2. STATUTORY REQUIREMENTS

We have a duty to provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017, along with the elements of sex education contained in the science curriculum (Appendix 1 – Curriculum Map). In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the

Education Act 1996. At North Heath Community Primary we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with the school community, (including staff, governors and parent/s / carer/s). The consultation and policy development process involved the following steps:

- Review – a member of staff collated all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
- Parent/stakeholder consultation – parents, governors and any interested parties were invited to view and comment on the policy
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. DEFINITION

RSE is lifelong learning about physical, moral and emotional development. Through RSE 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. At North Heath we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSE throughout the school is to safeguard our pupils both on and offline, whilst equipping them with essential skills for building positive, enjoyable, respectful and non-exploitative relationships. During their time at North Heath, our pupils will learn key knowledge and skills to help keep them safe and begin to prepare them for adult life.

5. CURRICULUM

Our curriculum is set out as per Appendix 1 (Years 1-6), designed to support the outcomes outlined in the government RSE guidance (Appendix 2). If pupils ask questions outside the scope of this policy, teachers will use their professional judgement as to whether to respond or not.

The Department for Education recommends that all primary schools should have a sex education programme tailored to the age and needs of the pupils. In line with this, pupils in years 4 and 6 will receive sex education sessions delivered by their class teachers. These will help our pupils to prepare for the changes that adolescence brings and draw on knowledge of the human life cycle. Resources used to support this learning will be chosen with care. Parents of pupils in these year groups will be invited to view the materials used, before their children see it, on an annual basis.

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a key area of learning in Reception classes. Pupils are taught to form positive relationships, play co-operatively, take turns, and learn to show sensitivity to others' needs and feelings. Whilst learning about 'Understanding the World', children are

taught about similarities and differences between themselves and others, and among families, communities and traditions. Pupils also make observations of animals and plants and talk about changes.

6. DELIVERY OF RSE

RSE at North Heath Community Primary will be taught by the teachers in each year group throughout the school, within the personal, social and health education (PSHE) curriculum. We seize opportunities to integrate teaching where appropriate. Biological aspects of RSE are taught within the science curriculum in related areas and are statutory for all.

Assemblies led by the leadership team may focus on aspects of the RSE curriculum. Visiting speakers from the community also make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit the curriculum.

RSE focuses on teaching the characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances.

7. SAFE LEARNING IN RSE

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working in an environment that allows this. Questions are answered honestly in a way appropriate to the child's age and stage of development.

Teachers use professional skill and discretion before answering questions related to the programme of study for the year group – beyond this, pupils are encouraged to ask the question at home. Teachers are aware that effective RSE can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSLs), Mr Gildea, Mrs Chesshire or Mrs Rhodes, should be informed and due process followed.

8. ROLES AND RESPONSIBILITIES

Governors will:

- ensure the legal framework is followed
- consult with parent/s / carer/s on the RSE policy
- implement the RSE Policy through the Head Teacher
- implement the policy review system

The Head Teacher will:

- ensure RSE is taught in line with this policy
- report to governors on compliance
- liaise with parents where appropriate
- ensure the policy is reviewed every three years or in line with any further national updates

The RSE/PSHE Co-ordinator will:

- develop the policy concerning the welfare and educational needs of all pupils
- ensure the appropriate resources are available for staff
- monitor and evaluate the effectiveness of RSE
- provide reports to the senior leadership team

The Class Teacher will:

- prepare and deliver a curriculum in line with statutory requirements
- ensure that no personal views or beliefs are expressed when delivering RSE
- respond to the individual needs of pupils
- respond to any safeguarding concerns in line with policy

9. PARENTS' RIGHT TO WITHDRAW

We believe that effective RSE involves a partnership between school and parent/s / carer/s. 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. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher. Any parents wanting more information about our RSE curriculum can contact the curriculum leader via the office.

10. TRAINING

Staff are trained on the delivery of RSE as part of their continued professional development. We invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

11. MONITORING ARRANGEMENTS

Monitoring and evaluation of the RSE Policy is the responsibility of the Head Teacher, governors and RSE/PSHE leader. The subject leader will assess the effectiveness of the curriculum through learning walks or work in books where appropriate, along with pupil conferencing. Progress towards outcomes will be commented on in our annual Records of Achievement.

This policy document is available to view on the school web site.

Date: April 2020

Quality and Standards Committee:

Ratified by Governors:

Review Date:

Appendix 1: Curriculum map

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2: Statutory expectations – By the end of Primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 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	<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
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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 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	<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 sources

Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.
Signature	