



Relationships, Sex and Health Education Policy

Introduction

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

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 Ivydale Primary School we teach RSE as set out in this policy.

We have developed this policy in consultation with parents, governors, pupils and staff.

Aims

The aim of Relationships, Sex and Health Education (RSHE) is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their relationships and health related behaviour. This should take place with consideration of the qualities of relationships within families and within the context of our community, with a sensitivity towards the different faiths and belief systems represented within our school. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE is not about the promotion of sexual activity.

The objectives of RSHE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To provide a framework in which sensitive discussions can take place
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media, including online influences
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To support a positive attitude to equality and give children the tools to challenge inequalities they may experience, particularly around issues of sexuality and relationships

Curriculum and delivery

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, including disadvantaged and looked after children. It is our intention for all children to have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required. The focus of our teaching is on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

Much of the teaching starts in the Early Years Foundation Stage and continues throughout the school. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE and PSHE is taught by classroom teachers, teaching assistants, learning mentors and if appropriate, outside visitors such as the school nurse, overseen by the Health, Play and Wellbeing team, led by Tim Souster. Much of the content will be reinforced in assemblies. Learning Mentors are also key in delivering the content with targeted groups or individuals, such as those with SEND, as well as working with parents where appropriate.

A range of teaching methods which involve children's full participation are used to teach RSHE. These include use of video and discussion. RSHE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. Resources to teach RSHE include fiction, reference books, leaflets and extracts from videos.

Pupils also receive stand-alone sex education sessions in Year 5 and 6. In Year 5 and 6, lessons on keeping safe may include: how to say no; being confident to have ownership over their body; violence against girls and women; discussion of FGM.

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). As a school, we do not promote one type of lifestyle or family set-up over another, we simply aim to reflect the context in which we operate.

Managing children's questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Adults will endeavour to answer all questions as openly and honestly as possible using correct terminology and vocabulary.

Monitoring and Evaluation

Monitoring and Evaluation will be the responsibility of the Health, Play and Wellbeing Team, led by Tim Souster, in collaboration with the Deputy Headteacher for Teaching and Learning, Curriculum and Assessment, Judith Lambert and the Deputy Headteacher for Inclusion, Ruth Fairclough. The headteacher and Standards Committee of the Governing Body retain overall responsibility for monitoring the delivery of this policy.

Working with Parents

This policy was developed following a Parent Forum in Spring 2020 at which parents' views were sought. We have also communicated with all parents through the newsletter about the content of the policy.

We acknowledge that parents/carers are the first teachers of their children. We communicate the content of the RSHE curriculum with parents and encourage further conversations if parents need more information. The school informs parents when aspects of the sex education curriculum are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex education that are not included in the national curriculum science orders and the relationships and health education guidance. However this rarely happens, working in partnership with parents means they recognise the importance of this aspect of their child's education. Parents do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Safeguarding

Teachers need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform a member of the safeguarding team in line with school procedures.

APPENDIX 1

The following chart shows the age by which children should know different content:

Relationship Education - statutory		Pupils should know:
Families and people who care for me	Y1/2	that families are important for children growing up because they can give love, security and stability
	Y1/2	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
	Y1/2	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
	Y1/2	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
	Y3/4	that marriage, including between same sex couples, represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	Y3/4	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
	Y1/2	how important friendships are in making us feel happy and secure, and how people choose and make friends
Caring Friendships	Y1/2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
	Y3/4	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
	Y3/4	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
	Y3/4	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
	Y3/4	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
Respectful relationships	Y1/2	practical steps they can take in a range of different contexts to improve or support respectful relationships
	Y1/2	the conventions of courtesy and manners
	Y3/4	the importance of self-respect and how this links to their own happiness
	Y3/4	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
	Y3/4	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

	Y5/6	what a stereotype is, and how stereotypes can be unfair, negative or destructive
	Y5/6	the importance of permission-seeking and giving in relationships with friends, peers and adults
	Y5/6	that people sometimes behave differently online, including by pretending to be someone they are not
Online relationships	Y3/4	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
	Y3/4	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
	Y5/6	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
	Y5/6	how information and data is shared and used online
	Y5/6	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
Being safe	Y3/4	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
	Y1/2	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	Y3/4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	Y3/4	how to recognise and report feelings of being unsafe or feeling bad about any adult
	Y3/4	how to ask for advice or help for themselves or others, and to keep trying until they are heard
	Y3/4	how to report concerns or abuse, and the vocabulary and confidence needed to do so
	Y3/4	where to get advice e.g. family, school and/or other sources
Sex education within the science curriculum - statutory		
	Key Stage 1	How to recognise and compare the main external parts of the bodies of humans and animals
		that humans and animals can reproduce offspring and these grow into adults
		to recognise similarities and differences between themselves and others and treat others with sensitivity
	Key Stage 2	that the life processes common to humans and other animals include nutrition, growth and reproduction. about the main stages of the human life cycle, including puberty.
Recommended sex education that is not covered by the science curriculum- not statutory		
	Y5/6	how a baby is conceived and born
	Y5/6	Issues of consent - that a child under the age of 16 cannot legally consent to sex
	Y5/6	Legal protections for young people ie. that 'upskirting', 'revenge porn' and possession of indecent images of children are criminal offences, even if the perpetrator is under 16 themselves
	Y5/6	How to keep safe, be confident to say no, understand that their body is their own and no one can change it for them, which may include discussion of FGM

Physical health and mental wellbeing- statutory

Mental wellbeing	Y1/2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
	Y1/2	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
	Y3/4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
	Y3/4	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
	Y3/4	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
	Y1/2	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	Y3/4	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	Y3/4	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	Y3/4	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
	Y3/4	that for most people the internet is an integral part of life and has many benefits.
Internet safety and harms	Y3/4	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	Y3/4	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	Y3/4	why social media, some computer games and online gaming, for example, are age restricted.
	Y5/6	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
	Y5/6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	Y5/6	where and how to report concerns and get support with issues online.
	Y1/2	the characteristics and mental and physical benefits of an active lifestyle.
Physical health and fitness	Y1/2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	Y3/4	the risks associated with an inactive lifestyle (including obesity)
	Y3/4	how and when to seek support including which adults to speak to in school if they are worried about their health

	Y1/2	what constitutes a healthy diet (including understanding calories and other nutritional content)
Healthy eating	Y1/2	the principles of planning and preparing a range of healthy meals
	Y3/4	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
	Y5/6	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Drugs, alcohol and tobacco	Y3/4	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
Health and prevention	Y1/2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
	Y1/2	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
	Y3/4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
	Y1/2	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
	Y5/6	the facts and science relating to allergies, immunisation and vaccination
	Y3/4	how to make a clear and efficient call to emergency services if necessary
Basic first aid	Y5/6	concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	Y5/6	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
	Y5/6	about menstrual wellbeing including the key facts about the menstrual cycle

Appendix 2:

Parent form: withdrawal from sex education within RSE

Parents do not have the right to withdraw their child from Relationships education. Parents have the right to withdraw their child from the non-statutory/non-science components of 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	