Relationships and Sex Education (RSE) and Health Education Policy

Contents

1. **Aims**

RSE is part of our whole school approach to PSHE which is strongly embedded within the ethos and philosophy of the school. These programmes promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The aims of relationships and sex education (RSE) at our school are to:

> Provide a framework in which sensitive discussions can take place
> Help pupils develop feelings of self-respect, confidence and empathy
> Teach pupils the correct vocabulary to describe themselves and their bodies
> Create a positive culture around issues of sexuality and relationships
> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2. Statutory requirements

"The focus in primary school 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."

From September 2020 Relationship Education and Health Education becomes compulsory for all pupils receiving primary education. *'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.*

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

Primary schools are not required to teach sex education, other than the elements in the National Curriculum for science that are already being taught as part of our 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.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group of schools (Blanford Mere, Mount Pleasant, St. Mary's CE, Belle Vue, Brook, Church of the Ascension, Glynne, Dawley Brook) pulled together all relevant information including national and local guidance. From this, policies were developed.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/Stakeholder Consultations – parents and governors were invited to read the policy and make recommendations

4. Pupils – we talked to pupils to find out their views

This policy should be read in conjunction with the following policies: PSHE, Science, RE, Safeguarding, Behaviour, Keeping Children Safe in Education, Internet Safety and the School Code of Conduct.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health & hygiene, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

5. Curriculum

The starting point for our PHSE and RSE Curriculum is PSED (Personal, Social, and Emotional Development) in the Early Years. This is crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

By the end of primary school the Department for Education has provided statutory guidance outlining what all pupils should know in terms of Relationships Education. This is outlined in Appendix 1.

At Glynne we have used the PSHE Association 'Thematic Model' as a basis for our PHSE and Relationships Curriculum. See Appendix 2.

This overview is broken down into three core themes:

- **Relationships (Families and Friendships, Safe Relationships, Respecting Ourselves and Others)**

- Living in the Wider World (Belonging to a community, Media Literacy and Digital Resilience, Money and Work)

- Health and Wellbeing (Physical Health and Mental Wellbeing, Growing and Changing, Keeping Safe)

Our curriculum will be delivered using the Programme Builders which we have adapted to meet the needs of our parents, pupils and community. A medium term plan of what each year group will be taught can be seen on our school website.

We have developed the curriculum in consultation with other schools, staff, governors and parents, and our delivery will take into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed. This may include working in partnership with parents and families to ensure individual children's needs are met.

Primary health education will focus on preparing boys and girls for the changes that adolescence brings and will link directly to our science curriculum and PSHE curriculum.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which incorporates the themes of: Relationships, Living in the Wider World, Health and Wellbeing. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

As a whole school we will be using DfE approved PHSE Association materials along with high quality resources to support our RSE provision; these will be regularly reviewed.

As a school we also introduce the children to the 'PANTS' rule; an NSPCC initiative that helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. This will be introduced in Nursery and Reception and referred to throughout school. See Appendix 3.

Pupils also receive stand-alone sessions delivered by trained professionals (For example the School Nursing Team)

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).

We will ensure a safe learning environment by agreeing ground rules at the start of each session and handling any issues sensitively, encouraging children to understand that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.

7. Safeguarding

Throughout school children will be encouraged to use the correct terminology for genitalia. It is important for children to know to name their body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe.

If a disclosure is made, the safeguarding policy will be followed.

8. Diversity and Inclusion

The needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND) will be considered at all times.

It is essential that the teaching of RSE is sensitive to the range of religious and cultural views whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The concept of equality and legislation relating to RSE lies at the heart of our Rights Respecting Schools work and fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. The teaching of RSE must be respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

Staff will have a good understanding of the SEND needs of the pupils in their class. They will use SEN/EHCP plans, and internal and external support that has been put in place, to ensure informed, reasonable adjustments and appropriate resources are in place. Staff can also seek advice and support from the SEND Coordinator. We will also liaise with the child's parents/carers, if necessary, as they can provide a valuable insight into the most appropriate approach to working with their child.

9. Roles and responsibilities

9.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

9.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Monitoring progress

> Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff are responsible for teaching RSE in this school.

9.4 Pupils

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

10. Parents

At Glynne our focus is on Relationships and Health Education. Parents are not able to withdraw their children from any aspect of Relationships Education or Health Education, which includes learning about the changing adolescent body and puberty.

The policy and information about RSE is shared with parents via our website. If you do have any questions or would like to discuss any aspects further, contact the Headteacher.

11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or other professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Leaders and Senior Leadership Team.

Staff will review and reflect on RSE provision and teaching through staff meetings and phase meetings.

Pupils will have opportunities to review and reflect on their learning during lessons.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the PSHE leaders annually. At every review, the policy will be approved by the governing board.

Appendix 1: Relationships and Physical Health and Mental Wellbeing

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits. • 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. • 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. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.

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

	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 re-framing 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	Personal identity; recognising individuality and different qualities; mental wellbeing	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 stereo- types	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid.
Year 6	Attraction to others; romantic relation- ships; 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 stereo- types	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.	Puberty, increasing independence; managing transition.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 3