

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY



Orgill Primary School



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Background

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why, from September 2020, the Department for Education have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

Aims

The aims of our Relationships and Health Education (RSE) policy at Orgill Primary School are:

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

Statutory requirements

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.

By the end of primary school, pupils must have been taught the following:

Families and people who care for 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.

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, for example family, school or other sources.

However, we are not required to provide Sex Education but we do need to teach the elements of Sex Education contained in the Science national curriculum.

In teaching Relationships and Sex Education, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Orgill Primary School we teach Relationships and Health Education as set out in this policy.

Policy development

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

1. Review – the RSE Leader pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – the RSE Leader produced a questionnaire for school staff who were given the opportunity to consider the provision and to make recommendations for change.
3. Parent/stakeholder consultation – Parents were invited to look at the guidance, relevant documents and policies and to make recommendations.
4. Governing body consultation – the RSE Leader shared all national and local guidance with governors who are on the Curriculum Committee. Governors were given the opportunity to look at the guidance, relevant documents and policies and to make recommendations.
5. Pupil consultation – we investigated what exactly pupils want from their Relationships and Sex Education.
6. Ratification – once amendments were made, the policy was shared with governors and ratified by the school's governing body.

Definition

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.

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

RSE is not about the promotion of sexual activity.

Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.



Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils, governors and staff, taking into account the age, needs and feelings of pupils in our local area. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our curriculum follows Kapow Primary, an RSE and PSHE resource which brings together PSHE Education, emotional literacy, social skills and spiritual development. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. We may need to adapt these resources as and when necessary.

Primary Sex Education will focus on:

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

Puberty is covered in Year 4, Year 5 and Year 6 as part of health education. We recognise that children may well need support with puberty in Year 3.

In Year 5 the Science topic 'Animals, including humans' will be taught in conjunction with PSHE to include lessons on changes that take place in girls and boys during puberty, how a baby changes physically as it grows and also what it is able to do, and what the human life cycle is.

RSE in Year 5 also explores the emotional and physical changes that occur during puberty (Relationships Education) and why hygiene is important at this time (health education). Pupils are introduced to menstruation in same sex groups.

In Year 6 Sex Education covers aspects of puberty and how it is linked to reproduction and the process of conception and pregnancy.

Relationships education covers aspects of what forms of touching are appropriate and positive and negative ways of communicating during a relationship.

At Key Stages 1 and 2, the National Curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. The resources we use will be available for parents / carers to view and discuss with class teachers, if requested, before the units are taught in the summer term.

There will also be a parents meeting held before these units are taught. Therefore, enabling them to continue the conversations started in class at home.

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



Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum.

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).

Roles and responsibilities

The governing body: The governing body will approve the RSE policy, and hold the Headteacher and staff to account for its implementation.

- As well as fulfilling their legal obligations, the governing body will also ensure that:
- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Headteacher:

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-Science components of RSE (see section 'Parents' right to withdraw').

It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our Sex Education policy, and that the policy is implemented effectively. It is



also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach RSE effectively, and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school Sex Education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way and ensuring it is accessible to all pupils
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring that clear information is provided to Parents on the subject content.

See Appendix 1 → Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-Science components of RSE.

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, a member of SLT or the subject lead for RSE. All Class teachers are responsible for the delivery of PSHE and RSE within their classes even if it is delegated to another member of staff.

The subject leader for PSHE and RSE is: Bryony Woodcock

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education or Health Education or any aspect of Science. Parents have the right to withdraw their children from the non-statutory/non-Science components of Sex Education within RSE which are taught in Year 6. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. They will then be invited to discuss their concerns with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The Headteacher will outline the detrimental effects that withdrawal might have on the child, such as, any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. (These detrimental effects may be mitigated if the parents propose to deliver Sex Education at home.) The school always complies with the wishes of parents / carers in this regard.



Alternative work will be given to pupils who are withdrawn from Sex Education.

Training

Teaching 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 sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring and Review

The delivery of RSE is monitored by the subject leader through: Planning scrutinies, learning walks and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the full governing body on an annual basis.

Appendix 1

	Families and Relationships	Health and Wellbeing	Economic Wellbeing	Citizenship	Safety and the Changing Body
Year 1	<ul style="list-style-type: none"> • What is family? • What are friendships? • Friendship problems • Healthy friendships 	<ul style="list-style-type: none"> • Understanding my emotions • Ready for bed • Hand washing & personal hygiene • Sun safety • Allergies 	<ul style="list-style-type: none"> • Introduction to money • Saving and spending 	<ul style="list-style-type: none"> • Rules • Similar, yet different 	<ul style="list-style-type: none"> • Adults in school • Adults outside school • Making an emergency phone call • Appropriate contact • Safety with substances
Year 2	<ul style="list-style-type: none"> • Families are all different • Unhappy friendships • introduction to manners and courtesy • Change and loss • Gender stereotypes: careers and jobs 	<ul style="list-style-type: none"> • Experiencing different emotions • Resilience – developing a growth mindset • Healthy diet • Looking after our teeth 	<ul style="list-style-type: none"> • Wants and needs • Looking after money 	<ul style="list-style-type: none"> • Rules beyond school • Similar yet different • Giving my opinion 	<ul style="list-style-type: none"> • Communicating online • Secrets and surprises • Appropriate contact: my private parts • Appropriate parts: my private parts are private • Staying safe with medicine
Year 3	<ul style="list-style-type: none"> • Healthy families • Friendships conflicts • Friendships: conflict vs bullying • Learning who to trust • Respecting differences in others • Stereotyping gender 	<ul style="list-style-type: none"> • My healthy diary • Wonderful me • Resilience – breaking down barriers • Diet and dental care 	<ul style="list-style-type: none"> • Ways of paying • Jobs and careers 	<ul style="list-style-type: none"> • Rights of the child • Charity • Local democracy 	<ul style="list-style-type: none"> • First aid: emergencies and calling for help • Cyberbullying • Influences • Keeping safe out and about

Year 4	<ul style="list-style-type: none"> Respect and manners Healthy friendships Bullying Stereotypes: disabilities Change and loss 	<ul style="list-style-type: none"> Looking after our teeth Celebrating mistakes My happiness Emotions Mental health 	<ul style="list-style-type: none"> Keeping track of money Influences on career choices 	<ul style="list-style-type: none"> What are human rights? Diverse communities 	<ul style="list-style-type: none"> Internet safety: age restrictions Share aware Privacy and security Introducing puberty Tobacco
Year 5	<ul style="list-style-type: none"> Friendship skills Marriage Respecting myself Family life Bullying Stereotypes: race and religion 	<ul style="list-style-type: none"> The importance of rest Taking responsibilities for my feelings Healthy meals Sun safety 	<ul style="list-style-type: none"> Risks with money 	<ul style="list-style-type: none"> Breaking the law Parliament 	<ul style="list-style-type: none"> Online friendships Staying safe online Puberty Menstruation First aid: bleeding Alcohol, drugs and tobacco: making decisions
Year 6	<ul style="list-style-type: none"> Respect Respectful relationships Challenging stereotypes Resolving conflict Change and loss 	<ul style="list-style-type: none"> Taking responsibility for my health The impact of technology on health Resilience toolkit Immunisation Physical health concerns 	<ul style="list-style-type: none"> What jobs are available? 	<ul style="list-style-type: none"> Human rights Prejudice and discrimination National democracy 	<ul style="list-style-type: none"> Alcohol Social media Physical and emotional changes of puberty First aid: basic life support
					Identity
					<ul style="list-style-type: none"> Identity and body image



Appendix 2: Relationships Education and Mental Well-being (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for implementation September 2020)

Topic	What 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.
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.
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.

Mental Wellbeing (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for implementation September 2020)

The focus in Primary School should be on teaching the characteristics of good physical health and mental well-being. By the end of Primary School pupils should know:

- 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.



Appendix 3

Parents' right to withdraw form

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex Education within relationships and Sex Education			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	
Signature	