



MY SCHOOLS TOGETHER
Relationships and Sex Education (RSE) and Health Education Policy
(May 2019)

This policy should be read in conjunction with the following policies:

- MY Schools Together Equality of Duty Policy
- MY Schools Together Behaviour Policy
- MY Schools Together Data Protection Policy
- MY Schools Together SEND policy
- MY Schools Together Safeguarding and Child Protection Policy

Rationale

In an increasingly complex world our children will have many positive and exciting opportunities but will be faced with significant challenges and risks.

Our task as education professionals is to teach them to be safe and healthy and to manage their academic, personal and social lives in a positive way. Our curriculum supports parents and carers to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Our aims

We aim to develop the children's ideas, knowledge and skills gradually and appropriately in a non-threatening environment from nursery to year 6, through integrating RSE throughout our PSHE curriculum and through meeting the requirements of the National Curriculum.

All school staff will be aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

Our objectives for our children are for them to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Begin to understand how to build healthy, respectful relationships;
- Develop resilience and character so that they become happy, successful and productive members of society;
- Be able to name parts of their body and describe how their bodies work;
- Be prepared for puberty and the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe.

Our expectations of our teachers are that they will be confident:

- In planning, delivering and assessing RSE;
- In answering parents' questions and dealing with sensitive issues;
- In supporting children to understand how to keep themselves safe (including online);
- In answering challenging questions from pupils.

Our support staff will help the teachers to achieve our aims and objectives.

Equal Opportunities including LGBT (*Lesbian, Gay, Bisexual and Transgender*)

The federation is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme (Jigsaw) aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions when children with special educational needs (SEN) are given extra support.

The federation believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal sensitively with sexual orientation. We understand our statutory duty to comply with the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Teaching of LGBT content will be age appropriate and integrated into the RSE curriculum and not as a stand-alone lesson or unit.

The federation's approach to RSE

We have chosen the Jigsaw scheme – a mindful approach to PSHE (personal, social and health education) and SMSC (spiritual, moral, social and cultural) development – because Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety.

There are 6 puzzles (topics) throughout the year and each puzzle has 6 pieces:

- Autumn 1: Being me in my world
- Autumn 2: Celebrating difference (including anti bullying)
- Spring 1: Dreams and goals
- Spring 2: Healthy me
- Summer 1: Relationships
- Summer 2: Changing me (including sex education at an age appropriate level)

We respect the right of parents to withdraw their children from sex education unless it is part of the national curriculum but this happens very rarely because we explain what we are teaching through year group newsletters and because parents would rather their children heard factually correct information from us than incorrect information from their peers.

In the unlikely event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

The national science curriculum contains all physical changes of puberty; children cannot be withdrawn from science lessons. Appendix 1 - PSHE lessons explain healthy relationships, keeping safe and emotional changes of puberty.

Discussion to withdraw a child must be had with a member of the SLT and written records must be kept – Appendix 2

Assessment of RSE

As for all subjects we want to make sure that children are making progress with their learning. Each Jigsaw puzzle has a built in assessment task which is an opportunity for teacher assessment but also offers children the chance to assess their own learning.

Safeguarding and sensitivity

We understand that children will sometimes ask their teachers or other members of staff questions that go beyond our programme of study. We will answer such questions honestly and sensitively and if necessary at a time outside of the planned lesson. A useful strategy is to encourage the child to write their question and post it in the worry monster. This gives teachers the opportunity to prepare their answer. Teachers will not be drawn into providing more information than is appropriate to the age of the child. We will inform parents of such questions and of our response.

There may be occasions when RSE triggers a response in a child that a member of staff feels may be a safeguarding issue. Staff will follow the child protection policy and refer to the designated teacher, Mrs M. Buckley, or in her absence another member of the SLT.

APPENDIX 1

STATUTORY PROVISION OF RSE UNDER SCIENCE CURRICULUM

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

‘The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.’

Withdrawing children from sex education (other than statutory national curriculum requirements)

Record of discussion with parents/carers

Name of child..... Class.....

Date of meeting.....

Name of parent..... Relationship to the child.....

SLT member.....

Description of concern.....
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Decision : We have spoken to parent/s at length about the policy and explained the sensitive, age related way we teach these topics. Parents have been made aware that their child/ren may hear about the topic from other children in the playground or the classroom. The information they hear from other children may not be accurate, appropriate or age sensitive. We will instruct teachers to withdraw the child from sex education lessons, however we welcome the support of parents to inform the next and subsequent teachers of the decision.

Signed.....(parent)

Signed.....(school)

APPENDIX 3
RELATIONSHIPS EDUCATION

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <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.
<p>Caring friendships</p>	<p>Pupils should know:</p> <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.
<p>Respectful relationships</p>	<p>Pupils should know:</p> <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.

	<ul style="list-style-type: none"> - the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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 4
PHYSICAL HEALTH AND MENTAL WELLBEING

<p>Mental wellbeing</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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. DRAFT 33 - 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.
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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.
<p>Physical health and fitness</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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.

	<ul style="list-style-type: none"> - 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.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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 handwashing. - the facts and science relating to immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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.