

Elkesley Primary & Nursery School



Relationships, Sex and Health Education Policy (Policy Number 36)

Compiled by	Miss Price	May 2019
Agreed by	Staff	
Approved by	Governors	
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What is Relationships, Sex and Health Education?

At Elkesley Primary and Nursery School we understand that parents and carers are the prime educators for children on many of the issues relating to relationships, sex and health education. The school aims to complement and reinforce this role and believes that building on what pupils learn at home is an important part of delivering a good education.

We want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness.

All of this content should support the wider work of the school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This will be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Relationships Education

The focus will 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

We will ensure that all teaching is sensitive and age appropriate in approach and content. All schools are expected to teach their pupils about LGBT, and we will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Through Relationships Education pupils will learn the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

Sex Education

Sex education is not compulsory in primary schools however; the national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Elkesley Primary and Nursery School we feel that it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education echoes this and continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Physical Health and Mental Wellbeing Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. Pupils will be taught the steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Pupils will also be taught the benefits of hobbies, interests and participation in their own communities. Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. They will learn why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

What are our Legal Requirements?

We follow the statutory guidance published by the DfE (February 2019) which replaced the previous Sex and Relationships Education guidance (2000). It will be reviewed three years from the first required teaching (September 2020) and every three years after that point.

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. They also make Health Education compulsory in all schools except independent schools.

Parents/carers have the right to withdraw pupils from Sex Education (but not Relationships or Health Education). Before granting any such request the head teacher will discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. The school will document this process to ensure a record is kept. This process is the same for pupils with SEND. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Governors should make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, managed, well planned and resourced to meet legal obligations
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils, including those with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn

Policy Development

The development of this policy has included consultation with:

- Governors, Staff and Parents
- Local support agencies e.g. school nurse

It also links to the following policies:

- Confidentiality Policy
- PSHE Policy
- Safeguarding Children Policy (including e-safety)
- Drug Education Policy
- Inclusion and Equality Policy
- Visitors in Schools Policy
- Anti-bullying Policy
- SEND Policy

Our Aims

At Elkesley Primary and Nursery School we aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach these aspects of our curriculum within the wider context of building self-esteem, emotional well-being, forming appropriate relationships and living a healthy lifestyle, beginning in the early years and continuing through to year 6 following a carefully planned program of learning outcomes appropriate for the children's' maturity and age.

We believe that this prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Our Programmes of Study

This is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of Relationships, Sex and Health Education and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils. It is based on the following principles:

- Self respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their own views within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- The value of stable loving relationships.

Relationships Education

By the end of year 6 pupils should know:

<p>Families and people who care for me</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>	<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>	<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.
<p>Online relationships</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.
<p>Being safe</p>	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

	<ul style="list-style-type: none"> • 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.
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Physical Health and Mental Well Being

By the end of Year 6 pupils should know:

Mental wellbeing	<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. • 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	<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.
Physical health and fitness	<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	<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	<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	<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	<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.
Changing adolescent body	<ul style="list-style-type: none"> 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.

Delivery and Teaching Strategies

Relationships, Sex and Health Education complement several national curriculum subjects. Where possible we will look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

This will include:

- A wide range of teaching methods that will be used to enable students to actively participate in their own learning.
- SEAL (social and emotional aspects of learning)
- Quality assured external agencies/visitors, who are used to enhance the programme
- All teachers - where possible, taught or supported by a male and a female teacher.

All staff will

- Use the correct terms for all body parts, and avoid the use of slang, as this is deemed good practice.
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive.

**Reception
Our Lives**

Lesson 1: **Our Day**

Lesson 2: **Keeping Ourselves Clean**

Lesson 3: **Families**

**Year 1
Growing and Caring
For Ourselves**

Lesson 1: **Keeping Clean**

Lesson 2: **Growing and Changing**

Lesson 3: **Families and Care**

**Year 2
Differences**

Lesson 1: **Differences: Boys and Girls**

Lesson 2: **Differences: Male and Female**

Lesson 3: **Naming the Body Parts**

**Year 3
Valuing Difference
and Keeping Safe**

Lesson 1: **Differences: Male and Female**

Lesson 2: **Personal Space**

Lesson 3: **Family Differences**

**Year 4
Growing Up**

Lesson 1: **Growing and Changing**

Lesson 2: **What is Puberty?**

Lesson 3: **Puberty Changes and Reproduction**

**Year 5
Puberty**

Lesson 1: **Talking about Puberty**

Lesson 2: **Male and Female Changes**

Lesson 3: **Puberty and Hygiene**

**Year 6
Puberty, Relationships
and Reproduction**

Lesson 1: **Puberty and Reproduction**

Lesson 2: **Understanding Relationships**

Lesson 3: **Conception and Pregnancy**

Lesson 4: **Communication in Relationships**

How our RSHE programme will be Assessed, Monitored and Evaluated

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Learning will be assessed and assessments used to identify where pupils need extra support or intervention.

Assessment examples:

- Questionnaires
- Discussion
- Annotated plans
- Students' self assessment
- Staff assessment

Monitoring

Relationships, Sex and Health Education is monitored through the schools programme of lesson observations, planning and book scrutiny. The governor with responsibility for Relationships, Sex and Health Education will be involved in this process.

Evaluation

The programme is evaluated each time the policy is reviewed to ensure it meets the changing needs of the young people and reflects the views of the school community. This is carried out by both teachers and pupils.

Working with Parents and Carers

We will keep parents/carers informed of the Relationships, Sex and Health Education programme by:

- ensuring that the policy is readily available on the school website
- informing parents when specific elements relating to sex education are being taught
- enabling parents/carers to view teaching materials if requested
- giving parents/carers the opportunity to discuss any queries or concerns with the class teacher or head teacher

Safeguarding and Confidentiality

Relationships, Sex and Health Education may bring about disclosures of safeguarding issues. All staff are conversant with the policies and procedures for reporting their concerns and will follow the school's Child Protection Policy.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead.

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010.

Relationships, Sex and Health Education must be accessible for all pupils, including those with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

At Elkesley Primary and Nursery School we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships, Sex and Health Education can be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects, ensuring that teaching for these subjects is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Under the provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will be aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.