

Relationships, Sex Education and Health Education Policy

Thornley Primary School



Approved by:

The Curriculum and
Standards Committee

Date: 17th March 2021

Last reviewed on:

17/03/2021

Contents

1. Aims.....	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition.....	4
5. Curriculum	4
6. Delivery of RSE	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	6
9. Training.....	6
10. Monitoring arrangements.....	6
Appendix 1: Curriculum map	7
Appendix 2: Relationships & Sex Education - By the end of Primary school, pupils should know:	10
Appendix 3: Physical Health & Mental Wellbeing - By the end of Primary school pupils should know :	13
Appendix 4: Parental withdrawal from sex education within RSE	16

1. Aims

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

- To help pupils embrace the challenges of creating a happy and successful adult life,
- To foster the knowledge and skills that will enable pupils to make informed decisions about their own wellbeing, health and relationships
- To build in pupils their self-efficacy and resilience
- To enable pupils to develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- To enable pupils to know how and when to ask for help, and to know where to access support.

2. 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](#).

We are not required to provide sex education as a statutory duty, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Thornley Primary School, we teach RSE as set out in this policy.

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. The SLT pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents completed a survey online to express their views

4. Ratification – once amendments were made, the policy was shared with governors and approved

4. Definitions

Relationships Education

This is about teaching the fundamental building blocks and characteristics of positive relationships including friendships, family relationships and relationships with other children and adults.

Sex Education

This is tailored to the age and physical and emotional maturity of our pupils. It is about making sure that our boys and girls are prepared for the changes that adolescence brings. We also must teach the aspects of sex education which are covered in the National Curriculum for Science

Non-Statutory Sex Education

This will focus on:

- Preparing boys and girls for the changes that adolescence brings including how babies are made in the womb

(This does not include learning about sexual intercourse)

5. Curriculum

We have developed the curriculum in consultation with parents and in line with statutory guidance from the Department for Education.

6. 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, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. These lessons are usually delivered to Year 5 and 6 pupils by the school nurses. Year 4 girls receive puberty talks on periods / menstruation as needed.

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).

This curriculum content will be taught to pupils by school nurses who visit school every year to deliver talks on puberty. Parents will be informed that the talks are taking place and be given the right to withdraw their child.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation. The approval and monitoring of this policy and its implementation has been delegated to the Curriculum and Standards Committee.

7.2 The Head Teacher

The head teacher 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 8).

7.3 School 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
- › 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 head teacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

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

9. 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 head teacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

planning scrutinies,

learning walks,

lesson observations,

talking to pupils,

looking at children's work

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs J Watt (head teacher) and the Senior Leadership Team annually. At every review, the policy will be approved by Curriculum and Standards Committee of the Governing Body in the Autumn Term Meeting.

Appendix 1: RSE Curriculum : What do we teach in RSE?

Relationships and sex education curriculum

YEAR GROUP	TOPIC/THEME DETAILS			
	Feelings	Friends & Family	Growing up	Safety
Reception		<ul style="list-style-type: none"> • Making Friends • Working in a group 	<ul style="list-style-type: none"> • How I am different/ the same as other people 	
Year 1	<ul style="list-style-type: none"> • Naming feelings • Recognising own qualities 	<ul style="list-style-type: none"> • Making new friends • Losing friends/Making up • What makes a good friend? 	<ul style="list-style-type: none"> • Belonging to different groups • Young and old • Naming body parts • Needs of a baby • Being unique 	<ul style="list-style-type: none"> • When to keep or tell a secret • Stranger danger • Saying 'no' • Asking for help
Year 2	<ul style="list-style-type: none"> • Managing feelings • Knowing what causes different emotions • Who is special to me 	<ul style="list-style-type: none"> • Making choices • Special people • Different types of family • Similarities and differences in people 	<ul style="list-style-type: none"> • Knowing that animals reproduce and young animals grow to be adults • Boys and girls can do the same things 	<ul style="list-style-type: none"> • Safe & unsafe touches • Stranger danger

YEAR GROUP	TOPIC/THEME DETAILS			
Year 3	<ul style="list-style-type: none"> • Recognising different feelings in themselves and others • Dealing with worries • How feelings affect friendships 		<ul style="list-style-type: none"> • How young children develop • Human life cycle stages • Naming body parts for male and female • Different types of families • Positive things about myself 	<ul style="list-style-type: none"> • Identifying dangers • Respect for others • Touching private parts
Year 4	<ul style="list-style-type: none"> • Expressing positive and negative feelings 	<ul style="list-style-type: none"> • Actions affect friendships • Qualities of a friendship • Conflict in friendships • Making decisions • Friendship problems 	<ul style="list-style-type: none"> • Body changes at puberty for girls as needed • What is a grown up? • Similarities and differences • Correct use of vocabulary 	<ul style="list-style-type: none"> • Unwanted influence and pressure • Saying 'No' • Getting help
Year 5	<ul style="list-style-type: none"> • Recognising feelings • Controlling own behaviour • Seeing others' point of view 	<ul style="list-style-type: none"> • Qualities important to friendship • Skills needed to form successful relationships • Resisting peer pressure 	<ul style="list-style-type: none"> • Body changes at puberty for girls and boys • Menstruation & periods • Personal hygiene 	<ul style="list-style-type: none"> • Recognising risk in different situations • Making good judgements

YEAR GROUP	TOPIC/THEME DETAILS			
Year 6	<ul style="list-style-type: none"> • Strong feelings • Know that our feelings and reactions affect people • Body language • Attraction and love 	<ul style="list-style-type: none"> • Qualities of friends • Diverse nature of families • Family values • Different views and responsibilities within a family • Why people choose to get married 	<ul style="list-style-type: none"> • Names and functions of male & female sex organs • Opportunity to ask questions in a single sex group • Personal hygiene • Emotions, worries and fears of growing up • Seeking help • Gender roles and stereotypes 	<ul style="list-style-type: none"> • Learning to recognise risk • Resisting pressure
Links with Science National Curriculum Statutory Requirements				
Key Stage 1	<p>Year 2: Animals including humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults 			
Key Stage 2	<p>Year 5: Animals including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age <p>Year 6: Evolution and Inheritance</p> <ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 			

**RELATIONSHIPS EDUCATION
BY THE END OF PRIMARY SCHOOL, 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

**RELATIONSHIPS EDUCATION
BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW:**

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

**RELATIONSHIPS EDUCATION
BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW:**

<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). • 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.

PHYSICAL HEALTH AND MENTAL WELLBEING

BY THE END OF PRIMARY SCHOOL 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.

<p>Internet Safety And Harms</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>	<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. • 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.
<p>Healthy Eating</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 & 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 allergies, 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.

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents

Agreed by:
(name &
Signature)