

*Stradbroke Primary
Relationships Education,
Relationships and Sex Education
(RSE) and Health Education
Policy*



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
Tom Mills	Sep 2023	Sep 2024	SLT/Gov's

Scope of Policy

This policy takes into account 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 and The Equality Act 2010.

Definition

Relationships Education, Relationships and Sex Education (RSE) and Health Education can be defined as ‘learning about the emotional, social and physical aspects of growing up, relationships and sexual health.’ It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their own health and well-being.

Aim

The aim of this policy is to enable children understand ‘the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.’ In accordance with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

Legal requirement

There is a statutory requirement (from September 2020) for all primary schools to deliver Relationships Education, the content of which will be delivered within the context of a broad and balanced curriculum within a planned sequence of lessons. This will take into account the context of our school and will be appropriately pitched to suit the needs of all pupils so that it allows children to be able to apply their knowledge confidently in real life situations. This policy outlines our school’s approach and has been developed in consultation with parents and governors.

Right to withdraw

In relation to sex education, we will ensure that parents and carers are aware what will be taught and when. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, with the exception of that covered under the Science National Curriculum. Before granting any such request, the headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record of this process will be kept. The headteacher will then automatically grant a request to withdraw a pupil from any sex education delivered, aside from that covered in science.

Content Overview

In accordance with the Science National Curriculum, in KS1, children will be taught that humans have offspring which grow into adults. In KS2, children will be taught about changes as humans develop to old age. In addition to this, in accordance with the intended outcomes of Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019, children will also be taught the content set out below. The majority of this content will be taught explicitly through class discussions during children's weekly RSHE sessions with their class teacher, as well as through DT and computing sequences of learning where appropriate. Our RSHE curriculum is organised to incorporate whole school, termly themes which naturally lend themselves to covering the required content.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me and my wellbeing.	My family and people who care for me.	Caring friendships and respectful relationships.	My place in the community and the wider world.	How to stay safe online.	Transition-meeting new people who are different to me.

These sessions will be planned for and delivered by teachers with support from the RSHE lead. However, it remains the responsibility of class teachers to ensure full coverage of the content set out for their year group in the progression document. In addition to pre-planned lessons, we also recognise the importance of RSHE in children's day-to-day lives. Therefore, teachers are committed to ensuring that they address areas of immediate concern or relevance as and when they may be required. This may be in response to events that happen within the local community or individual classrooms.

Relationships Education

Families and people who care for me

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality, ethnicity 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

Pupils should know:

- 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

Pupils should know:

- 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.

Health and wellbeing

Mental wellbeing

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

Internet safety and harms

Pupils should know:

- 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

Pupils should know:

- 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

Healthy eating

Pupils should know:

- 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).
- As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Progression

Progression throughout school has been designed in line with the Sheffield ILS exemplar learning journey and planning materials as outlined below. Where it is not taught through science, computing and DT, it has been incorporated into the whole school RSHE themes to ensure full coverage.

Family		Friends		Community	
KS1 Y1 & Y2	<ul style="list-style-type: none"> - Understand own family - Know that we should feel safe and receive kindness when with our families (although not everyone does) - Understand acceptable behaviour at home and at school - Understand that families change - Practice saying no (consent) - Know how to report concerns - Understand that families are diverse 	KS1 Y1 & Y2	<ul style="list-style-type: none"> - Learn how to be a kind friend - Identify the features of good friends - Identify 'bossy' friendships - Identify bullying 	KS1 Y1 & Y2	<ul style="list-style-type: none"> - Contribute to a happy school - Consider their wider community - Understand the equality of expectations for boys and girls - Learn about gender (boys and girls)
LKS2 Y3 & Y4	<ul style="list-style-type: none"> - Understand the way that families can change (including bereavement) - Appreciate that there are cultural differences between families in their communities - Know that boys and girls should be treated equally 	LKS2 Y3 & Y4	<ul style="list-style-type: none"> - Choose healthy friendships - Understand that friends are diverse - Learn how to resolve conflict 	LKS2 Y3 & Y4	<ul style="list-style-type: none"> - Consider their place within a happy and fair world - Explore feelings of belonging - Learn how to contribute to society - Learn about the way our country is governed
UKS2 Y5 & Y6	<ul style="list-style-type: none"> - Discuss the reason why people get married - Learn how to disagree and listen to opposing views with respect - Understand that families are highly varied and that the differences between people should be accepted and celebrated 	UKS2 Y5 & Y6	<ul style="list-style-type: none"> - Appreciate the ongoing complexity of close friendships - Celebrate difference - Identify manipulation tactics - Learn to stand up for our own interests - Identify and challenge bullying and stereotypes - Accept and celebrate difference - Begin to understand gender identity and sexual orientation 	UKS2 Y5 & Y6	<ul style="list-style-type: none"> - Understand the history of prejudice and discrimination - Learn how to stand up to prejudice - Learn about impairments and the way to treat disabled people with respect - Understand the importance of money and how to use it wisely - Explore the inequalities created by unequal distribution of wealth - Explore what does it mean to be British

Mental Wellbeing		Physical health		Growing up	
KS1 Y1 & Y2	<ul style="list-style-type: none"> - Talk about feelings - Consider the range of moods that we experience - Resolve arguments - Begin to gain a sense of self 	KS1 Y1 & Y2	<ul style="list-style-type: none"> - Learn how to exercise - Identify healthy foods - Learn how to keep clean - Identify and avoid dangers 	KS1 Y1 & Y2	<ul style="list-style-type: none"> - Learn how our bodies change over time (Linked to science)
LKS2 Y3 & Y4	<ul style="list-style-type: none"> - Manage feelings - Understand the causes and barriers to our own happiness - Identify positive and negative habits 	LKS2 Y3 & Y4	<ul style="list-style-type: none"> - Appreciate the importance of exercise - Appreciate the importance of a healthy diet - Understand issues relating to hygiene and illness 	LKS2 Y3 & Y4	<ul style="list-style-type: none"> - Be able to access to information about menstruation should they need to
UKS2 Y5 & Y6	<ul style="list-style-type: none"> - Develop empathy for other people in the world - Understand mental wellbeing - Resolve conflicts - Understand the causes of our emotions - Explore self-identity 	UKS2 Y5 & Y6	<ul style="list-style-type: none"> - Critique beauty standards and expectations and the effect these have on mental health - Understand that we need to balance long term happiness with short term enjoyment - Have a thorough understanding of diet and exercise - Appreciate the significance to health of hygiene and illness - Learn about the dangers of drugs, alcohol and tobacco - Learn how to verify health information - Identify and manage hazards and risk - Learn key life-saving skills 	UKS2 Y5 & Y6	<p>Puberty</p> <ul style="list-style-type: none"> - Understand physical changes including identifying body parts - Understand emotional changes - Understand the importance of hygiene during puberty - Understand the process of menstruation <p>Optional</p> <ul style="list-style-type: none"> - Learn how sexual reproduction can lead to childbirth

Accessibility for SEND pupils

Relationships Education, RSE and Health Education will be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and

disabilities. Teaching will be differentiated and personalised to ensure accessibility at an appropriate level for all pupils within school in accordance with the SEND code of practice.

Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, the delivery of appropriate Relationships Education and RSE can also be particularly important subjects for some pupils. These factors will be taken into consideration, particularly by teachers in our integrated resource, when designing and teaching Relationships Education, RSE and Health Education, in line with children's developmental phase.

Monitoring and Evaluation

The monitoring of Relationships Education, Relationships and Sex Education (RSE) and Health Education will be undertaken by the appropriate subject leads as part of their overall monitoring process: Science (Laura Crossley), Computing (Adam Sandrey), SENCO (Lauren Ambler), Design and Technology (Anna Kruzynska and Emily Johnson) and Safeguarding (Paul Grainger). This will be overseen and evaluated by Tom Mills (Personal Development Lead).