

Relationships, Health and Sex Education Policy

Approval date: March 2021

Date for review: June 2023

Our Values and Vision

RESPECT FOR ALL

Churchtown is a school where we respect and value all individuals and are respectful of each other's individual needs.

LOVE OF LEARNING

At Churchtown creativity drives our love of learning. We believe that when learning is fun, purposeful, and when the voice and imagination of everyone is valued, we flourish.

FRIENDSHIP & FAMILY

The Churchtown family provides a safe, secure & friendly environment, where we all feel like we belong. We are kind & caring and build friendly relationships.

FUN & HAPPINESS

Churchtown is a school that nurtures positivity and happiness.

SKILLS FOR LIFE

At Churchtown we foster independence, determination and perseverance to build skills for life, helping our children become confident and ambitious young people.

GROWTH & DEVELOPMENT

Churchtown is a school where we encourage everyone to grow and be confident in their own abilities. We develop through hard work and co-operation in a caring, supportive environment.

COURAGE

Churchtown is a school where we encourage everyone to show courage, grit and determination. 'Sometimes courage doesn't always roar. Sometimes it is that voice that says I'll try again tomorrow'.

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Introduction

From September 2020 Relationships Education and Health Education became compulsory for all pupils receiving primary education. *'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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'* **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019.**

Our children are growing up in a world very different to that in which we grew up. Relationships Education and Health Education is vital because 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. If young people are to make responsible, informed and healthy choices about their lives, both now and in the future, it is vital that they are given the knowledge and tools to do so.

Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy to embrace the challenges of creating a happy and successful adult life. Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

We understand that parents and carers are the prime educators for children on many of these matters. As a school we aim to complement and reinforce this role and see building on what pupils learn at home as an important part of delivering a good education.

As a school we have chosen to deliver relationships and health education as part of a timetabled PSHE programme, however Y5 and Y6 will still have SRE weeks where both the science and the RSE objectives are taught. These sessions will be delivered by class teachers. Our relationships, health and sex education focuses on the development of skills and attitudes, not just the acquisition of knowledge and this content has been agreed in consultation with governors, parents and teaching staff.

Through the development of this policy we wish to display the content that will be delivered to the pupils in our school which will underpin our school values and the key skills that our children need to develop.

Relationships Education

At Churchtown Primary School we teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our curriculum also includes how families come in all shapes and sizes which is an essential part of discussing family relationships in a modern society. It also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Health Education

At Churchtown Primary School we teach our children the importance of making healthy decisions and lifestyle choices by increasing their knowledge in this area, ultimately resulting in them making these informed choices to benefit their lives and the lives of others throughout their lives.

Sex Education

At Churchtown Primary School our focus is to support pupils' ongoing emotional and physical development effectively. We 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 – including animal and plant reproduction, focusing on fertilisation and the changes we go through throughout our lives.

Materials that will be used to deliver the curriculum

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

We have chosen a high quality resource to support teachers in their delivery of PSHE, including relationships, health and sex education.

1Decision is a bank of video based lessons which provide distancing techniques to subtly approach topics to enable pupils to explore sensitive subjects in a safe and structured environment. Videos allow children to make decisions and consider consequences for making both the right and wrong decision.

The core of the programme is based around a series of videos where pupils can choose the choices for the characters whilst learning the skills, vocabulary, and knowledge to support their own decision making now or in the future.

The topics focus on situations children may face where they may have to make decisions for themselves. We aim to prepare children with the knowledge they need to make positive choices and to also ask for help where necessary. Within the programme pupils will also learn about the laws that are in place to protect us, including discrimination laws.

By the end of year 6 all pupils will have had the opportunity to explore and cover the topics set out within the statutory guidance, which aim to prepare them for secondary education.

Children are consistently surrounded by high quality imagery and we have chosen this resource as we feel it will support children in exceeding expectations within the new statutory subject areas.

1Decision provides video and lesson content, together with engaging activities which highlight pupils' progression and gaps in their learning. It also allows pupils to assess their own learning through 'Pupil Self-Assessments'.

National Curriculum for Science

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. Here are the objectives that the National Curriculum states must be taught at each Key Stage.

Key Stage 1

- that animals including humans, move, feed, grow, and use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans and reproduce.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

Relationships, Health and Sex Education Subject content

Content includes:

Relationships Education (Primary)	Health Education (Primary)
<ul style="list-style-type: none">• Families and people who care for me• Caring friendships• Respectful relationships• Online relationships• Being safe	<ul style="list-style-type: none">• Mental wellbeing• Internet safety and harms• Physical health and fitness• Healthy eating• Drugs, alcohol, and tobacco• Health and prevention• Basic first aid• Changing adolescent body

These subjects that we are teaching are the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online and how individuals perceive themselves and others.

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 start of school, children are 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

When teaching relationships content, teachers also address online safety and appropriate behaviour in a way that is relevant to pupils' lives. This includes how information and data is shared and used in all contexts, including online.

As a school we understand that 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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Teachers work hard 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.

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 'mind set') 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 develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education teachers teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils discuss how to report concerns and seek advice when they suspect or know that something is wrong. At all stages our teachers teach children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

At Churchtown we aim to deliver a broad and balanced curriculum and therefore Relationships Education and Health Education are not always taught in isolation and the curriculum content may also be viewed in other subjects. For example; human body parts in science, health and wellbeing in PE sessions.

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention that all children have the opportunity to experience a programme of Relationships , Health and Sex Education at a level which is appropriate for their age and physical development with differentiated provision if required.

At Churchtown Primary School, year groups follow the curriculum as outlined below;

EYFS

Children learn about the concept of male and female and about young animals. In line with the Early Years Framework they develop skills to self-regulate, build relationships with others, communicate effectively, work on their physical development and start to develop a clear understanding of the world they live in.

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce.

They learn about the importance of personal hygiene to maintain good health. Children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They continue to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety (including online safety) .

Year 1- 1Decision Material

<u>Relationships Education</u>	<u>Health Education</u>
Feelings and emotions – jealousy Relationships – friendship Computer safety – online bullying and image sharing	Keeping healthy- washing hands Hazard Watch

Year 2- 1Decision Material

<u>Relationships Education</u>	<u>Health Education</u>
Feelings and emotions – worry Relationships – bullying Computer safety – online bullying and image sharing	Keeping healthy- healthy eating Fire safety

Lower Key Stage 2

In science children build on their knowledge of life cycles

They continue to learn about the range of emotions, personal hygiene and safety. They also learn about appropriate touch and online relationships.

Year 3 - 1Decision Material

<u>Relationships Education</u>	<u>Health Education</u>
Feelings and emotions – anger and grief Relationships – body language and touch Computer safety – making friends online , computer safety and online bullying.	Keeping safe – medicine Keeping healthy- brushing teeth

Year 4 - 1Decision Material

<u>Relationships Education</u>	<u>Health Education</u>
Feelings and emotions – jealousy Growing and changing – appropriate touch Computer safety – making friends online , computer safety and online bullying.	Keeping healthy- healthy living

Upper Key Stage 2

In year 5, children are taught about the physical, emotional and social changes at puberty, which includes personal hygiene. They are able to identify why our bodies go through puberty, develop coping strategies to help with the different stages and identify who and what can help them during puberty. They continue to develop an understanding of relationships within a family, between friends and the community. They develop skills needed to form relationships and to respect other people's emotions and feelings. They also consider how to make simple choices and exercise some basic techniques for resisting pressures and in science they learn about the basic biology of human reproduction.

In year 6, children continue with this learning. They move onto being able to explain the terms conception and reproduction and describe the function of the male and female reproductive systems. They also identify the various ways adults can have a child, explain different stages of pregnancy and identify laws around consent.

Relationships, health and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant, for example in Year 5 children will watch initial videos discussing changes in puberty in single sex classes.

Year 5 - 1Decision Material

<u>Relationships Education</u>	<u>Health Education</u>
Feelings and emotions – anger Computer safety – image sharing and making friends online.	Keeping safe – peer pressure Keeping healthy- smoking Growing and changing – puberty

Year 6 - 1Decision Material

<u>Relationships Education</u>	<u>Health Education</u>
Feelings and emotions – worry Computer safety – image sharing and making friends online.	Keeping safe – water safety Keeping healthy- drugs and alcohol Growing and changing – reproduction

Inclusion

The religious background of all pupils will always be taken into account when planning and teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Our school understand the importance of different faiths and community groups in the teaching of these elements and as a school we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of sex and relationship education. It is crucial that Relationship Education and Health Education, as a statutory curriculum area, is accessible by all pupils

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Right to withdraw

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum for Science. Alternative work would be set. Requests for withdrawing a child must be made in a timely manner either before or immediately after parents and carers have been made aware of the delivery of the subject. Notice of delivery is made through a letter to both Year 5 and Year 6 parents and carers.

However, this rarely happens, we work in partnership with parents to recognise the importance of this aspect of their child's education.

Parents *do not* have a right to withdraw their child from relationships education because but they do have a right to request that their child be excused from the sex education aspect within RSE only.

Working with parents

Our school informs parents when aspects of the sex and relationship programme are taught via a letter to year 5 and 6 parents and carers and provides a scheduled forum for all parents in these year groups to view the videos and resources being used.

Monitoring and evaluating

Miss J Morris (PSHE lead) is responsible for the monitoring of the subject, reporting to the head teachers and local academy council.

At the start and end of each unit (Y1 and Y4), self-evaluations are completed by all children. They are then also completed at the end of each unit (Y3 and Y6). This shows us how children have developed over this unit and the knowledge and skills they have acquired. We also do evaluations at the end of our Sex and Relationships week with Year 5 and Year 6 children to ensure the children enjoy the week and feel that their questions are answered.

The monitoring of our Relationships, Health and Sex Education will be undertaken through lesson observations, pupil voice and teacher and parental feedback.

How and when the policy has been produced

This policy was created by Miss J Morris (PSHE lead) on _____ in conjunction with the **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)**.

This policy has been designed in accordance with government guidance and the following policies.

- Equal Opportunities
- Child Protection
- Safe-guarding policy
- Behaviour policy
- Anti-Bullying policy
- Keeping children safe in education

All of these policies can be found on the school website.