



# Grove Vale Primary School

## Relationships and Sex Education Policy

**Approved by:**

**Date:**

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**by:**





At Grove Vale Primary School, we expect our pupils to form positive, respectful relationships by teaching them about respect for themselves and others, including the importance of tolerance. We recognise that children who are able to form and maintain healthy relationships will thrive across the curriculum and in wider life, and as such, we aim to thoroughly prepare pupils for the physical and emotional challenges of growing up.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health education (RHE) for all our pupils. This policy sets out the framework for our RHE lessons and provides clarity on how it is organised and delivered.

#### **Our Aims**

- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, recognising influences and assertiveness) and make the most of their abilities
- To provide pupils with the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To understand how to keep themselves safe
- To know how to report a concern/worry linked to Safeguarding

#### **What is Relationship and Health Education? (Department for Education Guidance)**

The Relationships Education, Relationships and Sex Education, and Health Education Regulations (England, 2019) have made Relationships Education compulsory in all primary schools. The focus in primary school should be on teaching the fundamental building blocks and 2 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, building on early education, pupils should 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. 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 should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of safe and age-appropriate contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise and safeguard from any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should 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, for example, looked after children or young carers.

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 RHE, schools should teach pupils the knowledge to safeguard themselves, for example, they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it will be important to balance teaching 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.

### **Legal Requirements**

The National Curriculum 2014 states: 'Schools should seek to use Personal, Social, Health and Education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Additionally, the PSHE Association 2018 states:

Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools...To ensure effective provision, the new compulsory elements of



PSHE should be integrated within a broader PSHE education programme, which includes comprehensive coverage of economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing both negative and positive risk.

### National Curriculum

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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</li> </ul>



	from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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</li> </ul>



	<p>to being safe.</p> <ul style="list-style-type: none"><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources</li></ul>
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### **How RHE is taught at Grove Vale**

We teach RHE through our Kapow curriculum which purposefully links and sets out the safe, age-appropriate programmes of study that are based on the needs of our children. The curriculum consists of the following topics

- Family and relationships
- Health and well-being
- Safety and the changing body
- Citizenship
- Economic well-being

Organisation of the Relationship and Health Education Curriculum.

The school has organised Relationships and Health Education (RHE) so that it is age-appropriate for pupils within each year group. RHE is taught by teachers and if appropriate, outside visitors such as a nurse, workshops or specialists. A range of teaching methods are used to teach RHE. These include use of discussion, books, looking at case studies, drama and role-play. All teaching is sensitive to the needs of the children and age range.

### **Cross-Curricular Links with Other Subjects**

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.



- British Values – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

### **Delivery of Equality Content, including LGBT, within RHE Lessons**

Schools are expected to fully teach LGBT content by law. In teaching RHE, schools must ensure that all pupils understand the importance of equality and respect, including the nine protected characteristics under the 2010 Equality Act (Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation). LGBT content is integrated into our RHE teaching and learning from Reception up to Year Six. Through age-appropriate and child-friendly picture books, we teach LGBT content from Reception, where children learn about same-sex families, so that respect for differences and equality is encouraged and instilled in children from an early age. All nine protected characteristics receive adequate and appropriate teaching content within RHE. We always consider the development and maturity of pupils before teaching any theme within RHE, including LGBT. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

### **Right of Withdrawal from RHE Lessons**

We at Grove Vale Primary School have set out a policy that is based on a sequentially developmental practice of teaching RHE, in a safe environment, and firmly believe that we have catered for the needs and ages of our children. Relationships and Health Education are statutory at primary and parents do not have the right to withdraw their child from the subject.

