



We believe, you achieve

Seabridge Primary School

Relationships and Sex Education (RSE) and Health Education Policy



Relationships and Sex Education (RSE) and Health Education Policy

The Purpose of the Policy – Why do we teach RSE?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also 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. (DfE Guidance SRE 2019)

Policy Statement

Schools have a statutory duty to prepare pupils for modern-life Britain and the next stages of their education.

We follow the DfE's guidance within the February 2019 policy statement:

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION in which it states

'The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.'

The requirements on schools

All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education). The subjects will be carefully designed to safeguard and support pupils and are deliverable for schools. Nevertheless, the DfE are clear on the themes and issues they should cover, in an age-appropriate way, to achieve this. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will focus on:

- Different types of relationships, including friendships, family relationships, dealing with strangers;
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online;
- Healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- Economic wellbeing and financial capability.

The DfE have committed to retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science) but not from relationships education at primary. This is because parents should have the right to teach this themselves in a way which is consistent with their values. The DfE are also committed to ensuring that the education provided to pupils in Relationships Education and RSE is appropriate to the age of pupils and their religious background.

Aims and Objectives

Relationships and Sex Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age- appropriate. Parents will be fully informed of policy and practice.

Taken from DfE guidance:

Relationships Education (Primary)

54. The focus in primary school should 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.

55. 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. 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.

57. 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 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 any less positive relationships when they encounter them.

58. 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.

59. 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.

60. 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. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. 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.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge 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

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. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

RSE will focus on:

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on understanding of differences and with the absence of prejudice;
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles;
- Physical development;
- Emotions, relationships and reproduction.

Purpose of the RSE Policy

The purpose of the policy is to:

- Give information to staff, parents and carers, academy councillors, pupils and outside visitors about the content, organisation and approach to teaching RSE;
- Enable parents and carers to support their children in learning about RSE.

Curriculum Content

RSE will be taught through a planned programme in PSHE (the Dimensions scheme) as well as in Science. This will ensure that it covers the statutory biological aspects, but also the

social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. Please see the attached programme of study for the Dimensions scheme.

In Key Stage 1 the focus will be on children being able to understand the importance of:

- Self-esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for the external parts of the body, including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies

In Key Stage 2 the focus will be on children being able to understand the importance of:

- Life changes
- Self-esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- How changes at puberty effect bodily hygiene

Science Biology Content (in relation to SRE)

(Year 5) Pupils should be taught to:

- describe the changes as humans develop to old age

(Year 6) Pupils should be taught to:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Organisation

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Science. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance.

SEND

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 who represent a large minority of pupils. High quality teaching is differentiated and personalised to ensure accessibility.

Specific Issues within RSE Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex education provided at school except for those parts which are statutory in the Science curriculum.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

Sexual Identity and Sexual Orientation

Seabridge Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context. (See Anti-bullying Policy)

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, Seabridge Primary School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching is sensitive and age appropriate in approach and content. We have carefully considered where it is appropriate to teach our pupils about LGBT, and will ensure that this content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. The DfE expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

This policy has been written, adapted and reviewed by staff, parents and the academy council. This policy will be reviewed yearly.

Draft policy shared with parents: September 2019

Draft policy amended: October 2019

Updated policy shared with staff: November 2019

Updated policy shared with parents: January 2020

Approved by the academy council: February 2020

Reviewed: February 2021

Next Review due: February 2022



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Relationships Programme of Study 2020

Coverage Overview

Families and People Who Care for Me

<p>NL8, 12 RL2,14, 23</p> <p>KS1C2U3L3 KS1C2U4L5-6</p> <p>LKS2C2U4L2</p> <p>UKS2C2U4L1-5</p> <p>RSE UNIT</p>	<p>Pupils should know</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 for them. • 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/civil partnership 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.
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Caring Friendships

<p>NL4</p> <p>RL7, 13, 25</p> <p>KS1CUL1-5 KS1C2U4L1-4</p> <p>LKS2C2U3L1 LKS2C2U5L1-4</p> <p>RSE UNIT</p>	<p>Pupils should know</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, 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, how to manage these situations and how to seek help or advice from others, if needed.
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Relationships Programme of Study 2020

Coverage Overview

Respectful Relationships

NL4, 8, 13, 15,
RL1, 4, 8, 15, 24

KS1C1U4L1,L6
KS1C2U1L7
KS1C2U2L1-5
KS1C2U3L1-6
KS1C2U4L1-4
KS1C3U1L4,5,6

LKS2C1U5L6
LKS2C2U2L1-3
LKS2C2U3L1-4
LKS2C2U4L1-4
LKS2C2U5L1-3
LKS2C3U3L1

UKS2C2U3L2,3
RSE UNIT

Pupils should know

- 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.
- 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

RL22

KS1C1U5L6

LKS2C1U6L1-4

UKS2C2U4L5

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- the importance of self-respect and how this links to their own happiness
- 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.

Relationships Programme of Study 2020

Coverage Overview

Being Safe

KS1C1U5L4
KS1C1U5L7

LKS2C2U5L4

RSE UNIT

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 who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources.

RSE UNIT - Relationships and Sex Education

N - Nursery

R - Reception

KS1 - Key Stage 1

LKS2 - Lower Key Stage 2

UKS2 - Upper Key Stage 2