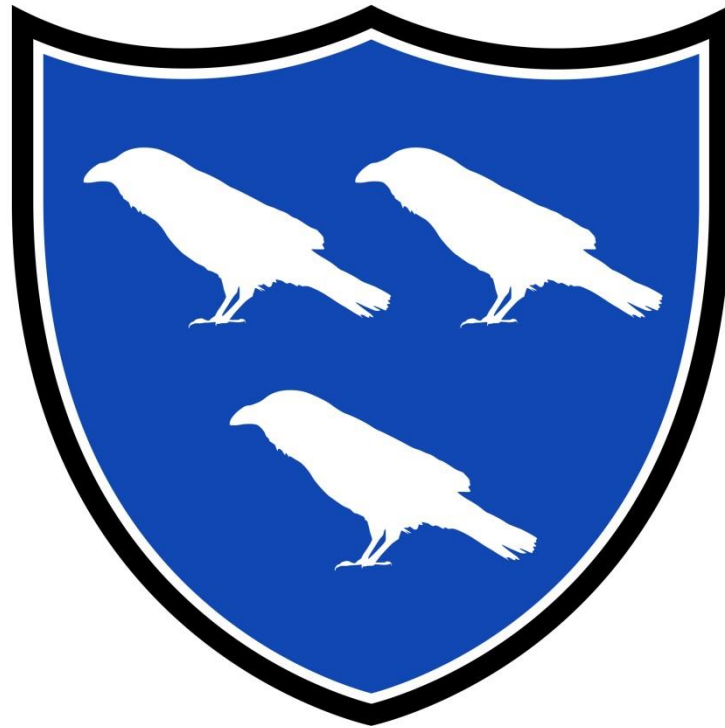


Valley Primary School



Health and Sex Education Policy

Review Date: March 2023

Rationale

Under the school's main Curriculum Driver of Global Citizenship, it is important for pupils to develop a firm understanding of health education in order to be ambitious and aspirational for themselves as individuals and to empower them to make a positive contribution to their community whether that be at a local, national or global level.

Today's pupils and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also poses many challenges and risks.

This policy looks to deliver health and sex education for the whole school community irrespective of background, culture or ability. The intended outcomes of our programme of study are that pupils will:

From September 2020, health education is compulsory to all pupils and forms part of the wider PHSE curriculum at Valley. Much of the content of this policy complements other policies at the school including the Relationships Policy and aspects of the computing curriculum especially relating to e-safety. Parents are entitled to withdraw their child from aspects of the sex education curriculum that does not form part of the National Curriculum for science. There are tables included in this policy that clearly highlight which aspects pupils can be withdrawn from.

Roles & Responsibilities

The school's Governing Body is responsible for the ratification of this policy and Governor representatives participated in the consultation process.

The Head Teacher is responsible for ensuring the implementation and the PHSCE Lead will oversee the sequencing of learning as well as resourcing this subject area and supporting staff in their delivery of relationships education.

Class Teachers will teach the content of this policy in their timetabled PHSCE lessons and, from time to time, will be supported by relevant external agencies.

The school recognises that parents are the first teachers of their children and that they have the most significant influence in enabling their children to grow and mature into happy, healthy individuals. Parents therefore play a key role in the construction and content of this policy and it is warmly encouraged that parents accept the school's invitation to parents to come into school to discuss what will be taught and when, address any concerns and learn how best to manage conversations at home before and after pupils have received lessons on health and sex education at school.

Legislation

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 and Health Education compulsory for all pupils receiving primary education.

Other documents that inform the school's Health and Sex Education Policy include:

- Education Act (1996)
- Education Act (2002)
- Equality Act (2010)

- Keeping Children Safe in Education (2019)
- SEND Code of Practice
- Valley Primary School Policies:
 - Relationships Policy
 - Computing & e-safety Policies
 - Anti-Bullying Policy
 - PHSCE Policy
 - Behaviour Policy

Curriculum Design

The planned provision outlined in this policy forms part of the school’s wider curriculum in PHSCE. Lessons health and sex education will also complement work undertaken in other subject areas such as science, PE and computing.

The planned provision for relationships education aims to be fully inclusive in terms of gender identity, sexual orientation, disability, social diversity, ethnicity, culture, age, religion and belief or other life experience.

Where necessary, the planned learning will be differentiated or delivered in smaller groups to allow pupils with additional needs to access this area of the curriculum.

Quality, age-appropriate resources including subject-specific books and multi-media resources will be used to support and promote understanding within health and sex education and, where necessary, additions will be made to standard provision to reflect the local context.

The main learning within our health and sex education curriculum is outlined in the table below and overviews for learning specific to each year group can be found within the curriculum maps on the school website.

At Valley Primary School, we fully recognise that in order for an individual to build healthy relationships with others, they first need to nurture a healthy relationship with themselves. To that end, pupils at Valley spend time every term as part of their relationship education reinforcing the themes of self-esteem, identity and self-worth.

By the end of primary school, pupils should know:

Mental Wellbeing	<ul style="list-style-type: none"> ▪ 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.
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	<ul style="list-style-type: none"> ▪ 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	<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.
Physical health and fitness	<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.

Healthy Eating	<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 and 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.

At Valley Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

EYFS KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;

3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.



It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Withdrawal of pupils from Sex Education Lessons

Parents can only withdraw their children from aspects of sex education that is not part of the National Curriculum for Science. The table below highlights these areas.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science. The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson. NB: this lesson can be adapted to ensure no non-statutory sex education is taught (this would be by omitting the sexual intercourse elements).

Aspects of Sex Education where parents cannot withdraw their child from.	Aspects of Sex Education that parents can withdraw their child from.
 <p>Bodily Changes during Puberty, Summer Term Year 5 (includes information on the menstrual cycle which is delivered to both boys and girls)</p> <p>Reproduction and Birth in animals and humans – all Year Groups as part of work on Life Cycles</p> <p>All of these themes are statutory included in either Health Education or National Curriculum Science.</p>	 <p>Conception - sexual intercourse This lesson is taught in Year 6 – Summer Term 2 – Changing and Growing – Making Babies.</p> <p>Menstrual Cycle – talk given to girls in summer term in Year 4 (NB – both boys and girls learn about the menstrual cycle in the Summer Term of Year 5 as part of their learning on bodily changes during puberty)</p>

Safe & Effective Practice

Establishing a safe learning environment for lessons in health and sex education is of paramount importance. Staff and pupils will agree ground rules at the start of the year and these will be referred to at the beginning of each lesson in this area of the curriculum.

Distancing techniques will also be used to distance the topic from individual pupils or staff members so that personal circumstances are not freely discussed which could lead to upset or embarrassment.

Each classroom will have question boxes (separate from the normal class worry boxes) where pupils can post questions before, during and after their lessons on relationships. Pupils will be taught that anonymous questions will be answered publically in front of the whole class but, where a child adds their name to a question, this indicates that they would like to receive an answer on a 1:1 basis.

Adopted Pupils

The school recognises that much of the planned provision for relationships education has the potential to provoke a vast range of emotions for pupils who have been adopted especially when pupils are asked to compare how they have changed since they were a baby or when discussing hereditary genetics relating to health.

Class teachers must share the curriculum maps for relationships education with the parents of an adopted pupil and discuss any potential triggers which might arise and how best to manage or minimise these during and after lessons on relationships.

All pupils will learn about adoptive families as part of the planned provision on families that might be different from their own and during this teaching, pupils will be taught the importance of the appropriate vocabulary used in order to avoid upset and offence. Terminology such as birth family, forever family, birth parent / child will be taught while terms such as real parent or real / natural child / own child will be discouraged.

The school also recognises that, from time to time, adopted pupils might choose to share aspects of their life story with staff and peers. Again, the school will discuss options with the pupils' family

ensuring that the interests of the child and the safety of the whole family are kept central to all decision making.

Disability

As pupils move through their learning journey at Valley Primary School, disability in all its forms will be discussed and celebrated. Pupils will learn that people with disabilities have an equal right to safe, caring, respectful relationships and pupils in Years 5 and 6 will also learn about the role of the disability discrimination act and the role this has played in championing equality for all.

Safeguarding

Health and Sex education forms part of the school's wider work on safeguarding educating pupils about what is appropriate and what is not appropriate in order to empower each individual to make safe, healthy choices in childhood and throughout their adult lives.

The school recognises that discussions held during these lessons may give rise to disclosures of a child protection nature and any such disclosure should be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, their deputy and should be treated in accordance with the school's normal safeguarding procedures as outlined in the Child Protection Policy.

On occasions, visitors and external agencies will be invited in to support aspects of the school's health and sex education curriculum. Prior discussions will take place with all visitors and agencies to ensure that the content to be delivered is relevant and age-appropriate. The necessary checks will also be undertaken to ensure the work of any visitor or external agency complies with the promotion of Fundamental British Values of Democracy, The Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those with different faiths and beliefs.

Transitions

Transitions are critical times in a child's development especially in terms of their relationship with self and others. At Valley, we recognise all the key transitions from Pre-School to Reception, Reception to Year 1, Key stage 1 to Key Stage 2 and Year 6 to secondary school. Alongside these, we also recognise that changing from one year group to another can be a significant step for some. To support pupils through all these transitions, we provide different strategies including transition booklets, meet the teacher events, who am I? profiles, school-to-school liaison, stay and play sessions and a mentoring service for those who need it in Year 6.

At Valley, we believe it is important for pupils to be taught about their bodily changes at different points as they move through the school to assist them in negotiating healthy, happy transitions.

Bereavement

Death and dying form a natural part of life's journey. Every child is unique and will cope with the death of someone important to them in their own way. When studying animal and human life cycles, death is discussed in an age-appropriate way as a natural part of these cycles. There is no magic formula when it comes to discussing death and dying with young pupils, but things that will help include:

- Clear, honest and age-appropriate information
- Reassurance that they are not to blame and that different feelings are OK
- Normal routines and a clear demonstration that important adults are there for them

- Time to talk about what has happened, ask questions and build memories
- Being listened to and being given time to grieve in their own way

Bereavement training is part of the school's induction training for staff.

Engaging Stakeholders

Parents play a fundamental role in the creation of this policy and they will also be invited to review the overall effectiveness of its implementation through surveys and other engagement events.

Specific year-group content for relationships education will be shared with all parents via the curriculum maps and parents will also be notified as to when their child will receive relationships education.

The school will also hold information events at school where parents can ask questions about the content of the planned provision and also view the resources that will be used in lessons.

The school will also look to work closely with the school healthcare team, Virtual Head Teacher and Wellbeing Service to explore ways in which they can contribute to health and sex education lessons at Valley Primary School.

Valley is also a member of the Personal Health Social Education (PHSE) Association and uses a range of appropriate resources to support learning on relationships.

Monitoring, Reporting & Evaluation

The school's PHSE Lead supported by the school's Leads for PE and Computing is responsible for the monitoring of provision relating to health and sex education. Monitoring work such as lesson drop-ins, book looks, pupil, parent and staff voice all form part of the termly monitoring cycle at Valley.

Review Date

This policy will be reviewed every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.