

Western Downland CE VA Primary School

Relationship, Sex Education and Health Education Policy

Name of School:	Western Downland CE VA Primary School
Name of Responsible Manager/Headteacher:	Alice Tubbs – Headteacher
Date Policy approved and adopted:	January 2022
Date Due for review:	January 2024

Statutory requirements:

As a maintained primary school we must provide relationships education to all pupils as per [section 34 of the Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in [section 403 of the Education Act 1996](#).

[Equalities Act 2010](#)

[DfE statutory guidance](#)

Definitions and Aims:

The Church of England Education Office document (2018) sets out the following definitions: 'We understand relationships education to be that pertaining to the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. We understand sex education to be that pertaining to the development of pupils' understanding of sex, sexual health and human sexuality.'

The DfE guidance (2020) states that Relationships Education and Relationships and Sex Education at primary school should 'put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online' (p4).

We define relationships and sex education and health education as 'learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect for oneself and of others, love and care.'

We are a Church of England school, we support a community where everyone is a person known and loved by God and supported to know their intrinsic value. We are committed to an education that enables people to live life in all its fullness. This policy should also be read in conjunction with the Charter for RSE.

Our children are growing up in an increasingly complex world including online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.

Relationships and sex education and health education will be taught sensitively and inclusively, with respect for the backgrounds and beliefs of children and parents, while always with the aim of providing children with the knowledge they need to prepare them to play a full part in society as responsible citizens. Care is taken to ensure there is no stigmatisation of children based on their different home

circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination.

Curriculum:

As church of England schools we will use the Goodness & Mercy resources. These are a selection of RSHE resources written primarily for Church of England schools. It is named from the last line of the well-loved 23rd Psalm:

“Surely goodness and mercy shall follow me all the days of my life and I shall dwell in the house of the Lord for ever.”

The gifts of goodness and mercy are those that we hope will follow all our pupils all the days of their lives and will bring joy, peace and comfort.

Goodness and mercy are gifts but they need careful cultivating. These resources seek to help children and young people to understand and abound in goodness and mercy: in their relationship with themselves, with others and with intimate partners so that they may have “Life in all its fullness.” (John 10:10)

These resources are written to meet both the mandatory requirements of the 2020 Department for Education guidance for RSHE, the Church of England Education Office Charter and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations.

Relationships education expectations

By the end of primary school, pupils need to know:

Families and people who care for the pupil:

- 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 different types, are at the heart of happy families, and are important for children’s security as they grow up
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal 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:

- How important friendships are in making us feel happy and secure, and how people choose and make friends

- That 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:

- The importance of respecting others, even when they're very different (for example, physically, in character, personality 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 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 (primary 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 consent –seeking and giving in relationships with friends, peers and adults

Online relationships:

- That people sometimes behave differently online. Including by pretending to be someone they're 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
- What sort 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's 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 that they may encounter (in all contexts, including online) who 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school and/or other sources)

Health education expectations

By the end of primary school, pupils need to know:

Mental wellbeing:

- 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're feeling and how they're 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's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's 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:

- 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:

- 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're worried about their health

Healthy eating:

- 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:

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

Health and prevention:

- 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 checks up at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Basic first aid:

- 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 bodies
- 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

Sex education expectations:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born
- Make sure children know that assisted conception treatments exist

The role of parents:

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education programme for their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under the Science National Curriculum.

The school fully recognises that the views of parents need to be borne in mind when developing a RSE policy, and parents are welcome to comment on the extent to which this policy reflects their wishes and the culture of the community served by our school

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the executive headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

The school always complies with the wishes of parents in this regard.

The role of the headteacher:

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Along with the governing body the headteacher will support the design of a programme of study which ensures that the central aims of this RSHE policy are covered and which meet the needs of pupils in their individual school. In doing this the governing body and headteacher will have regard to guidance on teaching styles, appropriate curriculum content and the age and maturity of the pupils.

The headteacher may liaise with external agencies regarding the school RSE programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework and that of the school safeguarding policies.

Dealing with Difficult Questions:

Avoiding sensitive or controversial issues does not make them go away and leaves children and young people confused and at risk.

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 questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored.

Links with other policies

This policy is linked with the following policies:

PSHE & Citizenship

Equality

Child Protection

Behaviour

Anti Bullying