



PRIDE IN EXCELLENCE

## RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

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## RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

### Introduction and definitions

This policy covers the teaching of Relationships and Sex Education in our school. It also covers Health education. You may also hear it referred to as Relationships and Health Education, but as we wish to be clear about all aspects of this curriculum we have decided to call it Relationships, Health and Sex Education. For convenience, in this document we will call the subject RHSE.

We define **Relationships education** as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults.

Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns, how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Learning will reflect the fact that families can take many forms, and will be sensitive to the varied backgrounds that children may come from and the lifestyles they may have (for instance if they are in foster care or are young carers). Teachers will take care that children are not stigmatised due to their home circumstances.

Children will also learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. This is a foundation for later learning about consent, which will take place at secondary school. Children will learn about positive emotional wellbeing, as well as how to recognise when they are at risk of abuse and exploitation (this will include female genital mutilation). We will ensure that children know how to seek help if they feel they need to.

Respect is taught in a way that young children will understand, in terms of learning about boundaries with regards to sharing space, toys, books and so on.

Relationships education will reflect the way that many children spend time online. They will learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people.

**Health education** aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Children will learn how physical and emotional health are linked and can affect each other.

Children will learn about ways to develop their self-control and their abilities to make decisions. They will be taught about ways to respond positively to setbacks or challenges. They will also be helped to overcome prejudice and stigma around health issues, especially those connected with mental health.

Children will learn about menstruation, and girls will be helped to prepare for the beginning of their periods.

**Sex education** at primary school teaches children basic **scientific facts** about how humans and other animals grow and reproduce.

### **Why have we written this policy?**

Although schools have been teaching this kind of lesson for many years, it is only since the Children and Social Work Act of 2017 that there has been a legal requirement for RHSE to be delivered. This means that we need to update our approach and to review the content of our lessons.

### **Why is RHSE being taught?**

The curriculum for this topic was last updated in 2000. Since then, there have been huge changes in law, society and technology which mean there is a need to update the way we teach our children to negotiate the world in which they are growing up.

Relationships education aims to equip children with the skills and knowledge they need in order to form happy, healthy relationships throughout their lives. Children will learn about friendships and families, how to stay safe online and in the real world, and how to seek help when they need to.

Health education helps children to make informed decisions about their health and wellbeing, to recognise when they or others may have problems, and to know where and how to get help.

All lessons will be delivered in an age-appropriate way, using carefully selected resources and lesson plans.

### **Who is responsible for overseeing this subject in our school?**

The governing board have overall responsibility for school policies. The senior leadership team and curriculum leaders draft school policies for governing board ratification.

### **Who will deliver RHSE?**

RHSE will be delivered by class teachers. We believe that this is the most effective mechanism because:

- Teachers are likely to have a good knowledge of the class and their backgrounds, and can therefore tailor the lessons to best meet the children's needs
- Deliver by teachers means that the themes of RHSE can be reinforced across all parts of the curriculum, thus ensuring that children receive constant and consistent messages
- Teachers can quickly identify children who need more help with an aspect of the subject, or who may be vulnerable and need additional support

We may sometimes invite external agencies to deliver specific lessons or activities. Parents and carers will be informed when this is planned and given all necessary information about the proposed sessions.

### **What will be taught?**

At Purley Oaks we will use a scheme called ‘Jigsaw’ to deliver the curriculum for RHSE and Personal, Social and Health Education.

- *Relationships Education* is designed to teach children the skills they will need throughout life in order to build happy, healthy and safe relationships. It aims to help them develop tolerance of other people, and to understand the importance of respect and kindness.  
See Appendix 1 for a list of the topics that we will teach in Relationships Education. The list is taken from the Government guidance on what schools are expected to teach in this part of the curriculum.

- *Health education* - Health education covers the way our physical and mental wellbeing are interconnected.

The learning objectives that will be covered in health education are listed in Appendix 1.

- *Sex education* - Sex, puberty and reproduction are delivered through the science curriculum, which builds understanding from year one onwards. Not every year group will study topics related to sex and reproduction.
- *Safeguarding* - Children will be taught how to recognise forms of abuse, including sexual abuse as part of safeguarding. This awareness will explain to children what their private parts are, how they can keep themselves safe and how to seek help if they are worried about anything. Parents can refer to the school’s Safeguarding policy for specific safeguarding information on the website.

- See Appendix 1 for the topics that are covered in the National Curriculum for science.

### Schemes of Work

All our school schemes of work covering these topics will be available on our school website. We are using a scheme of work entitled ‘Jigsaw’ as the basis for our RHSE curriculum. At our school, RHSE content is organised and delivered in certain year groups:

Age	
3-5 EYFS	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6 Year1	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies

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	(correct terminology: penis, vagina, testicles, anus); respecting my body and understand which parts are private.
<b>6-7</b> <b>Year2</b>	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group cooperation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
<b>7-8</b> <b>Year3</b>	Seeing things from others' perspectives; families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
<b>8-9</b> <b>Year4</b>	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; girls and puberty; boys and puberty; confidence in change; accepting change.
<b>9-10</b> <b>Year5</b>	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming;  SMARRT internet safety rules; Self and body image; influence of online and media on  body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

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<b>10-11</b> <b>Year6</b>	<p>Children’s universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including ‘county-lines’ and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.</p>

At our school, Health Education content is organised and delivered in the certain Year Groups:

<b>Age</b>	
<b>3-5</b> <b>EYFS</b>	<p>Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.</p>
<b>5-6</b> <b>Year1</b>	<p>Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.</p>
<b>6-7</b> <b>Year2</b>	<p>Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.</p>

<p><b>7-8</b> <b>Year3</b></p>	<p>Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.</p>
<p><b>8-9</b> <b>Year4</b></p>	<p>What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.</p>
<p><b>9-10</b> <b>Year5</b></p>	<p>Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.</p>
<p><b>10-11</b> <b>Year6</b></p>	<p>Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.</p>

**Which parts are non-statutory?**

Non-statutory guidance from the government states that older pupils (year 5 onwards) should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They should also be able to draw a timeline to indicate stages in the growth and development of humans, and learn about the changes experienced in puberty.

### **Who will monitor the delivery of RHSE, and how will learning in RHSE be evaluated?**

RHSE and PSHE will be monitored through performance management observations of teaching, learning walks by leaders, governor open mornings, book scrutiny and pupil conferencing.

### **Right to withdraw children from lessons**

There is no right to withdraw from Relationships education, or from sex education that is delivered as part of the National Curriculum. Nor is there any right to withdraw from Health education. This is because the topics covered, such as respect, safety and friendships are important if children are to grow up into happy and healthy adults.

Parents do have the right to withdraw their child from sex education that is delivered outside of the National Curriculum. In our scheme, the lessons which contain non-statutory content are:

- Year 5, Changing Me, Lesson 4: Conception
- Year 6, Changing Me, Lesson 3: Babies – conception to birth

Parents will be invited into school prior to these lessons being taught giving them an opportunity to view videos and see resources being used.

Parents who do wish to withdraw their child from sex education that is being delivered outside the National Curriculum should contact the Headteacher to discuss the matter. This will allow them to talk through their concerns and to ask any questions they may have. It will also allow the Headteacher to explain the curriculum and the benefits that their child will gain from taking part in the lessons. A record will be made of the meeting, but such requests will be granted and children provided with alternative learning whilst sex education is being delivered.

### **Review and consultation**

This policy will be reviewed every year. It will be reviewed by the governing board and the headteacher, in consultation with parents and staff. This will be done through email and the school website with opportunities for feedback.



## Appendix 1

### Relationships, Sex and Health Education – learning objectives

#### ***Families and people who care for me***

Children will be taught:

- 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 of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage 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.

#### ***Caring friendships***

- 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, 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 are very different from them (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 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***

- that people sometimes behave differently online, including by pretending to be someone they are 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.

### ***Staying safe***

- 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 (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.

### ***Sex education***

The National Curriculum requires schools to teach the following topics:

- Year 1 – the names of parts of the body, and which part is associated with which sense
- Year 2 – how animals, including humans, have babies which grow into adults; and the importance of exercise for humans, eating the right amounts of different types of food, and hygiene

- Year 5 - the differences in the life cycles of a mammal, an amphibian, an insect and a bird; the life process of reproduction in some plants and animals; and the changes as humans develop to old age
- Year 6 – that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Health education**

### ***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 are feeling and how they are 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 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 with the right support

### ***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***

- 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 wellbeing***

- 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 changing adolescent body***

- 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.