

Rowlands Gill Primary School

Relationships and Sex Education and Health Education Policy

Date: January 2021

Ratified by Governors: February 2021

Readopted by Governors: November 2024

Next Review Date: January 2025



Policy review dates:

Review Date	Changes made	By whom	Date Shared
July 2021	More specific curriculum map added to include sex education and vocabulary	Abbie Brown	1/7/21
October 2024	New Guidance not yet published. See yellow highlights to discuss in meeting and decide what needs to be changed	LC	25/11/2024

What is Relationships Education?

Relationships Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In keeping with DfE guidance, we will teach children about the society in which we live and the different types of loving, healthy relationships that exist in a way that respects everyone's views but meets the needs of all pupils. This will include teaching about the different types of family, not just the traditional nuclear family, and will include single parent families (with parents of both genders), gay and lesbian parents and parents that may be transitioning.

These are the **protected characteristics** that underpin all of our teaching:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Everyone is protected under the Equality Act 2010 from these types of discrimination. The full text of the Equality Act can be found via the following link:

<https://www.equalityhumanrights.com/en/equality-act/equality-act-2010>

Aims and Objectives for Relationships Education

The aim of Relationships Education is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The areas covered in Relationships Education are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Sex education (primary focus)

Each of these areas is broken down into specific objectives and these can be seen on our PSHE medium-term plans, available on request. Specific information about our Sex Education taught through PSHE and/or Science can be found in appendix 1.

Further Department for Education (DfE) information can also be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

The teaching programme for our Sex Education in Science is broken down below:

Legal Requirements

All schools must teach the following as part of the National Curriculum Science and parents do not have the right to withdraw their child/children from Science.

National Curriculum Science

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

Relationships Education Involvement

- Every child is entitled to receive Relationships Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

The Organisation of Relationships Education

Relationships Education is delivered through science, PSHE, assemblies and circle time. Relationships Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach Relationships Education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach Relationships Education may include fiction, reference books, leaflets and extracts from video clips. Relationships Education is usually delivered in mixed gender groups; however, there may be rare occasions where single gender groups are more appropriate and relevant. Details of the content of Relationships Education can be seen in Appendix 2.

Parental Engagement

The most effective and meaningful Relationships Education occurs through collaboration between school and home and we welcome parental feedback regarding our teaching of Relationships Education. Any parent has a legal right to withdraw their children, either wholly or partly, from receiving Sex Education in school, but they do not have the right to withdraw their child from Relationships Education, contained within the National Curriculum for Science. Any parent wishing to withdraw their child from sex education should contact the Headteacher.

Child Protection

Teachers need to be aware that effective Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Safeguarding Lead, in line with the school procedures for safeguarding and child protection. A member of staff cannot promise confidentiality, if concerns exist.

Controversial and Sensitive Issues

Staff are aware that views around Relationships Education related issues are varied. However, while personal views are respected, all Relationships Education 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 Difficult Questions

Both formal and informal Relationships Education questions, arising from pupils, 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, however all staff are advised to bring any questions which they find difficult to answer to a member of SLT before giving a response. We will always endeavour to meet the needs of an individual child, even if this cannot be met in a whole class context and requires liaison with parents or carers.

The Role of Visitors in regards to Relationships Education

Visitors are invited in to school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's Relationships Education policy and work within it.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named member of staff responsible for Safeguarding. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Sexual Identity and Sexual Orientation

We believe that Relationships Education should meet the needs of all pupils, regardless of their developing sexuality, and we feel we are able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context, where necessary.

Evaluation and Review

The Relationships Education policy is to be reviewed every 3 years and appropriate amendments to be made where needed. Information from staff, survey results and quantitative data will all feed in to the review of the Relationships Education policy to ensure effectiveness and relevance.

Appendix 1 General PSHE Curriculum Map (including relevant Science objectives and Primary Sex Education) for our school

	PSHE <i>(including Primary sex education and related vocabulary)</i>	Science <i>(including non-statutory guidance)</i>
EYFS	<ul style="list-style-type: none"> 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. 	Understand animal life cycles.
Year 1/2	<ul style="list-style-type: none"> being a good friend; recognising bullying and how to deal with it; celebrating differences between people; making new friends; qualities as a friend and person; people who help us; belonging to a family; physical contact preferences; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; respecting my body and understand which parts are private; differences between female and male bodies NSPCC Pants Rule – your child’s body belong to them and privates are private. <p><i>Correct terminology: penis, testicles, vagina and anus.</i></p>	Identify, name, draw and label the basic parts of the human body. Notice that animals, including humans, have offspring which grow into adults (life cycles).
Year 3/4	<ul style="list-style-type: none"> seeing things from others’ perspectives; awareness of how other children have different lives; family roles and responsibilities; families and their differences; family conflict and how to manage it (child- centred); expressing appreciation for family and friends; family stereotypes witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; friendship and negotiation; giving and receiving compliments; respect for myself and others; healthy and safe choices; keeping safe online and who to go to for help; being aware of how my choices affect others. simple body changes and babies - how babies grow and develop in the mother’s uterus/womb/ovum; changes from a child’s body into an adult’s body. <p><i>Correct terminology: breasts</i></p>	No relevant science unit for this year group.
Year 5	<ul style="list-style-type: none"> Challenging assumptions; judging by appearance; accepting self and others; being unique; 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; more complex body changes at puberty- confidence in change; accepting change; how girls and boys change during puberty. 	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals (humans), <i>including sexual and asexual reproduction. They should learn about the changes experienced in puberty.</i>

	<p><i>Correct terminology: reproductive system, vulva, ovaries, ovary, oestrogen, period, menstrual flow, sanitary products, testosterone, sperm, pubic hair around the testicles, circumcised penis, foreskin, testes, scrotum, epididymis, erect.</i></p> <p>Y5 will also have a puberty talk from the school nurse and follow up lessons, with an anonymous questions box.</p>	<p>Describe the changes as humans develop to old age. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; • self and body image; self- recognition and self-worth; building self-esteem; transgender • safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; influence of online and media on body image; • conception; pregnancy puberty for girls and boys revisit; growing responsibility; coping with change. <p><i>Correct terminology: conception, sexual intercourse, sperm, released into vagina, cervix, protected sex, embryo, fertilised egg donation, artificial insemination, surrogacy, IVF, adopt, sexually excited, ejaculations, semen, wet dreams, erections occur so the penis can enter the vagina during sexual intercourse, when having sexual intercourse (making love) the sperm are mixed with a special fluid called semen that gives the sperm energy and keeps them healthy.</i></p> <p>Y6 will also have a puberty talk from the school nurse to help consolidate learning from Y5 and support their learning, with an anonymous questions box.</p>	

Appendix 2 Relationships Education Curriculum Information from the DfE

By the end of Primary School, pupils should know:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 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 and advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.