

Relationships, Sex and Health Education



Approved by:	Governing Body
Last reviewed on:	May 2023
Next review due by:	May 2024

Statement of Intent

Our intent in all areas of our curriculum is to equip pupils to be well-informed and thoughtful citizens of Amble and the wider world. We place great importance on nurturing pupils to be caring, co-operative community members. We want pupils to ‘learn to fly’ in all that they do and recognise positive relationships as a key element to success.

1. This policy outlines Amble First School’s approach to Relationship, Sex and Health Education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.
2. It was produced with guidance from the Northumberland local authority and the PSHE Association. We sought parent, staff, governor and pupil views.
3. It will be reviewed on a regular basis to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with current guidance from Government and the DfE. but also remains relevant to the experiences of our pupils.
4. We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.
5. We acknowledge that in order for children 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.* We understand that *high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.*
6. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,* whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
7. We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and

change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

8. Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming body parts, puberty, menstruation, the variety of family structures, gay marriage, gender identity and equality.

9. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Defining Comprehensive Relationship Education:

10. The Department for Education defines relationships education as, *'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults'*.

11. We believe that comprehensive relationship education should also help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal individuality.

12. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

13. Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is unique and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

14. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

15. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy in order to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at Primary School:

16. Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex

education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

17. As outlined in the guidance, it is the decision of individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so. We use a range of resources to support our curriculum which is based upon the PSHE Association.

18. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about their bodies and to be curious about where they came from. In the age of information, where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from their family and school rather than it being left to their peers or the internet. Having consulted with our parents, the majority of families would prefer for the elements of puberty and menstruation to be taught when their children enter Year 5 and 6 at James Calvert Spence College. James Calvert Spence College were consulted and have agreed with this approach. However, there may be specific individuals who begin menstruation earlier than Year 5 and may need school staff to support them through this in the early days. This will be discussed with parents on an individual basis.

19. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement.

20. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation, pressure or abuse.

Subject Content:

21. In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. Across our year groups we deliver PSHE Association objectives. These are delivered by the classroom teachers and Higher Level Teaching Assistants. Our school staff know our children well and are well aware of any additional needs, support needed or particularly sensitive topics for vulnerable pupils. We believe this makes them ideally placed to deliver material sensitively to all children in their class.

Our Programme of Study:

22. We do not separate our classes into girls and boys for any part of the programme. By keeping children together we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender.

	Autumn: Relationships	Spring: Living in the wider world	Summer: Health and Wellbeing
Rec	Throughout the year children will cover key objectives linked to the PSED curriculum through a range of different topics. Early Learning Goals - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate		

	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' need Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>								
	<u>Families and friendships</u>	<u>Safe relationships</u>	<u>Respecting ourselves and others</u>	<u>Belonging to a community</u>	<u>Media literacy and digital resilience</u>	<u>Money and work</u>	<u>Physical health and Mental wellbeing</u>	<u>Growing and changing</u>	<u>Keeping safe</u>
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Responsibility and independence. Transition to middle school	Medicines and household products; drugs common to everyday life

Answering Children's Questions:

23. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

24. We believe that children are entitled to honest, open answers from safe adults in their lives, rather

than searching the internet or relying on the knowledge of older children with a smartphone. In the age of information, where children in primary have access to tablets, smartphones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

25. If the topic is of a particularly sensitive nature, then an anonymous question box approach will be used. The class teacher will then have some time to consider how best to answer each question and the child will have anonymity. Every child will be encouraged to write 'I do not have a question at this time' if they do not have a question to ensure everyone is given time to write a question anonymously if they so wish.

26. By discussing a topic in a matter of fact manner, without embarrassment, means that we take away the mystic allure, making body changes no longer a taboo. However uncomfortable the proposition may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can prevent the topic from becoming taboo and embarrassing by removing the stigma before it has had a chance to form.

27. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.

28. If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.

29. Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw:

30. We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

31. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

32. All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.

33. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. The programme of study is included in this policy so parents can do this.

34. Before any sensitive RSE lessons are delivered in school, we will send home a letter to parents to inform them of the dates the lessons will be delivered, including further information. If parents have any concerns, special circumstances we should be aware of, or would like any further information we will have a designated time for them to come into school.

35. We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the National Curriculum for Science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty (puberty changes will be taught when the children go into Year 5 and 6 at James Calvert Spence College). **There is no right to withdraw from the National Curriculum.**

36. Should a parent decide that they do not wish their child to take part in any of these RSE lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

37. If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Policy on Menstruation:

38. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we will support children on an individual basis. Their family will be contacted.

39. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

40. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in Year 4. For this reason, this policy will be regularly reviewed and it may be decided that puberty and menstruation may need to be taught before the children move to middle school.

41. When school trips or residential visits are arranged for Year 4, provisions to deal with a child's period need to be considered and planned for.

Delivery of Health education

42. Health Education is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. Some themes will recur throughout school while others will be taught in the most appropriate year groups.

Mental wellbeing

43. Mental wellbeing is a normal part of daily life, in the same way as physical health.

Children will learn:

- 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 (small feelings and big feelings). 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

43. For most people the internet is an integral part of life and has many benefits.

Children will learn:

- 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

44. The characteristics and mental and physical benefits of an active lifestyle.

Children will learn:

- 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

44. What constitutes a healthy diet (including understanding calories and other nutritional content).

Children will learn:

- 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).

Health and prevention

45. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Children will learn:

- 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

46. How to make a clear and efficient call to emergency services if necessary.

Children will learn:

- Concepts of basic first-aid, for example, dealing with common injuries, including head injuries.

Monitoring & Evaluation:

47. RSE and PSHE will be monitored in line with other subjects in school. This happens in a variety of different ways:

- Deep Dives into RSE/PSHE
- Lesson observations
- Learning Walks
- Work scrutiny
- Governor visits
- Ofsted Inspections
- School Improvement Partner monitoring visits
- Discussions during staff training/staff meetings
- Pupil interviews
- SMSC scrapbooks
- PSHE floorbooks/scrapbooks
- Lesson study

48. People who will monitor RSE and PSHE include:

- The Headteacher - Lizzie Jackson
- School Improvement Partner
- Deputy Headteacher - Dawn Hunter
- Assigned governor for PSHE/RSE
- All school staff

Safeguarding Children:

49. When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

50. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

51. We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.