



Relationships, Sex and Health Education

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RSHE Policy

Definition of RSHE

In line with the Education Act (2002) and the DfE (2020) statutory guidance, Waldringfield Primary School teaches Relationships Education, Relationships and Sex Education and Health Education within its PSHE provision. We also acknowledge the influence of the Equality Act 2010 and Keeping Children Safe in Education 2019.

RSHE is important to Waldringfield Primary School and we provide children with:

- A start to their lifelong learning about physical, moral and emotional development
- Understanding the characteristics of safe, positive healthy relationships
- The opportunity to learn and discuss how to assess risks and keep themselves safe from harm
- The knowledge and skills to make positive and healthy choices as they develop through life into adulthood, keeping themselves and others safe
- Preparation for changes in adolescence and ensures they are equipped to manage these changes effectively

We further aim to:

- Work in partnership with parents to develop the knowledge and skills of pupils through a planned programme of education about human development, healthy relationships and sexuality which is age and developmentally appropriate to our children at Waldringfield
- Teach within a moral framework which emphasises stable relationships and a healthy family life, however that looks for them
- Encourage pupils to have a positive view of themselves and to respect others
- Help pupils to understand they have rights over their own bodies
- Help pupils recognise pressure in all its forms and develop strategies to resist and overcome this
- Give pupils skills to recognise and manage risks in both the real and online worlds, ensuring they are keeping themselves safe
- Support pupils how to keep their bodies and minds healthy and teach them what they can do to improve their health and wellbeing
- To provide opportunities for all pupils to access learning appropriate to their needs
- Represent family diversity and gender stereotypes using books and stories throughout the school that include a variety of families to ensure that children feel recognised, respected and equal.

Context

At Waldringfield Primary School, Relationships, Sex and Health Education is taught through the statutory requirements of the Science National Curriculum and through PSHE. To fulfil these requirements we follow the 'Christopher Winter Project' scheme of work for delivering Relationships, Health and Sex. The programme is delivered through 3 or 4 sessions each academic year group, starting in Reception. As we have mixed-aged classes, children in Squirrels, Badgers and Owls will cover 6 or 7 sessions in a year. We have enhanced the programme for KS2 using video clips from the BBC Active Sex and Relationship education and supplement with further video clips from our SEND inclusive provision by Life Support Productions. Within these lessons, questions may arise which teachers will answer, ensuring the answer lies within our RSHE provision.

Relationships Education

The Department for Education outlines what children should learn throughout their time in primary school. These areas will be covered within RSHE and are underpinned in our school values. RSE is statutory and we teach this using the Christopher Winter Project scheme of work. This ensures consistency between year groups and coverage will be referenced further in the policy.

The Department for Education states that pupils should learn the following in RSE by the end of Key Stage 2:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. Marriage in England and Wales is available to both opposite and same sex couples and may be civil or religious. • 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>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • how to ask for advice or help for themselves or others, and to keep trying until they are 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.
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Health Education

Similarly to Relationships education, the Department for Education outlines what children should learn in Health education throughout their time in primary school. These areas will also be covered within RSHE and the statutory Science curriculum. We also use THRIVE to provide children with support and strategies for their mental health and wellbeing.

The Department for Education states that pupils should learn the following in Health education by the end of Key Stage 2:

Mental wellbeing	<p>Pupils should know</p> <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. • 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.
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	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.

Sex Education

The Department for Education to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. As you will see from the coverage documents, we teach one lesson within our RSHE provision which contain elements of Sex education, which go beyond the provision made in Relationships and Health education. This covers the different ways a baby is conceived and born, and therefore contains diversity in adult sexuality.

Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lesson, they should discuss this with the Headteacher, and make it clear which aspects of the Sex education programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Please note that this does not apply to the statutory parts of the Relationships, Health and Science National Curriculum that must be taught to all pupils

National Curriculum Science

Key Stage 1

That animals including humans, move, feed, grow, use their senses and reproduce

To recognise and compare the main external parts of the bodies of humans

That humans and animals can produce offspring and these grow into adults

To recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

That the life processes common to humans and other animals include nutrition, growth and reproduction

About the main stages of the human life cycle

The Role of Parents

The School is well aware that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's RSHE education policy and practice;
- answer any questions that parents may have about the education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in our school. If a parent wishes their child to be withdrawn from Sex education lesson, they should discuss this with the Headteacher, and make it clear which aspects of the Sex education programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Please note that this does not apply to the statutory parts of the Relationships, Health and Science National Curriculum that must be taught to all pupils

Parents are very welcome to come into school and speak with Mrs Kennedy to view the resources that will be used to deliver the units of work.

Confidentiality

Teachers conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Designated

Person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE 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 RSHE effectively, and handle any difficult issues with sensitivity and discuss any issue that may be relevant and or in news at the time.

The Headteacher liaises with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Teaching and Learning Committee of the governing body monitors the impact of our RSHE policy on a bi-annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSHE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of our RSHE programme. This policy will be reviewed every two years, or earlier if necessary.

The Christopher Winter Project:

Overview of the Scheme of work with links to relevant RSHE strand (R, S, Sc or H):

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| Reception: | Family and Friendship <ul style="list-style-type: none">• Caring Friendships (R)• Being Kind (R)• Families (R)• PANTS (NSPCC work) |
| Year 1: | Growing and caring for ourselves <ul style="list-style-type: none">• Different Friends (R)• Growing and Changing (Sc)• Families and Care (R)• PANTS (NSPCC work) |
| Year 2: | Differences <ul style="list-style-type: none">• Differences (R)• Male and Female animals (Sc)• Naming body parts (Sc)• PANTS (NSPCC work) |

- Year 3: Valuing difference and keeping safe
- Body Differences (R)
 - Personal space (R)
 - Help and Support (R)
 - PANTS (NSPCC work)
- Year 4: Growing up
- Changes (H)
 - What is Puberty? (H)
 - Healthy Relationships (R)
 - PANTS (NSPCC work)
- Year 5: Puberty
- Talking about Puberty (H)
 - The Reproductive System (H)
 - Help and Support (H)
 - PANTS (NSPCC work)
- Year 6: Puberty, relationships and reproduction
- Puberty and reproduction (H)
 - Communication in Relationships (R)
 - Families, conception and child birth (R with elements of S)
 - Online Relationships (R)
 - PANTS (NSPCC work)

SEND

We have expanded on the CWP resources and use the Life Support Productions resources with specific children. Parents/guardians will be informed if this approach will be used and children will be able to access an RSHE curriculum which is tailored to their needs and happens more frequently. This will help children to prepare for adulthood and be able to ask questions in a safe, consistent environment.

Assessment

Each unit allows for teachers to assess need at the beginning of the RSHE sessions. Many different approaches are used to ensure that the children's needs are met based. Following the delivery of the lessons, teachers use specific activities within the CWP scheme to assess understanding and knowledge. This allows for further lessons to consolidate learning or a different approach to be used in collaboration with parents.