



Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

March 2021

OUR FEDERATION VISION

Together we will flourish and thrive,
building on our Christian and local community, for the good of all.

Those who trust in the Lord will find new strength.
They will soar high on wings like eagles.

Isaiah 40v.31



Our Federation Values are reflected within this policy as the opportunities discussed in here give children *hope* for chances to come, encourage *respect* for all regardless of race, ability, religion and circumstances, promote *generosity* of spirit and foster a *love* of learning and of their communities whilst understanding the importance of *honesty* and *forgiveness* in allowing us to live our lives within a Christian ethos.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RHSE)

Introduction

At the Kite Primary Federation, we believe that Relationship and Sex Education (RSE) is vital in supporting young people in developing self-confidence in preparing them for the physical and emotional changes they will experience. We believe that the teaching of Relationship and Sex Education should be shared with parents and carers and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. RSE forms part of the personal, health, social and education curriculum in our school (PHSE).

In this document RSE relates to ‘learning about physical, moral and emotional development’. It is about understanding about family life, stable loving relationships, respect, love and care and promoting the British value of tolerance. We do not use RSE as a means of promoting any form of sexual orientation.

Every child is entitled to receive a RSE programme. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate to the age and physical development of the children.

Statutory Requirements

As a maintained school we must provide relationships education to all pupils as per section 34 of the Children and Social work Act <http://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. Relationship and Health education is compulsory in maintained primary schools.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

We must also have regard for the Equalities Act 2010. <http://www.legislation.gov.uk/ukpga/2010/15/contents>

This Policy should also be read in conjunction with the Kite Primary Federation Child Protection policy which is available on the website. <https://www.norwellandstmatthews.co.uk/wp-content/uploads/2019/10/Child-Protection-Policy-September-2019-.pdf>

Aims and objectives

Taking into account the age, maturity and needs of the pupils, Sex and Relationship Education aims to:

- **Provide the knowledge and information to which pupils are entitled;**
- **Help children to develop their feelings of self- respect, self-esteem, self-confidence, sympathy and empathy;**
- **Give them an understanding of reproduction and sexual development;**
- **respect and care for their own bodies;**
- **the importance of family life;**
- **give them an understanding of the importance of health and hygiene;**
- **Prepare the children for puberty and the physical development of their bodies as they grow into adults and encourage them to take responsibility for their own actions;**
- **Provide the confidence to be a participating member of society and to value themselves and others;**
- **Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;**
- **Answer pupil's questions honestly and sensitively – referring the children to parents/ carers where appropriate;**
- **Give them information on where individuals and families can get help and support;**

Context

We teach RSE in the context of the Kite Primary Federation's vision and values framework. While RSE in our schools means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex education in the belief that:

- RSE should be taught in the context of loving relationships and family life;
- RSE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity,
- it is important to build positive relationships with others, involving trust and respect;

By the end of primary school (as stated in the DfE Relationships Education, Relations and Sex Education (RSE) and Health Education statutory guidance):

Families and people who care for me

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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.

Mental Wellbeing

Pupils should know

- 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 if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

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

Health and prevention

Pupils should know

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Organisation

We teach RSE discretely. However some aspects are covered in our PHSE, PE and RE curriculums or through our science curriculum. For this aspect of the school's teaching, we follow the guidance material in the National Curriculum scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In PE children develop skills in a broad range of physical activities and sports to help them lead healthy, active lives.

Teachers do their best to answer all questions asked by children with sensitivity and care. Delivering the RHSE curriculum requires a graduated, age – appropriate programme where children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take these into account these differences including when they are due to SEND. In Year 6, we ensure that both boys and girls know about conception, contraception and birth. We always teach this with due regard for the emotional development of the children.

Parental consent is sought and they have the opportunity to see the DVD's we use within the schools to deliver the RSE before the lessons take place. Currently we use a resource called 'Living and Growing' to help deliver the RSE curriculum.

The role of parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our schools through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's RHSE policy and practice;
- answer any questions that parents may have about the RHSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHSE in the schools;
- inform parents about the best practice known with regard to sex education, 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 body and their increasing responsibilities.

Parents have the right to request to that their child be withdrawn from some or all of sex education delivered as part of the RSE programme that we deliver across the schools. Before granting any such request the Executive head teacher will discuss the request with parents to ensure their wishes are understood and to clarify the aspects of the programme they do not wish their child to participate in. The wishes and request and discuss agreement will be documented to ensure a record is kept. The Kite Primary Federation will respect and grant the parents' request to withdraw the child from the sex education part of the RHSE programme other than the part delivered within the science curriculum.

The role of the Executive Head Teacher

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

The Executive Head teacher liaises with integrated services and health regarding the Federation's RHSE programme, and ensures that all adults who work with children on these issues are aware of the Kite Primary Federation policy, and that they work within this framework.

The governing body of the Kite Primary Federation will monitor this policy on a regular basis and report on the effectiveness of the policy.

The role of other members of the community

Whenever possible, we encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education, in particular the Healthy Families Team.

Safeguarding and Confidentiality

At the heart of RHSE there is a focus on keeping children safe. Keeping Children Safe in Education (KCSIE) sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online, as part of the curriculum.

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity or the teachers has concerns about a specific pupil in relation to safeguarding, then the teacher will take the matter seriously and deal with it as a matter of child protection following the Kite Primary Federation Child Protection Policy.

Monitoring and review

The Curriculum and Pupils Committee of the Kite Primary Federation governing body monitors the RHSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body. It gives serious consideration to any comments from parents about the RSE programme.

Date agreed:_____

Signed:_____

Date to be reviewed:_____

Appendix 1 Scheme of Work

Year 1

- To know the importance of valuing oneself
- To recognise that everyone is different
- To recognise their bodies' capabilities and uniqueness
- To know that there are different types of family and all families have special roles in children's lives
- To understand what friendship is
- To recognise most children can make choices

Year 2

- To appreciate that everyone needs to be cared for.
- To learn why it is important to keep clean.
- To understand and respect the differences between boys and girls.
- To explore the differences between males and females and to understand how this is part of the life cycle.
- To name the male and female body parts when discussing sexual differences.

Year 3

- To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened.
- To recognise and challenge gender stereotypes.
- To recognise the difference between males and females including body parts.
- To recognise that families are different and to challenge stereotypes about families.
- To be able to demonstrate simple decision making strategies.
- To be able to use basic techniques to resist pressure.

Year 4

- To understand the human life cycle and how the body changes
- To identify some basic facts about puberty, reproduction and pregnancy
- To learn about the physical changes associated with puberty
- To learn about health and hygiene related to puberty
- To learn strategies to deal with feelings in the context of relationships
- To understand and be able to use assertiveness skills
- To answer questions with confidence and seek help when needed
- To know how to stay safe
- To understand the effect of the media on body image

Year 5

- To explore the emotional and physical changes that occur during puberty
- To consider gender stereotyping and sexuality
- To explore the impact of puberty on the body and the importance of health and hygiene
- To explore ways of getting support during puberty
- To understand that menstruation and wet dreams are a normal part of growing up
- To explore menstruation issues in detail with girl only groups
- To appreciate the importance of friendship in intimate relationships
- To know how to stay safe

Year 6

- To explore the emotional and physical changes that occur during puberty that occur during puberty
- To consider reproduction in the context of relationships
- To answer each other's questions about sex and relationships with confidence and find support and advice