

Relationships and Sex Education (RSE) and Health Education Policy



**BURGHFIELD ST MARY'S C OF E
PRIMARY SCHOOL**

Contents

1. Rationale and Ethos.....	2
2. Aims and values.....	2
3. Statutory requirements.....	3
4. Policy development.....	3
5. Definition.....	3
6. Curriculum design	4
6. End of Primary School objectives	4
7. Roles and responsibilities	7
8. Parents' right to withdraw	8
9. Training.....	9
10. Safeguarding and effective practice	9
11. Engaging stakeholders	9
12. Monitoring arrangements	10

1. Rationale and Ethos

At Burghfield St Mary's Primary School, we value the importance of Relationships and Sex (RSE) and Health Education. Our curriculum is designed to be accessible for all our pupils and to promote their spiritual, moral and cultural development. By the time children leave Burghfield St Mary's we want to have equipped them with the information, skills and values needed to ensure that they have safe, fulfilling and enjoyable relationships, and for them to be able to take responsibility for their physical health and mental wellbeing. We believe that RSE must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents.

Burghfield St Mary's is clear that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

RSE at Burghfield St Mary's takes account of individual needs and stages of development and is offered within the same moral framework as all the other elements of education at the school. It is important therefore that the school, in partnership with the home, offers pupils opportunities to learn about and explore issues about health, relationships and growing up, through a sound programme of relationships and sex education and health education. RSE at Burghfield St Mary's is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.

2. Aims and Values

The aims of RSE and Health Education at Burghfield St Mary's are:

- To help children know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way
- To nurture skills in relationships, such as mutual respect and care, and to develop sensitivity towards the needs of others
- To develop positive values and a moral framework that will guide their decisions and behaviour
- To respect themselves and others, their views, backgrounds, cultures and experiences
- To develop loving, caring relationships based in mutual understanding
- To allow children to fulfil their potential as happy, healthy and independent individuals with key skills for life
- To allow children to be able to make informed decisions about their health and relationships
- To foster the ability to manage relationships in a responsible and healthy manner

- To promote the value of loving relationships and of family life
- To recognise that marriage is an important, but not exclusive, context for family life
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Ensure pupils understand what is happening to their bodies and how to keep themselves healthy
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To provide knowledge of human reproductive processes at a level suitable to the pupil's level of maturity and understanding
- To promote positive mental health and wellbeing
- Teach and empower students in their value and self-worth, including aspects of dignity and self-respect
- Help pupils develop feelings of self-respect, confidence and empathy
- To know how to stay safe online
- To provide a framework in which sensitive discussions can take place developing interpersonal and communication skills
- To recognise and avoid exploitative relationships and how to access additional advice and support

3. Statutory requirements

- Relationship and Sex and Health Education becomes a statutory element of the primary curriculum from September 2021.
- All primary schools are required to teach the elements of sex education contained in the science curriculum.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Headteacher to collate relevant information including relevant national and local guidance
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations (Spring 2021)
3. Parent/stakeholder engagement – parents and carers invited to attend a virtual meeting about the policy (Summer 2021)
4. Ratification – the policy will be agreed by and ratified at the Spring 2021 FGB meeting. It will then be displayed on the school website. (Summer 2021)

5. Definition

RSE and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE and Health Education is not about the promotion of sexual activity.

6. Curriculum Design and End of Primary School Expectations

RSE and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE and Health Education are taught within the science curriculum, and other aspects may be included in religious education (RE).

The focus of Relationships and Sex and Health Education in primary school is on the teaching of the characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with peers and adults and on the development of good physical and mental health and well-being.

Across all Key Stages, pupils will be supported to develop the following skills:

- Communication, including how to manage changing relationships and emotions
- How to seek help and support when required
- How to make informed decisions
- Developing self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Working collaboratively

Relationships and Sex Education expectations

By the end of primary, pupils will be taught:

<p>Families and people who care for the pupil</p>	<p>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 (available to both opposite and same sex couples) and civil partnerships represent 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.</p>
<p>Caring friendships</p>	<p>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>
<p>Online relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they're 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.</p>

Being safe	<p>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they're heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice (e.g. family, school and/or other sources).</p>
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Health education expectations

By the end of primary, pupils will need to know:

Mental wellbeing	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>How to judge whether what they're feeling and how they're behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>It's 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.</p>
Internet safety and harms	<p>That for most people the internet is an integral part of life and has many benefits.</p> <p>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.</p> <p>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.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>

Physical health and fitness	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they're worried about their health.</p>
Healthy eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
Drugs, alcohol and tobacco	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention	<p>How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to immunisation and vaccination.</p>
Basic first aid	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent bodies	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

7. Roles and responsibilities

Head Teacher/ SLT

- To implement the Relationship and Sex Education and Health Education Policy
- To ensure the policy is followed
- To liaise with the Governors on the teaching of RSE and Health Education in school
- To ensure the policy is reviewed annually

RSE and Health Education coordinator

- To support the writing of the school's policy concerning the welfare and educational needs of all children at the School
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs
- Ensure Long Term Planning is appropriate to age and reflects the needs of the school community

- Ensure supporting material for teaching RSE is available and appropriate to gender, age, ethnicity and representative of cultures
- Support the process of policy development and presentation of document to governors, parents and pupil representatives
- Make the policy available to all parents via the school's website
- Review and revise policy annually in accordance with the Government guidance. Inform staff of appropriate training for the teaching and implementation of RSE and Health Education Policy
- Consult with parents and children about the Policy and programme and revise where appropriate. Inform Governors of current issues and policy requirement and amendments.
- To monitor school practice and to review the Policy and Scheme of Work
- To keep up to date with developments in the subject by attending training days, webinars and workshops, accessing books and other resources
- To bring to the attention of the Headteacher and SLT developments in the subject
- To ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively
- To liaise with external agencies regarding the school's programme, and ensure that all adults who work with children on these issues are aware of the Burghfield St Mary's policy, and that they work within this framework

Governors

- To ensure the legal framework is followed
- To consult with parents on the determination of the school's sex and relationship education policy
- The governing board will approve the RSE and Health policy, and hold the head teacher to account for its implementation.
- To implement the Relationship Sex and Health Education policy through delegation to the Head teacher
- To carry out an annual review of the policy
- To make copies of this statement available to parents

Class Teacher

- To differentiate the lesson plans to suit their pupil's abilities
- Ensure that all pupils access the RSE and Health Education content responding appropriately to pupils whose parents wish them to be withdrawn from the non-science national curriculum components of sex education.
- Staff do not have the right to opt out of teaching RSE and Health Education. Staff who have concerns about teaching RSE and Health Education are encouraged to discuss this with the head teacher.
- To respond to the individual needs of pupils, giving relevant support should a child be experiencing difficulties
- To make accurate judgements and assessments of pupil's knowledge and understanding and know what to teach next and how.
- To ensure that children feel that they have a safe environment in which they can ask questions.
- Liaise with parents and families and senior staff to ensure emotional support of the child.

Teaching assistants

- Support the teaching and implementation of RSE Policy
- Give emotional support to individual children as the need arises
- Liaise with teacher and when requested by the HT attend professional meetings or liaise with families to ensure emotional support of the child.

Pupils

- Pupils are expected to engage fully in RSE and Health Education and, when discussing issues treat others with respect and sensitivity.

8. Parents' right to withdraw

- Once RSE becomes statutory in September 2021, parents will not be able to withdraw their child from any aspect of relationships education in primary school.

- Parents will however be able to continue to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education or Science curriculums.
- The National Curriculum 2014 for science includes:
At Key Stage 1 in science children are taught:
 - that humans move, feed, grow, use their senses and reproduce;
 - that humans grow from babies into children and then into adults, and that adults can produce babies;
 - to recognize similarities and differences between themselves and other children.
 - Identify, name, draw and label the basic parts of the human body.
- **At Key Stage 2 in science children are taught:**
 - that there are life processes common to all animals;
 - the main stages of the human life cycle.
 - the changes as humans develop to old age.

10. Training

Staff will receive regular updates and training linked to the delivery of the RSE and Health Education programme. Training will take place as part of staff meetings and Inset. The head teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

11. Safeguarding / Safe and effective practice

At the heart of teaching RSE and Health Education there is a focus on keeping children safe. The teaching and learning of RSE and Health Education is safe because ground rules are set and pupils understand these values. Teachers are skilled in discussing sensitive or controversial issues and create safe classroom spaces for discussion if extra support is required. Teachers understand that the topics will cover sensitive issues and understand the Burghfield St Mary's Child Protection Policy. Pupils are encouraged in lessons to use discussion, express opinions and listen to others in a safe environment. Visitors and external agencies that support learning will be informed of the school's safeguarding protocols.

12. Engaging Stakeholders

Our School seeks to work in partnership with parents to provide effective RSE and Health Education. We will inform parents about the best practice known with regard to relationship and sex education and Health 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. Parents are offered meetings with the subject leaders to discuss any queries they may have and to support parents who are finding it difficult to accept or manage their child's developing sexuality.

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education is compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools". Section 45 states that "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. DFE - Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers February 2019

12. Monitoring, Reporting and Evaluation

The quality of the delivery of the lessons is monitored by the RSE and Health Education lead and the senior leadership team and feedback is given to teachers to improve the lessons. This will be achieved through:

planning scrutiny's, learning walks and lesson observations. The pupil voice will be captured through pupil interviews.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. After every review, the policy will be ratified by the FGB.

This policy should be read in conjunction with:

The DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance – February 2019

Keeping Children Safe in Education guidance – September 2020

Equality Act 2010

Equality Policy

SEN Code of Practice

SEN Policy