

Stathern Primary School



'Nurture, Inspire, Discover, Create'

Relationship and Sex Education including Health Education Policy 2021

Reviewed and ratified at the School Development Committee in
Summer 2021

Signed:

Signed by Head teacher:

A handwritten signature in black ink, appearing to read 'K. Smith', is written over the line for the Head teacher's signature.

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1. Rationale

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Teaching RSE wholly demonstrates our desire at Stathern Primary school to ensure our children have the most well supported education focusing on their personal development, in preparing them for life after their primary education. The ethos of the school to nurture, discover, inspire and create encapsulates the need to support the children as they go on to develop healthy friendships and relationships.

We have based our school's sex education policy on the DfE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document, sex education is defined as *'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'*. Sex and Relationships Education (SRE) is part of the personal, social and health education (P.S.H.E.) curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

We do not use SRE as a means of promoting any form of sexual orientation.

We teach SRE in the context of the school's aims and values framework. While SRE in our school 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 SRE in the belief that:

- ✓ SRE should be taught in the context of marriage and family life.
- ✓ SRE is part of a wider social, personal, spiritual and moral education process.
- ✓ Children should be taught to have respect for their own bodies.
- ✓ It is important to build positive relationships with others, involving trust and respect.

2. Aims

The aims of relationships and sex education (RSE) at Stathern Primary School are to:

- Teach the fundamental building blocks and characteristics of healthy relationships
- Show how relationships can enable positive emotional and mental well-being
- Help pupils develop feelings of self-respect, confidence, empathy and respect for others
- Educate on online safety. Online relationships and appropriate behaviour
- Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In Year 5, children learn how some plants and animals reproduce. This is simply to understand that there has to be a male and female in order to reproduce. This simple clip explains the content of the reproduction aspect of the curriculum. <https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z9xb39q>

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](#).

At Stathern Primary School we teach RSE as set out in this policy.

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 – Mrs. Lambert and a working group of **six** parents collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy on the 18/3/2021**
4. **Ratification – once amendments were made, the policy was shared with governors and ratified.**

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, staying safe, sexuality, in terms of LGBT, healthy lifestyles, diversity and personal identity.

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

6. Curriculum

Our curriculum is set out as per Appendix 1, but staff may adapt it as and when necessary to meet the needs of all children. Please consult the appendix to see the curriculum specific to each year group.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We will also inform parents if any parental follow-up is required

Primary sex education is not compulsory in primary schools so we have agreed not to teach any additional sex education other than that below which is in the statutory science curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born – this is simply that life needs a male and a female to mate in order to reproduce.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. In Year 5, children are taught to describe the life process of reproduction in some plants and animals. Other aspects are included in religious education (RE).

Pupils also receive stand-alone puberty and sexting sessions early in their final year at primary school.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). The RSE curriculum will be made accessible to all pupils including those with special educational needs.

8. Roles and responsibilities

7.1 The Governing Body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory/non-science components of RSE (see section 8).

7.3 Staff

All teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from any non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, **however, Stathern Primary School does not teach non-statutory sex or science education.**

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher Karen Lambert through:

Normal monitoring procedures such the headteacher monitoring teacher's planning, learning walks and pupil questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and progress will be communicated to parents at parents' evening and in the annual written report at the end of the year.

This policy will be reviewed by the headteacher and staff annually. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Relationships and Health education curriculum map for KS1 within PSHE lessons

RELATIONSHIP CURRICULUM	TERM 1 Families and Caring	People who Friendships Care for me	TERM 2 Respectful Relationships	Respectful Online	TERM 3 Being safe
Year 1 and 2	<p>Identify and respect the differences and similarities between people and family set ups such as two mums, 2 dads, step mum etc.</p> <p>Identify their special people, what makes them special</p> <p>Belonging to different groups and communities</p> <p>Who to go to when worried</p>	<p>Identify special people, what makes them special and how we should care for one another</p> <p>Recognise that their behaviour can affect others</p> <p>Recognise what is fair and unfair, kind and unkind, right and wrong</p> <p>Listen to others</p> <p>Recognise different types of teasing and bullying</p>	<p>Identify and respect differences and similarities between people</p> <p>People and other living things have rights and we must protect those rights</p> <p>Learn strategies to resist teasing and bullying</p>	<p>Learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</p> <p>Recognise that they share a responsibility for keeping themselves and others safe</p>	<p>Understand what is meant by privacy</p> <p>Know the difference between secrets and nice surprises and know it is important not to keep secrets that make them feel uncomfortable</p> <p>Know who to go to when feeling unsafe</p>
HEALTH CURRICULUM	Mental Wellbeing	Internet Safety and Harms	Physical Health, Fitness & Prevention	Healthy Eating	Drugs, alcohol and tobacco
Year 1 and 2	<p>What constitutes a healthy lifestyle including the benefits of physical activity and rest</p> <p>Communicate feelings to others</p> <p>Recognise how others show feelings</p> <p>Good and not so good feelings</p> <p>How to manage feelings</p>	<p>Understand that their internet is an integral part of life and has many benefits</p> <p>understand who to go to when worried</p>	<p>What constitutes a healthy lifestyle including the benefits of physical activity and rest</p> <p>The importance of, and how to maintain personal hygiene</p>	<p>What constitutes a healthy lifestyle including the benefits of physical activity, healthy eating, dental care and rest</p>	<p>Know that household products, including medicines, can be harmful if not used properly</p>

Appendix 1: Curriculum map

Relationships and Health education curriculum map for lower KS2 within PSHE lessons

RELATIONSHIP CURRICULUM	TERM 1 Families and Caring People who Friendships Care for me		TERM 2 Respectful Relationships	TERM 3 Being safe	
Year 3 and 4	<p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy</p> <p>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>To recognise that their actions affect themselves and others</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>To recognise and manage 'dares'</p>	<p>To be able to recognise and respond appropriately to a wider range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help.</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>To recognise and challenge stereotypes</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p>To differentiate between the terms, 'risk', 'danger', and 'hazard'</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>To understand school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)</p> <p>For pupils to learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p>	
HEALTH CURRICULUM	Mental Wellbeing	Internet Safety and Harms	Physical Health, Fitness & Prevention	Healthy Eating	Drugs, alcohol and tobacco
Year 3 and 4	<p>For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people</p>	<p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request</p>	<p>To understand what positively and negatively affects their physical, mental and emotional health</p> <p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>

RELATIONSHIP CURRICULUM	TERM 1 Families and People who care for each other	Caring Friendships	TERM 2 Respectful Relationships	TERM 3 Being safe		
Year 5 and 6	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other.</p> <p>To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy</p>	<p>To understand that their actions affect themselves and others</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p>To work collaboratively towards shared goals</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To recognise and challenge stereotype.</p> <p>To understand the difference between, and the terms associated with sex, gender identity and sexual orientation. This will include LGBT terms – Year 6 only</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>To recognise and manage 'dares'</p>	<p>To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9). To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>To understand school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers Year 6 only</p> <p>To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>		
HEALTH CURRICULUM	Mental Wellbeing		Internet Safety and Harms	Physical Health, Fitness & Prevention	Healthy Eating	Drugs, alcohol and tobacco
Year 5 and 6	<p>To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>Learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>		<p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request</p>	<p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>To understand how their body will, and their emotions may, change as they approach and move through puberty – linked to statutory science curriculum</p> <p>To learn about human reproduction – linked to statutory science curriculum</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>To learn about habits (in relation to drug, alcohol and tobacco education)</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 • 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	<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
Respectful relationships	<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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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	<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

This audit should be reviewed annually by SDC then the Finance committee and presented for approval to the Full Governing Body.

Log of changes and updates to the document:

Date	Page	Change	Approver
Feb 2021	All	Policy created by new Headteacher	
/3/2021	All	Reviewed	SDC

Appendix A