



Living Life in all its Fullness - John 10:10

KIRK FENTON CE PRIMARY SCHOOL

Relationships, Health and Sex Education Policy

September 2020 (Updated July 2021)

Review Date: Autumn 2023

Our Vision

Rooted in Christian belief, our vision for every member of this school community is to feel valued and respected, regardless of age, gender, sexuality, race, faith, belief or ability. Through developing a love of learning, each individual will have the opportunity to reach their full potential and aspire to become the person they were born to be.

Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven. Matthew 5:14-16

Overarching Principles

At Kirk Fenton Primary school RHSE teaching and learning is delivered within the aims of our vision statement and our Equal Opportunities Policy. It will therefore be delivered within an ethos of honesty, trust, respect and care. Under no circumstances will children or adults be stigmatised based on their different age, gender, sexuality, race, faith, belief, ability or home circumstances. Teachers will be sensitive to these issues, promoting inclusion and reducing discrimination.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary aged pupil. Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place, which we are in agreement with and have included in our curriculum. We understand our responsibility to deliver a high quality, age-appropriate and evidence based relationships, health and sex curriculum for all our pupils and this policy sets out that framework, providing clarity on how it is informed, organised and delivered.

Roles and Responsibilities

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well-led, effectively managed and well-planned and includes reference to peer on peer abuse.
- Evaluate the quality of provision
- Ensure that teaching is delivered in ways that are accessible to pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver high quality and age-appropriate curriculum in line with statutory requirements and includes reference to peer on peer abuse.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or opinions when delivering the lessons
- Model positive attitudes to relationships, health and sex education

- Model respectful and appropriate behaviour so that pupils can identify acceptable and unacceptable behaviour towards others and promote a culture where peer on peer abuse is recognised and swiftly addressed.
- Encourage pupils to feel confident to ask for help and support if they need it.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection Policy including concerns around peer on peer abuse.
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENDCO to identify and respond to individual needs of the pupils
- Work with the Senior Leadership Team and Curriculum Lead to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding RHSE
- Attend, or contribute to, any consultation or information sessions regarding the delivery of RHSE

How this relates to National Guidance and Requirements

This policy has due regard to, and is intended to be implemented in accordance with, the following legislation, statutory and advisory guidance:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2014) Science programmes of study: Key stages 1 and 2

Definitions

For the purpose of this policy, relationships and sex education is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

For the purpose of this policy peer on peer abuse is defined as including but not limited to bullying (including cyberbullying), sexual harassment and violence (including online), physical abuse or otherwise causing physical harm, sexting and initiating/ hazing type violence and rituals.

POLICY PRINCIPLES IN DETAIL

Consultation with parents and carers

We recognise the role of parents and carers in supporting their children to learn about relationships, health and sex is vital. We intend to give parents and carers every opportunity to understand what we are teaching in the RHSE curriculum, and to be consulted with, and offer feedback on, the curriculum content and delivery. Materials that will be used within the school's sex education programme can be seen by parents in school on request and we will provide opportunities for parents to discuss the content of the lessons and to view the videos and resources being used with Years 5 and 6. The school will update parents when Sex Education lessons are being held in advance. Any general queries should be directed in the first instance to the class teacher or to the Designated Safeguarding Lead and Headteacher, Mrs Williams.

The right to be withdrawn

As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education curriculum N.B.the right to be withdrawn does not apply to Relationships or Health Education, which are statutory requirements and will be taught as per the DfE outlines below.

A letter of consent will be sent in advance of the non-statutory sex education lessons and parents have the right to withdraw their child. Any such request will be passed to the Headteacher who will request to meet with the parent to discuss their request, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include a discussion with the pupil. The Headteacher will also discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil - this could include, for example, possible social and emotional effects of being excluded. The Headteacher will keep a written record of the discussion, and will ensure that the pupil receives appropriate alternative education during the delivery of non-statutory sex education to the remaining pupils.

Curriculum Organisation and content

Our RHSE curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the DfE, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, such that topics are built on prior knowledge and understanding.

The tables below have been taken from the DfE statutory guidance document, and provide an overview of the required learning for the relationships and health strands throughout the primary years.

Relationships Education: by the end of primary school, pupils should know:	
Families and people who care for 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

	<p>other's lives</p> <ul style="list-style-type: none"> ● 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, gender, personality or background), 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 for 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	<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

	<ul style="list-style-type: none"> • 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 or peer • how to ask for advice 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

Health education: by the end of primary school, pupils should know:

Mental wellbeing	<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 the scale of emotions that all human 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
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	<p>who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>
Internet safety and harm	<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 or with others and the mental and physical effects on wellbeing ● how to consider the effects 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, which can have a negative impact on mental wellbeing ● 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 for issues online
Physical health and fitness	<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 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	<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 and health)
Drugs, alcohol and tobacco	<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	<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 the 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 immunisation and vaccination

Basic first aid	<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	<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 key facts about the menstrual cycle

Sex Education

The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals including humans.

Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow.

At Kirk Fenton, we have devised an overview of what will be covered during these lessons, making sure they are age appropriate to the children and gender segregated where needed. It can be found on the RHSE section of our website.

Curriculum Delivery

The delivery of relationships, health and sex education often overlaps and will be delivered by class teachers as part of the school's RHSE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and reinforced through Computing and ICT lessons.

In each Year group, appropriate resources including diagrams, videos, books and games will be used to assist learning alongside discussion and practical activities. At the discretion of the class teacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole class settings taking any pupils with special educational needs into account, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

Equal Opportunities

We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability or religion/beliefs. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give equal focus to boys and girls; support the reduction of stigma, particularly in regard to mental wellbeing;

encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves.

Confidentiality

Confidentiality within the classroom is an important component of RHSE and teachers will respect the confidentiality of their pupils as far as possible. They will, however, report any concerns or disclosures that indicate potential abuse, including peer on peer abuse, to the Designated Safeguarding Lead as per the school's Safeguarding and Child Protection Policy. Pupils will be informed of the school's responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns they share.

Monitoring and Review

This policy will be monitored by the Headteacher and Local Governing Body. Curriculum effectiveness will be evaluated as per the school's cycle for monitoring of teaching and learning, which will include review of lesson planning, lesson observation and work scrutiny.

This policy will be reviewed every 2 years. Review will be undertaken by the Headteacher and Local Governing Body and will take into account feedback from parents and carers, pupils and staff as well as any changes to legislation and statutory frameworks.