



Relationships, Health and Sex Education policy

Context

Exeter Road Primary School is a community primary school for girls and boys aged 4-11. The school presently has 200 children on roll who come from both single and dual parent families. Approximately 33% of the pupils are on the Special Needs Register. There is a wide social mix and very varied family backgrounds. The school covers an urban residential area.

Policy Formation and Consultation Process

The Policy has been agreed by Governors and staff and approved by the Governing Body. The following issues were considered:

- Aims of the Sex and Relationships Education programme
- The moral and values framework
- Content of the Relationships, Health and Sex Education programme
- The delivery of the programme
- Resources
- Ideas for involving parents / carers
- Teaching and learning styles
- The use of visitors to enhance the programme
- Child Protection
- The withdrawal of children
- The monitoring and review of the programme

Relationships, Health and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Morals and values framework and ethos of the school statement

The Relationships, Health and Sex Education programme will reflect the school's over-arching aims and supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

All are encouraged to promote the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility to their family, friends, school and wider community

Principles and Values

RHSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
- Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – everyone whatever their background, community or circumstance
- Be provided within a holistic context of emotional and social development across the school.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment

Our school aims to provide a stimulating and caring environment, in which each child experiences high standards of education and preparation for the future, working in partnership with parents and the local community. We wish to ensure that all children are valued, and that we have robust and sensible policies and procedures in place to protect all children, and support those in specific need.

Aims of RHSE Programme

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In our RHSE we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline. This will sit alongside the essential understanding of how to be healthy. In upper KS2, teaching will build on the knowledge acquired previously, and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching on mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children are increasingly experiencing challenges, and we want to give them the knowledge and capability to take care of themselves and get support if problems arise. This will support our ethos in helping to foster pupil wellbeing and develop resilience and virtues that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is our children's ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to bounce back from knocks and challenging periods in their lives. This will be complemented by development of virtues like kindness, generosity, self-sacrifice and honesty.

The Relationships, Health and Sex Education curriculum will:

- Provide children with knowledge of loving relationship and of human reproductive processes
- Reassure children of their values and self worth including aspects of dignity, self respect and self restraint
- Nurture a responsible attitude towards personal relationships including aspects of mutual respect and care, as well as developing a sensitivity towards the needs of others encompassing fidelity and loyalty
- Inform children on matters of personal hygiene and related health issues
- Encourage exploration of values and moral issues, taking into account physical and moral risks associated with certain behaviour
- Educate against discrimination and prejudice
- Empower children to make informed choices about sex

Relationships, Health and Sex Education in this school will be developmental. The term Relationships, Health and Sex Education is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

Equal opportunities statement

Under the provisions of the Equality Act, at Exeter Road, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation. We will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning SRE lessons.

The needs of boys as well as girls

We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on children based on their gender or any other characteristic. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to Relationship, Health and Sex Education. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall address homophobic bullying.

Special Educational Needs

We shall take account of the fact that some children may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Sex and Relationships Education needs. If required, the school will take advice from specialists in this area when teaching about sexual relationships.

Curriculum Content

At Exeter Road, we believe that all pupils should have a Sex and Relationships Education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born (as set out in KS1 & 2 of the Science NC). In the early years, education about relationships should focus on friendship, bullying and the building of self-esteem. Our Sex and Relationships Education programme will ensure that children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

Topics and themes will be revisited each year taking account of the children's development and needs. This has been developed in conjunction with the curriculum guidelines for Sex and Relationships Education, PSHE and Citizenship and the Science curriculum.

At Exeter Road Primary School Sex and Relationships Education is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching Relationships, Health and Sex Education through and in other subjects/curriculum areas, e.g. RE, Circle Time
- Teaching elements of the Relationships, Health and Sex Education curriculum through the statutory Science KS1 and KS2 curriculum
- Through planned visits from parents/carers, and younger and older siblings
- Occasionally through assembly time
- Through pastoral care and guidance, including circle time and story time
- PE which covers keeping healthy and personal hygiene

Consideration will also be given to appropriate teaching methods [i.e. one-to-one, small group, whole class]. Single sex groups will be used to deliver parts of the programme as and when appropriate.

The content of the Relationships, Health and Sex Education programme, including learning outcomes will include the following topics:

- Feelings and Relationships
- My healthy body
- Lifestyles and culture
- Growing up

(An outline of the full curriculum programme and scheme of work is included)

Specific issues

Ground Rules

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Relationships, Health and Sex Education.

Ground rules are established in every class in order to provide a common values framework within which to teach.

- Children will be given preparation so that they will know how to minimise any embarrassment they feel.
- Children will be encouraged to use the correct names for body parts.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. All questions will be answered; however, questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations.

Child Protection

Children occasionally make personal disclosures, either in class or to individual teachers. The school policy about Child Protection provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Child protection procedures must be followed when any disclosures are made.

Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, not to replace teacher led delivery.

- All visitors will be police checked prior to contact with any children.

Organisation of School RHSE

Methodology and Approach

There is a whole school approach from R to Y6, and all class teachers deliver RHSE. It is taught in a cross curricular way, encompassing all elements within the National Curriculum, as well as expanding more broadly into human relationships, human and physical development and reproduction and risks of sexual activity and sexuality.

RHSE is taught in mixed sex classes.

Governors and teachers have agreed that teachers answer all children's questions relating to RHSE.

Dissemination of the RHSE Policy

The policy is available on the school website for all parents.

Parents/Carers Right to Withdraw their child

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We wish to work closely with parents when planning and delivering RHSE. We will ensure that parents know what will be taught and when, and to understand the purpose and content of our RHSE curriculum. Good communication and opportunities for parents to understand and ask questions about the school's approach are encouraged. RHSE at Exeter Road is taught across the curriculum, and it is not possible to separate out all RHSE lessons. There are, however, occasional specific lessons where health professionals are invited to address the children in the presence of the class teacher. Notification is always sent to parents in advance of such specific lessons. If a parent feels it necessary to withdraw their child, they should arrange to come into school and discuss their concerns with the Headteacher.

In the event of a child being withdrawn from a lesson, the child will stay in school and will be assigned to another class until the RHSE lesson is over.

Provision for pubertal children

Sanitary disposal units are located in the cubicles of the KS2 girls' toilets. Girls requiring sanitary protection should go to the Deputy Head.

The nature of support available to children

The school takes its role in the promotion of children wellbeing seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive support for children in a number of ways.

Scheme of Work

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| Families and people who care for me | Pupils should know <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 |
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| | <p>and know that other children’s families are also characterised by love and care for them.</p> <ul style="list-style-type: none"> • 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/civil partnership 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 | <p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships | <ul style="list-style-type: none"> • 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. • 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 | <p>Pupils should know that</p> <ul style="list-style-type: none"> • people sometimes behave differently online, including by pretending to be someone they are not. |

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| | <ul style="list-style-type: none"> ● 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. |
| Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. ● 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 occur. |
| Being safe | <p>Pupils should know</p> <ul style="list-style-type: none"> ● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● how to respond safely and appropriately to adults they may encounter who they do not know. ● how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ● where to get advice from e.g. family, school and/or other sources. |
| Mental wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and |

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| | <p>others' feelings.</p> <ul style="list-style-type: none"> • 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 impact of relaxation, 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 resolve if the right support is made available and accessed, especially if they access support as early as possible. |
| Physical health and fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). |
| Healthy eating | <p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories, and 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 other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Changing adolescent body | <p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. |
| Y5/6 Sex Education | <p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproduction • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and |

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| | <p>not pressurising others.</p> <ul style="list-style-type: none">• the facts about contraceptive choices and options available.• the facts around pregnancy including miscarriage.• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced.• how the use of alcohol and drugs can lead to risky sexual behaviour. |
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Policy updated 22nd January 2020