

# Relationship and Sex Education (RSE) and Health Education Policy

## Greatham Primary School

May 2020- reviewed May 2023

Members of staff responsible for Relationships Education and Health Education: Sarah Trussler (SENDCo) Jo Goman (Headteacher)

Line Manager (Member of SMT): Jo Goman

Next review date: May 2026

### How this Policy was developed

Consultation for this policy was undertaken with staff, governors and parents at both the initial stages (2020) and also at the review point (2023).

### Requirements on schools in law

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](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We have a statutory duty to safeguard children and young people – as set out in the DfE document *Keeping Children Safe in Education*. We also have a duty to promote the Equality Act 2010, British values (including democracy, tolerance, and the rule of law), provide a broad and balanced curriculum, and address the spiritual, moral, social and cultural development of pupils.

At Greatham, we teach RSE as set out in this policy.

### This policy is linked to the following policies:

Safeguarding  
Single Equality Statement  
Child Protection  
Anti-Bullying  
Behaviour

### What is Relationships and Sex Education (RSE)?

RSE is part of our overall Personal Development Learning (PDL) programme for which there is a whole-school approach. We know that PDL is vital in improving children's emotional health and well-being, helping to keep them safe, improving behaviour and raising achievement.

RSE at Greatham teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. From the beginning of the primary school career, we teach the children at Greatham how to take turns, how to treat each other with kindness, consideration and respect, the

importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Our core value of 'Care' encompasses this.

Children are also taught about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

RSE is always age-appropriate. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, feelings, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It goes beyond learning about relationships to include puberty, male and female anatomy, how a baby is conceived and born, body ownership, gender identity and safeguarding.

RSE is taught respectfully and sensitively ensuring that children's emotions are considered.

RSE involves a combination of sharing information, and exploring issues and values in an age appropriate way.

RSE is not about the promotion of sexual activity.

RSE at Gresham teaches the fundamental building blocks and characteristics of positive relationships. It is about providing children with age appropriate information to empower them to make positive decisions about themselves and develop healthy, nurturing relationships of all kinds including:

- Families (in all forms- single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures). There is no stigmatisation of children based on their home circumstances and we sensitively reflect that some children may have a different structure of support around them; for example, looked after children or young carers.
- Respectful relationships, including friendships
- Online and media
- Being safe

This focus creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

The objectives of our curriculum are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To challenge stereotype (with a particular focus on the stereotypes associated with the protected characteristics)
- To raise self-esteem and confidence, especially in their relationships with others;
- To develop understanding of own sexual feelings and behaviour to lead fulfilling and enjoyable lives;
- To value and name emotions and further develop skills in effectively managing them;
- To develop skills of decision making, choice and assertiveness and make the most of their abilities and cope with the external influences such as peer pressure and social media;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To respect and care for their bodies
- To be prepared for puberty and adulthood

We will work within the following morals and value framework:

- Care and respect for self
- Care and respect for others
- Responsibility for their own actions; and
- Responsibility towards their family, friends, school and wider community

In order to establish a safe learning environment, at Greatham school we:

- Celebrate everyone's special qualities.
- Link PSHE and emotional health and wellbeing education into the whole-school approach to supporting pupil welfare and safety. This helps to build a positive, respectful ethos in school can help with this. We are an Attachment Aware and Trauma Informed School and therefore aim to connect with children to support them through co-regulation. We name emotions and discuss how to manage the feelings they bring.
- Work with pupils to establish ground rules\*\* about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant.
- Ensure that ground rules/class agreements reflect the school's wider policies and practice in relation to managing sensitive issues.
- Provide opportunities for children to ask questions anonymously. This enables children to ask questions that concern them without having to do so in front of their peers.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.
- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Always work within the school's policies on safeguarding and confidentiality, in particular making it clear to children our school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

*\*\*Although ground rules are most meaningful and effective when developed as a class, there are basic elements that we always encourage, including:*

- *Listen to and respect each other*
- *Use language that won't offend or upset other people.*
- *Use the correct terms, and if we don't know them, we'll ask for help.*
- *Comment on what was said, not the person who said it.*
- *Don't share our own, or our friends', personal experiences.*
- *Don't put anyone on the spot or ask personal questions*
- *We have the right to pass.*
- *Don't judge or make assumptions about anyone.*

## **Our Curriculum**

Through our curriculum, we aim to give the children the tools they need to cope and to thrive. We follow the Coram Life Education planning. Each year group will follow six half termly units of work which provide a carefully sequenced, age-appropriate series of lessons. These cover the DfE statutory requirements for both Relationships and Health Education (RSE). At times, it may be necessary to adapt and change in response to arising issues or Government legislation.

## Long term overview

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others  Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation  Self-regulation	Growth Mindset  Looking after my body	Life cycles  Dealing with loss  Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

## Year Group Schedule for Relationships and Sex Education

	Topics covered by year group
Year 1	<p>In Science, Children lead the discussion on the names of the main body parts (without direct teaching).</p> <p>Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts Children learn the importance of friendships and getting along with each other. Begin to accept everyone as an individual Appreciate the difference between needs and wants Respect others' needs, feelings and opinions Value other people's achievements</p>
Year 2	<p>My body is important – the scientific names for the sexual organs of the human body are taught. These being penis; testicles; nipples; vulva. Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person Consider the qualities of a friend and what they value in friends Understand what a friend is and how to be a friend Understand that friendships can change Make new friends and deal with losing friends</p>

Year 3	<p>Identify different types of relationships; e.g. pets, parents/carers, siblings, aunts, uncles, cousins, friends, leaders of groups outside school such as gym coach etc. Recognise who they have positive healthy relationships with. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm;</p>
Year 4	<p>Know that there are many different patterns of friendships Understand the meaning of friendship and loyalty Be able to be honest Know where to get help in school and through help lines when facing problems Understand that for girls, periods are a normal part of puberty Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Female: vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts Male: penis, testicles, sperm, pubic hair Understand and explain why puberty happens Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony</p>
Year 5	<p>Be able to put themselves in someone's shoes Value the diversity of lifestyles Recognise that actions have consequences for oneself and others Challenge the opinions and actions of others Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Know the correct words for the external sexual organs; Know what menstruation is and why it happens Discuss some of the myths associated with puberty Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>

Year 6	<p>Recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>Suggest positive strategies for dealing with change;</p> <p>Identify people who can support someone who is dealing with a challenging time of change</p> <p>Understand that fame can be short-lived;</p> <p>Recognise that photos can be changed to match society's view of perfect;</p> <p>Identify qualities that people have, as well as their looks.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p>
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### **How RSE is monitored and evaluated**

The RSE policy is periodically reviewed. The programmes of study for relationships and sex education are continually reviewed and any changes deemed necessary are implemented. The induction of new staff will include introduction to this policy.

Children's progress is measured half termly and outcomes are reviewed by the PSHE leader to ensure that we are meeting the children's needs.

### **How the delivery of the content will be made accessible to all pupils**

Our RSE programme is tailored to the age and the physical and emotional maturity of the children. We ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. Although the information shared will always be the same, we understand that children may feel more comfortable to ask questions if in separate groups and these need will be catered for.

### **Ethnic, religious and cultural diversity**

We promote the spiritual, moral, social and cultural (SMSC) development of our pupils. We actively promote fundamental British values. We meet requirements for collective worship and have a strong school ethos underpinned by our value of 'Care, Aspire and Achieve' supported by effective relationships throughout the school. Our RSE programme is inclusive and shows tolerance of those with different faiths and beliefs. It acknowledges, accommodates and

celebrates the diversity within any group of people in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

### **Varying home backgrounds**

Our RSE programme recognises that children come from a variety of backgrounds and these are acknowledged in the teaching. Our programme promotes the inclusion and representation of a range of different families as part of the wider context thus 'usualising' diversity.

### **Sexual Orientation**

We ascribe to the current DFE guidance on LGBTQ+ inclusion in primary schools

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

which promotes us to:

- Consider the makeup of our own, ever changing, student body, including the gender and age range of pupils and, as necessary, to put in place additional support for pupils with particular protected characteristics.
- Foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- Be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
- In teaching RSE, we ensure that the varied needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.
- Ensure that we comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.
- Ensure that all teaching is sensitive and age appropriate in approach and content and that children are taught about LGBT content at a timely point as part of this area of the curriculum.

Therefore, the RSE programme acknowledges this and includes sensitive, honest and balanced consideration of sexuality.

### **Staff Development**

Ongoing CPD through both in house and external sources will ensure that staff are fully equipped to identify issues for pupils and manage their own health and wellbeing.

## **Parental concerns and withdrawal of students**

We will always inform parents prior to the start of a sex education unit of work. Parents have the right to withdraw their children from all or part of Relationships and Sex Education. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. From 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education.

Before granting any such request the headteacher will discuss the request with the parent and, as appropriate to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher is also likely to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSE.

## **Sources of Further Information**

This policy has drawn on:

DfES 'Sex and Relationship Education Guidance' (2000)

Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (September 2021)

## **Useful resources**

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>