

Georgeham C of E Primary School

Small School, Huge Horizons

Relationships (and Sex) Education (and Health Education)

April 2021

To be reviewed: **Biennially**

Person responsible: **Headteacher**

Owner: **Teaching and Learning Committee**



1. Aims

The aims of relationships and sex education (RSE) and health education (HE) at our school are to:

- Provide a framework in which we can support children's emotional, social and cultural development
- Provide opportunities for children to learn about relationships, healthy lifestyles, diversity and personal identity
- Enable an environment where sensitive discussions can take place safely and comfortably
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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

At Georgeham Primary School we teach Relationships and Health Education as set out in this policy.

* <https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education>

3. Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the proposed policy
- Pupil consultation – we investigated what exactly pupils want from their Relationships and Health Education
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Personal, Social, Health and Economic Education (**PSHE**) is the over-arching subject area for all these areas.

Relationships and sex education (**RSE**) covers areas such as friendships, bullying, respect, diversity, E-Safety, and also conception in year 6.

Health education (**HE**), covers areas such as keeping fit, mental wellbeing, healthy eating and lifestyles, drugs and alcohol, and puberty.

Sex Education (**SE**) is within both the science curriculum and is also a discrete element of RSE.

5. Curriculum

Georgeham Primary School uses a scheme by 1Decision to support the teaching and learning of PSHE, RSE and HE. Biological aspects are taught within the science curriculum. A lot of the content is also taught through an awareness and understanding of our school values that underpin our work in school.

Relationships & Sex Education and Health Education will include:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Within the National Curriculum's Science Programme of Study, sex education includes:

- Internal and external parts of the body
- Human body as it grows from birth to old age, including puberty
- Reproduction in plants and animals

Relationships and sex education (RSE), and health education (HE), involves a lot of discussion. This is done in a matter-of-fact way; factually and with no ambiguity or embellishments, nor directed by any religious or personal opinions of the staff member leading the session and always has respect and tolerance of personal beliefs of others..

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and don't seek answers online. Teachers will be supported by the Headteacher if a question arises that they are unsure about how to respond. Parents will also be contacted so that they're aware of any interesting lines of enquiry from their child.

The 1Decision scheme for PSHE 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

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).

See our curriculum map in Appendix 1 for more information.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE & HE are taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE.
- Safeguarding (everyone is responsible). If any staff suspects there to be safeguarding issues, they have a duty to pass this information on to the designated safeguarding lead (DSL) and use the procedures set out in the schools safeguarding policy.

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

7.4 Pupils

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

8. Parents' right to withdraw their child

Parents have the right to withdraw their children from the non-science components of sex education within RSE. These elements include human conception - how a baby is made.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have a right to withdraw their child from the science curriculum where children learn about growth and reproduction in plants and animals, including the names of parts of the human body, and also puberty.

9. Monitoring arrangements

The delivery of Relationships and Health Education is monitored by the Headteacher.

This policy will be reviewed by the Headteacher, biennially (every two years). At every review, the policy will be approved by the Governing Board's Teaching and Learning Committee.

We consulted the children in year 5 and 6 in July 2021. Their responses were as follows...

- I was dreading it at first... some of us were really giggly.
- It was embarrassing at first but it's a normal way of life and it was fine.
- It was a useful video. I didn't know some of the stuff and learnt lots.
- It's important to know.
- It was good to have a male teacher to talk to.
- The video was good, but it was embarrassing.
- I'm glad it was a cartoon [in the video] and not too graphic.

Appendix 1: Relationships and health education curriculum map

Autumn	Health and well-being	Year 1/2	Road safety Healthy eating Washing hands Brushing teeth Road safety Tying shoelaces
		Year 3/4	Staying safe Medicine Teeth Cycle safety Healthy living
		Year 5/6	Peer pressure Smoking Water safety Alcohol
Spring	Living in The Wider World	Year 1/2	Practice makes perfect Online bullying Image sharing Money matters Helping someone in need Making friends online
		Year 3/4	Stealing Computer safety Coming home on time Online bullying Chores at home
		Year 5/6	Looking out for others Image sharing Enterprise Stealing Making friends online In App purchases
Summer	Relationships, Feelings and Emotions	Year 1/2	Bullying Friendships Jealousy Body language Touch Worry
		Year 3/4	Appropriate Touch Jealousy Anger Grief
		Year 5/6	Yr5. (and Yr6 repeat) Puberty Yr.6 only, Conception

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

Topic	By the end of Primary school, pupils should know...
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<p>Online relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>
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Appendix 3: PSHE, SRE and HE in relation to our school values.

'We are Kind'

'Love your neighbour as yourself.' (Matthew 22 v.39)

Yr 1 and Yr 2	Yr 3 and Yr 4	Yr 5 and Yr 6
Ways to be kind to each other and build each other up.	Ways to be kind to each other and build each other up (online and face to face). To be able to understand why people might be feeling sad and try to help them (e.g. grief).	Ways to be kind to each other and build each other up (online and face to face). To be able to understand why people might be feeling sad and try to help them (e.g. grief).

'We are Curious'

Jesus said that he had come in order that we, 'Live life in all its fullness.' (John 10:10)

Yr 1 and Yr 2	Yr 3 and Yr 4	Yr 5 and Yr 6
To explore new skills and practise these skills. Learning how to tie shoelace and understand that practise makes perfect.	To explore some of the emotions we have and understand why we are feeling that way (anger, grief, jealousy).	To explore some of the emotions we have and understand why we are feeling that way (worry, anger).

'We are Confident'

'I know the plans I have for you... plans to bring about the future you hope for.' (Jeremiah 29 v11)

Yr 1 and Yr 2	Yr 3 and Yr 4	Yr 5 and Yr 6
To feel confident to tell an adult if we see people being unkind. Be confident to be an upstander and support the person being bullied.	To learn the benefits and dangers of medicines and be confident to tell someone if we are worried.	To learn the benefits and dangers of medicines and be confident to tell someone if we are worried. To start to understand the ways that our bodies will change (puberty year 5) and be confident that we know what to do if we have worried or concerns. To learn how babies are made and born and how a baby develops in the womb during pregnancy (year 6).

'We are a community'

Do to others as you would have them do to you.' (Luke 6 v31)

Yr 1 and Yr 2	Yr 3 and Yr 4	Yr 5 and Yr 6
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Learning about ways to be a good friend.	Learning about ways to help someone in need in our local community and also in the wider world through day to day experiences and also specific days (Izwilenkobi day, Children in Need, Harvest Festival and other events during the year). Looking after our family and learning about ways to help out at home.	Learning about ways to help someone in need in our local community and also in the wider world through day to day experiences and also specific days (Izwilenkobi day, Children in Need, Harvest Festival and other events during the year). Looking out for our friends and our wider community.
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'We are Adventurous'

Encourage one another, and build each other up.' (1 Thessalonians 5 v11)

Yr 1 and Yr 2	Yr 3 and Yr 4	Yr 5 and Yr 6
To discuss ways of staying safe when exploring the digital world and give examples about how to do this; online safety e.g. image sharing. To be able explore the world and the community around us safely-road safety, being safe around the home.	To discuss ways of staying safe when exploring the digital world and give examples about how to do this; online safety e.g. image sharing and use of personal information. To be able explore the world and the community around us safely-road safety, cycling, making emergency phone calls.	To discuss ways of staying safe when exploring the digital world and give examples about how to do this; online safety e.g. image sharing and use of personal information. Making friends online and understanding that people are not always what they might seem, Being aware of 'in-app' purchases. To be able explore the world and the community around us safely-cycling and bikeability (y5).

'We are Ambitious'

We should 'Forget what is behind us and reach straight for what is ahead. Run straight towards the goal.' (Philippians 3 v12)

Yr 1 and Yr 2	Yr 3 and Yr 4	Yr 5 and Yr 6
To strive for a healthy and safe way of life for ourselves and others, washing our hands, cleaning our teeth.	To strive for a healthy and safe way of life for ourselves and others, eating healthy food, cleaning our teeth.	To learn how to be enterprising and test out ideas and initiatives.

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	