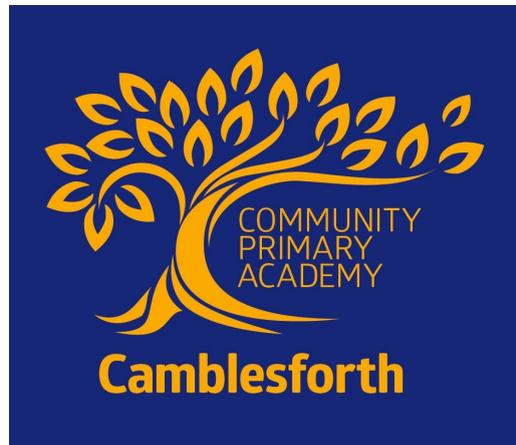


# Relationships, Health Education and Sex Education Policy



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Review Period: Every 3 years  
(By Local Governing Body)

Signed: ...I Fenton .....

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

### **What is Health Education?**

Health Education aims to give each child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, children will have been taught content on:

- mental wellbeing
- Internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

### **What is Sex and Relationships Education?**

Relationships Education aims to put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Each child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, children will have been taught content on

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Sex and Relationships Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Aims and Objectives for Sex and Relationships Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled. To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- 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 develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To be prepared for puberty and adulthood.

## **The teaching programme for Sex and Relationships Education**

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children from this aspect.

#### National Curriculum Science

##### Key Stage 1 :

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

#### National Curriculum Science

##### Key Stage 2 :

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

### **SRE involvement**

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special educational needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of

SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

## **The organisation of Sex and Relationship Education**

SRE is delivered through science lessons, PSHE sessions and circle time. It is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

SRE is taught using a range of teaching methods which involve children's full participation. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach sex and relationship education may include fiction, reference books, leaflets and extracts from video clips. The website which we use to teach children about changing adolescent bodies and reproduction is : [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies) Parents will be invited to view these videos and ask any questions before they are shared with the children in school. There are 6 videos on this website. 5 of these may be shown without parental consent as they fall within the Health and Relationships Education programme. One of the videos ('How babies are made') is part of the Sex Education programme and therefore requires parental consent (see Parental Consultation and Rights below)

## **Parental Consultation and Rights**

This policy will be available to parents on request as well as via our website.

A parent cannot withdraw their child from **Relationships Education** because it is important that all children receive this content, as outlined above. This includes content on human development, including reproduction, which is taught in the science curriculum.

However, they may withdraw their child from some or all of the lessons on **Sex Education**. A request for withdrawal from Sex Education must be granted by the head of school. Sex Education sessions will include how a child is conceived and born, and may also cover topics such as, but not limited to, pornography, masturbation, grooming and Child Sexual Exploitation. The decision to teach such topics will be made according to the need, acknowledging issues within the local community and those relevant to a particular cohort of children.

The school will inform parents when aspects of the Sex Education will be taught and provide opportunities for parents to view the videos and resources being used.

## **Safeguarding Children**

When teaching any sensitive topic, such as which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationships or Sex Education Programme, have statutory training around safeguarding children and are all aware of Camblesforth's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that, for children who may be vulnerable due to past or present abuse or changes in family situation, there may be a need to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

## **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

## **Answering Children's Questions**

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smartphone. In the age of information, where children in primary have access to tablets, smartphones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had a chance to form.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.

Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, our suggested response is: *"that is a fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer, but the member of staff should try to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*. This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.

If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.

Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

### **The Role of Visitors in regards to SRE**

Visitors are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's SRE policy and work within it.

## **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named member of staff responsible for Safeguarding, who may confer with the head of school before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **Sexual Identity and Sexual Orientation**

Camblesforth COmmunity Primary Academy believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. The school liaises with parents on this issue to reassure them of the content and context.

## **Monitoring & Evaluation:**

SLT will work with subject leaders to monitor the provision of SRE across the school. This will be completed a minimum of once a term and will include learning walks, CPD, pupil voice and book monitoring. Pupil voice evaluations will be used to monitor the progress of pupils' understanding of RSE.

## **Ethos and vision**

Camblesforth's vision is to prepare our children to be happy, successful and responsible citizens in the future. Our intent is to develop outward-looking pupils, who are able to engage in learning both about themselves and about the wider world. We believe our Health, Relationships and Sex education programme contributes to the vision and intent and is also underpinned with our values and ethos.

The following table shows how the delivery of Health Education, Relationship Education and Sex Education programmes are planned to fit in to Camblesforth's 2-year rolling programme of learning.

## Camblesforth PSHE LTP **First** Year of Rolling 2 year Programme

	Autumn : Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
KS1 (Yland 2)	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	'What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
LKS2 (Y3 and 4)	What makes a family Features of family life	Personal boundaries Safely responding to others The impact of hurtful behaviour	Recognising respectful behaviour The importance of self-respect Courtesy and being polite	The value of rules and laws Rights, freedoms and responsibilities	How the internet is used Assessing information online	Different jobs and skills job stereotypes Setting personal goals	Health choices and habits What affects feelings Expressing feelings	Personal strengths and achievements Managing and reframing setbacks	Risks and hazards; Safety in the local environment and unfamiliar places
UKS2 (Y5 and 6)	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people Recognising prejudice and discrimination	Protecting the environment compassion towards others	How information online is targeted Different media types, their role and impact	Identifying job interests and aspirations what influences career choices workplace stereotypes	Healthy sleep habits Sun safety Medicines, vaccinations, immunisations and allergies	Personal identity Recognising individuality and different qualities Mental wellbeing Physical and emotional changes in puberty External genitalia Support with puberty	Keeping safe in different situations, including responding in emergencies, first aid and FGM

## Camblesforth PSHE LTP **Second** year of 2-year rolling programme

	Autumn : Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
KS1 (Yland 2)	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
LKS2 (Y3 and 4)	Positive friendships including online	Responding to hurtful behaviour Managing confidentiality Recognising risks online	Respecting differences and similarities Discussing difference sensitively	What makes a community Shared responsibilities	How data is shared and used	Making decisions about money Using and keeping money safe	Maintaining a balanced lifestyle Oral hygiene and dental care	Personal hygiene routines	Medicines and household products Drugs common to everyday life
UKS2 (Y5 and 6)	Attraction to others Romantic relationships Civil partnership and marriage	Recognising and managing pressure Consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity Challenging discrimination and stereotypes	Evaluating media sources Sharing things online	Influences and attitudes to money Money and financial risks	What affects mental health and ways to take care of it Managing change, loss and bereavement Managing time online	Human reproduction and birth Physical and emotional changes in puberty External genitalia Support with puberty Increasing independence Managing transition	Keeping personal information safe Regulations and choices Drug use and the law Drug use and the media