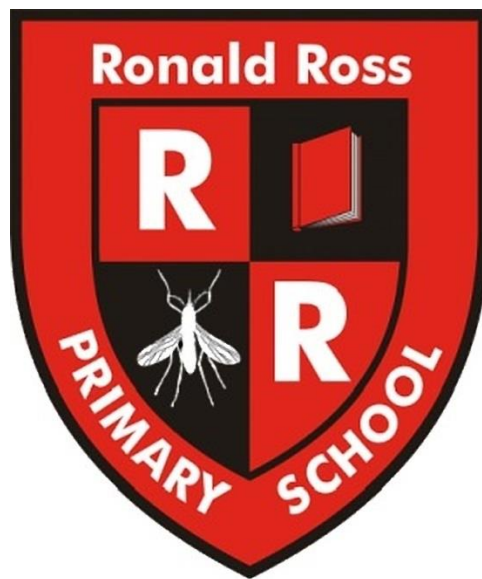


Ronald Ross Primary School

Relationships, Sex and Health Education Policy



Rationale for Relationships and Sex Education (RSE), and Health Education

Our pupils are growing up in an increasingly complex world: Advances in technology, whilst presenting many positive and exciting opportunities, pose considerable challenges and risks. Growing up in a diverse community also means that every pupil needs to learn how to show respect and care for every member of the school community regardless of beliefs, background, gender identity or culture. We support pupils to reflect and think about the way values, Rights of the Child (UNCRC), beliefs, attitudes and behaviours affect people's lives including theirs, that of the community and the wider world.

Everyone faces difficult situations in their lives, and growing up can be hard. At Ronald Ross we want our pupils to develop their resilience, so that they know how to manage their academic, personal and social lives in a positive way; we want our pupils to develop knowledge that will enable them to make informed decisions about their well-being and know where to access support when they need it. Relationships and Sex Education, and Health Education is lifelong learning and we teach it so that our pupils grow up to become happy, healthy, responsible, safe and successful adults of the future.

Aims

At Ronald Ross we believe children should be provided with a Relationships and Sex Education and Health Education, which will enable all children to:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Have the confidence and self-esteem to value themselves and others
- Communicate effectively, and safely when online
- Use age appropriate vocabulary to describe themselves and their bodies
- Neither exploit or be exploited
- Use necessary knowledge, skills and understanding to make informed, sensitive decisions in relationships to their own and others' developing sexuality
- Clarify misconceptions.
- Develop resilience
- Ask for help
- Develop an understanding of the law and what the law allows and does not allow, and the wider legal implications of decisions they make

At Ronald Ross we will ensure that we:

- Provide support, guidance and information for children and their parents
- Provide a foundation for secondary school transition
- Differentiate and personalise curriculum content for pupils based on factors such as:
 - Age
 - Physical and emotional maturity
 - Religious backgrounds
 - Special educational needs and disabilities (SEND)
 - Provide a foundation for secondary school
- Consult parents when we develop and review our school RSE policy, and provide examples of the resources that we plan to use
- Promote mutual respect and value each other's similarities and differences and face equalities issues openly, honestly and with sensitivity

Statutory requirements

It is a legal requirement for Ronald Ross Primary School to provide a Relationships Education and Health Education that focuses on the fundamental building blocks and characteristics of positive relationships. Sex Education is not compulsory in primary schools; however, primary schools are required to teach the elements of sex education contained in the science curriculum. The national curriculum for science includes subject content related to 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. At Ronald Ross, we teach additional content on sex education in Year 6 as we believe that this helps to support the ongoing emotional and physical developmental needs of our pupils, especially in the transition phase before moving to secondary school.

Curriculum Content

Relationships Education, RSE, and Health Education complement several national curriculum subjects, including science, computing and PE. We teach national curriculum statutory content as well as follow the Personal, Social, and Health Education (PSHE) Association Programme of Study for key stages 1 and 2. Pupils in key stages 1 and 2 will learn about and through the following core themes: Health and Wellbeing; Relationships; and Living in the Wider World. In Early Years these core themes are embedded across all seven areas of learning, in particular through: Personal, Social and Emotional Development, Physical Development as well as Understanding of the World. (See Appendix A for a detailed breakdown of what pupils need to know by the end of their primary Relationships Education and Health Education.) The DfE recommends should primary schools choose to teach Sex Education, that it should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

The additional content on sex education, taught solely in Year 6 (as mentioned above), can be read in Appendix B.

Assessment

Whilst there is no formal examined assessment for these subjects in primary school, we have the same high expectations of the quality of pupils' work in Relationships and Sex Education and Health Education as for other curriculum areas. Our curriculum will build on the knowledge pupils have previously acquired, including in other subjects, and teachers will provide pupils with opportunities to demonstrate their learning in different ways and give regular feedback according to school policy.

Parent Consultation

The DfE's guidance on Relationships and Sex Education 2019 says that schools should consult with parents regularly on the content of RSE programmes. "The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children, and have the most significant influence in enabling their children to grow and mature and to form healthy relationships." It also states that parents need to know that the school's curriculum will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

At Ronald Ross we use existing approaches used to engage and consult with parents as their opinions are important to us. Parent representatives may be consulted to help the school to formulate questions to ask in a parent survey. We may also seek support and encourage feedback from the governing body, particularly parent governors.

Reflection around parents' own experiences of sex education can often lead to a productive discussion in which teachers and parents can start planning relationship and sex education provision for their children. Provision and approaches taken may, where appropriate, depend on:

- The cultural and religious background of parents
- How engaged parents already are with the school
- Any local issues with safeguarding, such as female genital mutilation (FGM)
- Children's gender or sexuality identity

When clear and accurate information is shared with parents about the curriculum, requests to withdraw Year 6 pupils from sex education are reduced as parents are more informed and have had the opportunity to voice concerns.

If parents have concerns or issues that they would like to discuss about their children's Relationships and sex Education and Health Education, they are advised to speak to their child's Class Teacher who will then invite parents into school to discuss what will be taught and when, address their concerns and help support parents in managing conversations with their children on these issues at home.

If parents are worried about being asked difficult questions related to the content that will be taught, the school will support them through:

- Parent workshops
- Question and answer sessions
- Information packs, including links to online support

Right to withdraw

Parents of Year 6 children have the right to request that their child be withdrawn from some or all of sex education. Before granting any such request we believe that it is good practice for the Head Teacher or another member of the senior leadership team (SLT) to discuss the request with parents, and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure that a record is kept.

Good practice is also likely to include discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child which 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 classes, rather than what was said directly by the teacher. Of course, detrimental effects may be mitigated if parents propose to deliver sex education to their child at home instead. Once discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw their child from sex education, other than as part of the science curriculum. Parents do not have the right to withdraw their children from Relationships Education or Health Education. If a pupil is excused from sex education in Year 6, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

This process is the same for pupils with SEND; however, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making the decision.

Working with external agencies

There are various people who can resource, support and enhance school-based Relationships and Sex Education and Health Education: These people may include the school nurse, and health professionals who are part of external organisations, and will work alongside the class teacher. All teaching content will be checked to ensure that it fits in with our school curriculum and is supportive of our school policy. Materials to be used by outside agencies will be requested by the school in advance of the visit so that they can be checked to ensure that they meet the full range of pupils' needs.

As with any visitor, the school will check their credentials and ensure that the visitor understands how safeguarding reports should be dealt with in line with school policy. The school and visitor will also agree how confidentiality will work in and lesson.

Roles and responsibilities

All staff members and governors will receive a copy of this policy. Copies are available from the office on request, and a copy of the policy will be available to view on the school website.

The governing board will hold the Headteacher to account for the implementation of this policy, and has delegated the approval of this policy to the Curriculum, Pupils and Community Committee. The governing board will also make sure that:

- the policy and practice is reviewed annually;
- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well-lead, effectively managed and well-planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Headteacher and Senior Leadership Team (SLT) will ensure that this policy and its curricular demands sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally, and are complemented as well as supported by the school's wider policies on behaviour for learning, inclusion, equality, anti-bullying and safeguarding. The Headteacher and SLT is responsible for ensuring that Relationships and Sex Education and Health Education is taught consistently, appropriately and effectively, and will manage requests to withdraw pupils from non-statutory Sex Education.

Teaching staff are responsible for:

- teaching Relationship and Sex Education and Health Education, national curriculum statutory content and the Personal, Social, and Health Education (PSHE) Association Programme of Study for key stages 1 and 2.
- planning lessons that suitably challenge and meet the needs of all pupils;
- assessing pupils' progress and identify where pupils need extra support or intervention;
- modelling positive attitudes to Relationship and Sex Education and Health Education;
- monitoring pupils' progress;
- responding sensitively to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory Sex Education;
- raising any concerns that they may have about teaching Relationships and Sex Education and Health Education with SLT; and,
- reporting any safeguarding concerns in accordance with school policy and procedures.

Pupils are expected to engage fully in Relationship and Sex Education and Health Education and, when discussing issues, treat others with respect and sensitivity.

Safeguarding

Our staff and school community will strive to provide an environment where children and parents feel free to talk about their concerns and will see the school as a safe, confidential place when there are issues causing concern or matters of difficulty. The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. We will provide places for children to confidentially and (anonymously if necessary) report any concerns or worries that they may have e.g. 'Time 2 Talk' box and circle times. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Review of policy

The Governing Body will review this policy annually.

Appendix A

Relationships Education expectations

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- 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 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 (available to both opposite and same sex couples) and civil partnerships represent 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

- 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

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), 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 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

- That people sometimes behave differently online, including by pretending to be someone they're 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
- 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

- 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's 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
- How to ask for advice or help for themselves or others, and to keep trying until they're 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 expectations

By the end of primary, pupils will need to know:

Mental wellbeing

- 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 others' feelings
- How to judge whether what they're feeling and how they're 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's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- 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 and others' mental and physical wellbeing
- How to consider the effect 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 where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- 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 with issues online

Physical health and fitness

- 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 active 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're worried about their health

Healthy eating

- 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 or health)

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- 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 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're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Basic first aid

- 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 bodies

- 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 the key facts about the menstrual cycle

Appendix B

Sex Education expectations

The DfE recommends that a primary sex education should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

In Year 6, Ronald Ross follows the guidance of The Christopher Winter Project, with adaptations made where necessary. The programme includes the following units:

- Puberty and reproduction
Learning Outcomes
Describe how and why the body changes during puberty in preparation for reproduction.
Talk about puberty and reproduction with confidence
- Reproduction and relationships
Learning Outcomes
Discuss different types of adult relationships with confidence
Explain how babies are made
- The process of conception and pregnancy
Learning Outcomes
Describe the decisions that have to be made before having a baby
Know some basic facts about pregnancy and conception

Appendix C

Useful websites

Relationships Education

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Relationships and Sex Education

<https://sexwise.fpa.org.uk/>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sepl7

Mental health

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health->

<https://www.minded.org.uk>

Online safety

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Thinkuknow: <https://www.thinkuknow.co.uk/>

PSHE

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Drugs and alcohol

<http://mentor-adepis.org/planning-effective-education/>

Extremism and radicalisation

www.educateagainsthate.com