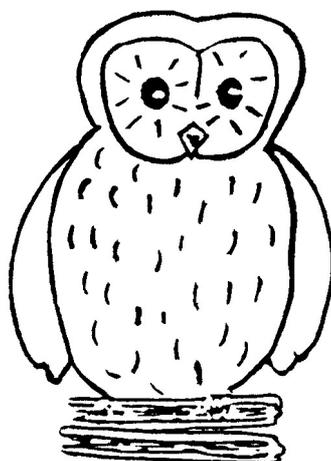


Overstone Primary School



Relationship Education, Relationships and Sex Education and Health Education Policy

Approved by Governors: 4th December 2019
To be reviewed: September 2022

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims:
That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

This policy was developed in response to the Relationships education, relationships and sex education (RSE) and health education (England) Regulations 2019.

In addition, reference to the Sex and Relationships Education Guidance published by the DfEE in July 2000 (statutory guidance for schools) and supplementary advice Sex Relationships Education (SRE) for the 21st century produced by the Brooke, the PSHE Association and the Sex Education Forum 2014.

Purpose of the policy:

At Overstone Primary School we help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens in an increasingly complex world. It is an intrinsic part of the physical, intellectual and emotional growth of the individual. Pupil wellbeing, resilience and character are fundamental to being happy, successful and productive members of society.

Relationships and sex education (RSE) and health education is an integral part of the personal, social, health and economic education (PSHE) and Science curriculum. A comprehensive programme of RSE and health education provides accurate information about the body and reproduction. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships, staying safe both on and offline. In addition, manage their academic, personal and social lives in a positive way.

We believe that RSE and health education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents and is delivered by the school staff and invited professionals. The programme aims to support children's well-being and keeps children safe. The teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment

Definition:

Sex and relationships education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of puberty, the body and reproduction.

The aims and objectives:

- To promote the spiritual, moral, social, cultural, mental and physical development of all pupils.
- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- To encourage the use of correct vocabulary.
- To develop strategies and skills children need to stay safe on and offline.
- For children to learn to respect themselves and others. In addition, develop personal attributes such as kindness, tolerance, courtesy, resilience, self-efficacy and honesty. Staff have an important role to play in modelling positive behaviours.
- To foster self-worth and awareness, together with the sense of moral responsibility.
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Enable children to take responsibility for themselves by making appropriate, safe and well informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- For children to understand that good physical health contributes to good mental wellbeing, and vice versa.
- To support children through their physical, emotional and moral development and to move with confidence from childhood through to adolescence and into adulthood.
- For children to learn self-control and ability to self-regulate, and strategies for doing so
- To develop resilience, to know how and when to ask for support and to know where to access support. Children should know how to report concerns and seek advice when they suspect or know that something is wrong.
- To ensure that Sex Education is available to all children regardless of age, gender, race, disability, ability, cultural or religious background in line with the school's Single Equality and Accessibility Policy.

Provision: Relationships and Sex Education and Health Education Programme and resources:

Children should have a differentiated and graduated age appropriate programme of RSE and Health Education and be encouraged to be comfortable talking about their bodies from a young age. RSE and Health Education is learning about healthy, respectful and positive relationships, focusing on family and friendships, with other children and with adults, in all contexts, including online. In addition, talking about mental wellbeing. Some aspects are taught in Science, and others are taught as part of PSHE.

Through the Early Years Foundation Stage (EYFS) Curriculum, **Reception** children are required to:

- Show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
- Know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- Know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

Science teaches about the biological facts relating to human growth, puberty and reproduction. Through National Curriculum Science children are required to:

Year 1 programme of study:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (knowing the difference between boys and girls using the correct vocabulary).

Year 2 programme of study:

- Notice that animals, including humans, have offspring which grow into adults.

Year 5 programme of study:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age including the changes experienced in puberty.
- In addition, children are required to learn about the changes experienced in puberty.

The National Curriculum for Physical Education aims to ensure **all pupils**:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

The National Curriculum for Computing covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support. Children are required to:

Key stage 1:

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

RSE and health education is also an important part of PSHE education. This is taught through a comprehensive programme provided by **Coram Life Education** which complements the EYFS and National Curriculum. RSE and health education is taught in the context of three key areas Health and Wellbeing (healthy lifestyles, keeping safe (off and online) and growing and changing), Relationships (healthy and respectful relationships, feelings and emotions and valuing difference) and Living in the Wider World (rules, rights and responsibilities, caring for the environment and money).

This programme is also taught in conjunction with, **Protective Behaviours** (teaching children how to keep themselves safe) and the **Online Safety and Digital Citizenship** progressive activities (teaching the following key themes: keep it private, believe it or not, making decisions, my online world, digital citizens and online friends).

In addition, the following resources/visitors will be used to enhance the teaching of SRE:

- The Life Education Bus (Coram Life Education) once a year.
- Appropriate outside agencies such as the school nurse will come into school to talk to Year 5 about the physical and emotional changes they undergo at puberty. Individuals who reach puberty early will be referred to the school nurse for 1:1 support.
- Additional resources may also be taken from the NSPCC PANTS resources for schools and teachers.

Organisation of the Relationships and Sex Education and Health Education programme:

- It is taught sensitively and inclusively, tailored to the age and the physical and emotional maturity and accessible to all children.
- Discussion will be encouraged at all times. Ground rules for discussion excluding personal questioning of staff or pupils will be established
- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations
- Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.
- The programme may need to be tailored to meet the individual needs of SEND children at different developmental stages. Teaching methods should take account of these differences and the potential for discussion on a one-to-one basis or in small groups.
- The needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Staff support and training:

Teachers should be the main providers Relationships and Sex Education and Health Education. All staff will be supported with appropriate training and support. External organisations or visiting professionals may be asked to deliver aspects of the curriculum, where they can add value to the schools program, bringing in specialist knowledge and different ways of engaging with young people (refer to Visitors' Policy).

Confidentiality:

Teachers cannot offer unconditional confidentiality. If confidentiality has to be broken, the pupil will be informed first and then supported as appropriate. Teachers are not legally bound to inform parents or Head teacher of any disclosure unless the Head teacher has specifically requested them to do so.

Child Protection:

All staff are aware of child protection procedures, if a child protection issue arises, staff will follow child protection procedure in line with the school's Child Protection and Safeguarding policy.

Working with parents:

We aim to work in partnership with parents and parents will be kept informed about what is being taught. Parents 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 from the biological aspects of human growth and reproduction provided under the National Curriculum Science and not from Relationships Education and Health Education**. If parents are to withdraw their child/children from Sex Education lessons, this should be discussed with the Head teacher and the school must be notified in writing. The school will ensure that the child/children receives appropriate, purposeful education during the period of withdrawal.

When teaching Sex and Relationships Education, the religious background of all pupils will be taken into account when planning teaching, so that the topics that are included are appropriately handled.

Monitoring and Evaluation:

The coordinator will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy (inc. responding to disclosures)
- Anti-bullying Policy
- Behaviour and Exclusions Policy
- DfE Mental Health and Behaviour in School Guidance
- Equality, Diversity and Inclusion Policy
- The Equality Act 2010 and Schools Advice
- Inclusion and SEN Policy
- DfE Keeping Children Safe in Education.

A. Lockey (PSHE Coordinator).

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