



VALENCE PRIMARY SCHOOL

Relationships and Health Education Policy (including Sex Education)

Date:	March 2024
Date for review:	March 2025



Relationships and Health Education Policy (including Sex Education)

This policy was written in consultation with staff, pupils, parents and governors. This policy should be read in conjunction with the:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Single Equality Policy
- SEND Policy

Key contacts

- Headteacher: Richard November
- Designated Safeguarding Lead: Cindy Bailey
- Inclusion Manager: Beth Vines
- Chair of Governors: Avril McIntyre

Dissemination

Key information from this policy will be incorporated into the following places:

- School Prospectus
- Staff Code of Conduct
- Induction materials
- Governor Handbook
- Website

Purpose of RHE Policy

This policy has been written as a statutory requirement and to:

1. give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RHE;
2. give information to parents and carers about what is taught and when;
3. give parents and carers information about their involvement with RHE;
4. give a clear statement on what the school aims to achieve from RHE and why it thinks RHE is important;
5. clarify the content and manner in which RHE is delivered.

How the Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with pupils, staff, parents and carers and wider community partners e.g. PACE schools, LA advisers.

Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

Expectations on primary schools are as follows:

1. Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.
2. Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

In addition to statutory science and the new statutory Relationships and Health Education, we will be delivering two lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships.

Aims of RHE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings
- Be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

Moral and Values framework

RHE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

RHE supports and guides children and young people in lifelong learning about relationships, emotions and health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own behaviour.

RHE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities

- Understanding diversity regarding religion, culture and sexual orientation

Content and Organisation of the Programme

- RHE is part of the PSHE curriculum
- PSHE is taught for 45 – 60 minutes each week
- The Jigsaw scheme forms the basis of our teaching content (recommended by the PSHE Association and National Association of Head Teachers)

Groupings

- Pupils are taught in their classes by their class teacher, except in Y5 and Y6 for lessons on Puberty and the Sex Education lessons in Y6, where the pupils are taught in gender groups. We believe that this grouping encourages a more conducive environment for pupil voice and for girls, in particular, to be more confident in engaging in the learning.
- Where outside visitors help to deliver RHE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

Curriculum Content

See our website for our PSHE Education Curriculum Overviews.

Statutory content is as follows:

Science Curriculum

Key Stage 1 (age 5-7 years)

- 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
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Teaching methodology

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles are used including information sheets, pamphlets, textbooks, visual aids and models, games, role-play and the Internet.

Being an Inclusive School

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds.
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
- Some children may have a different structure of support around them (for example: looked after children or young carers).

Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be

broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

Assessing RHE and Monitoring the Programme

The RHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupil progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RHE. All those contributing to the programme are expected to work within the aims listed above.

Training staff to deliver RHE

It is important that staff delivering RHE work within the values framework of this policy and feel confident, skilled and knowledgeable. Continuing professional development will be provided.

Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the RHE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RHE learning. Parents are kept informed about the content of the programme and will be invited to a meeting at school in the summer term to view the resources.

Parents have the right to withdraw their child from the Y6 Sex Education lessons (as outlined above). However, parents do not have the right to withdraw their child from lessons on Relationships and Health Education or the Science Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear on the school website
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss RHE in the school.

If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing.

Answering pupils' questions

We encourage curiosity in children, as it is an important part of their learning, and children ask questions related to RHE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RHE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, we follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

Disseminating and Monitoring the RHE Policy

A copy of this policy will be supplied to all staff and governors. A copy will be published on the school website and made freely available to parents on request, and, if appropriate, a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to RHE or who may be involved in its delivery.

Frequency of monitoring

This policy will be reviewed on an annual basis by the governing body.

Written by: Richard November (HT), Cindy Bailey (DSL), Beth Vines (Inclusion)

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (2023)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)
- Behaviour in Schools 2024
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance) (2015)
- Mental Health and Behaviour in Schools (advice for schools) (2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

Department for Education statutory guidance on Relationships and Health Education (from September 2020) for Primary schools

Relationships Education

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • 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 represents 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.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • 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. • 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	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are 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	<ul style="list-style-type: none"> • 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 is 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 are 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

Mental wellbeing	<ul style="list-style-type: none"> • 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 are feeling and how they are 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 is 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 are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is 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
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Internet safety and harms	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • 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 are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • 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 body	<ul style="list-style-type: none"> • 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.

Additional guidance

Menstruation	<p>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.</p>
Non – statutory Sex Education	<p>The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school’s overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught.</p> <p>NB: The changing adolescent body is included in statutory Health Education (see above). In your school, sex education may only consist of lessons in year 6 that go beyond the science curriculum coverage of conception.</p>