



Sex and Relationships Education Policy

Introduction

Relationships and Health Education (RHE) Relationships and Health Education (RHE) is an important part of our school commitment to provide pupils with the knowledge and skills to keep themselves safe, make healthy choices, develop respect for themselves and others, and form positive and healthy relationships. The government guidance for Relationships and Health Education (2019) outlines statutory learning outcomes for all primary-aged pupils from September 2020. In addition, as recommended by the Department for Education, we also teach non-statutory elements of sex education in an age appropriate manner in Year Six. To deliver our curriculum, we use the Discovery Education Health and Relationships Programme to support us in meeting these outcomes through dedicated lesson time, in addition to cross-curricular learning through the broader curriculum. The programme of lessons progress from Year One to Year Six with activities and videos to make learning engaging and enjoyable for pupils, as well as developing their learning and understanding in an age-appropriate way.

Aims

- To give parents information on statutory Relationships and Health Education and non-statutory Sex Education.
- To outline how RHE fits with our school ethos and values.
- To share information on how we plan to teach the content of the new guidance.
- To give parents the opportunity to ask questions and look at resources.

Why is Relationships and Health education important?

- It helps to keep pupils safe. RHE gives pupils the knowledge to tell right from wrong, and the skills to assess risk and seek support if they are worried. Giving pupils the language to describe genitals helps to keep them safe. If someone touches them inappropriately, they can seek help from an adult and accurately describe what is happening.
- It gives pupils information and skills to make healthy choices. Pupils need to have knowledge about what is healthy and what is not, but also the skills to be able to use this information. RHE provides the perfect environment for pupils to practise these skills safely.
- It promotes tolerance and respect. This fits in with the requirement to promote British Values and our own school ethos. We want pupils to become adults who are accepting of all people, even if their way of life is not the same as their own.
- It prepares pupils for the changes of puberty. Some pupils will begin the changes of puberty in year 4, some later. Every pupil will experience these changes at some point and all need to be prepared.
- It allows children to develop the skills to form and maintain healthy relationships. Whether friendships, family, or future work relationships, every pupil needs these skills in order to function effectively in society.

Statutory requirements

- Relationships Education and Health Education are statutory in primary schools from September 2020.
- Primary schools can choose to provide additional sex education as part of this programme.

- Parents only have the right to excuse their child from non-statutory sex education.
- Parents must be consulted about the RHE policy.

Statutory Relationships Education

Since September 2020, primary schools must provide Relationships Education that include lessons that cover the following topics.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Statutory Health Education

Since September 2020, primary schools must provide Relationships Education that include lessons that cover the following topics.

- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

Sex Education

- We plan to include the non-statutory elements of sex education in Year 6 to meet the needs of our pupils.
- The DfE guidance states that 'The DfE 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'.
- Parents can withdraw their child from these elements provided in the year 6 programme, but no other part of our RHE programme.

Ensuring safe and effective RHE

- Each teacher will set ground rules with their class to ensure that everyone feels safe to participate and understands boundaries around behaviour and questions.

- Question boxes will be used in Key Stage Two to help pupils to ask the questions they need to.
- Teachers will deliver lessons in a balanced, non-judgemental way without giving personal views.
- Pupils' questions will be answered in a factual, age-appropriate way.
- Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our safeguarding policy

An Outline of the RHE curriculum at The Grange

In Year One pupils cover the following content across the year:

Healthy and happy friendships

- Forming friendships and how kind or unkind behaviours impact other people.

Similarities and differences

- Similarities and differences between people and how to respect and celebrate these.

Caring and responsibility

- Identifying who our special people are and how they keep us safe.

Families and committed relationships

- What a family is (including difference and diversity between families), and why families are important and special.

Healthy bodies, healthy minds

- Our bodies and the amazing things they can do. Learning the correct names for different body parts.

Coping with change

- Growing from young to old and how we have changed since we were born.

In Year Two pupils cover the following content across the year:

Healthy and happy friendships

- Understanding what makes a happy friendship. Understanding personal boundaries and safe/unsafe situations.

Similarities and differences

- Exploring different strengths and abilities. Understanding and challenging stereotypes.

Caring and responsibility

- The different communities and groups we belong to and how we help and support one another through these.

Families and committed relationships

- The different types of family members and how families vary.

Healthy bodies, healthy minds

- Ways to stay healthy, including safe and unsafe use of household products and medicines.

Coping with change

- Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.

In Year Three pupils cover the following content across the year:

Healthy and happy friendships

- Being a good friend and respecting personal space. Strategies for resilience.

Similarities and differences

- Respecting and valuing differences. Shared values of communities.

Caring and responsibility

- Our responsibilities and ways we can care and show respect for others.

Families and committed relationships

- Exploring the importance of commitment in relationships and how families can change and alter over time, including through separation and loss.

Healthy bodies, healthy minds

- Maintaining physical and mental wellbeing through healthy eating, sleep and keeping clean.

Coping with change

- Coping with feelings around the changes in our lives.

In Year Four pupils cover the following content across the year:

Healthy and happy friendships

- Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.

Similarities and differences

- Identity and diversity.
- Seeing different perspectives and not making judgements based on appearance.

Caring and responsibility

- Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.

Families and committed relationships

- The range of relationships we experience in our everyday lives. How to identify each relationship and understand the differences between the types of relationships we encounter.

Healthy bodies, healthy minds

- Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal choices.

In Year Five pupils cover the following content across the year:

Healthy and happy friendships

- Identity and peer pressure in real life and online. Positive emotional health and wellbeing.

Similarities and differences

- Celebrating strengths, setting goals and keeping ourselves safe online.

Caring and responsibility

- How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.

Families and committed relationships

- The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.

Healthy bodies, healthy minds

- Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.

Coping with change

- How puberty changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods and wet dreams.

In Year Six pupils cover the following content across the year:

Healthy and happy friendships

- How relationships evolve as we grow, and how to cope with a wider range of emotions.

Similarities and differences

- Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.

Caring and responsibility

- How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.

Families and committed relationships

- Sex education: adult relationships and human reproduction, including different ways to start a family.

Healthy bodies, healthy minds

- Being the best me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.

Coping with change

- Transitions (including to secondary school) and ways to manage the increasing responsibilities and emotional effects of life changes.

We welcome parents contacting us if they have any questions or comments about the school's approach to this important, statutory area of learning. If parents would like to see any of the content of the programme in more detail, please contact the school office.