

# **Policy on Relationships, Sex and Health Education**

## **1 Introduction**

- 1.1 Our school's policy on relationships, sex and health education is based on the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (DfE 2019). We recognise 'Relationships, Sex and Health Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'relationships education' (RSE).
- 1.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. In the DfE document, relationships education is intended to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online'.
- 1.3 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

## **2 Aims and objectives**

- 2.1 The aims of relationships education are to:
  - Provide a framework in which sensitive discussions can take place
  - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - Help pupils develop feelings of self-respect, confidence and empathy.
  - Create a positive culture around issues of sexuality and relationships
  - Teach pupils the correct vocabulary to describe themselves and their bodies
- 2.2 As part of our school ethos and values, we teach children about:
  - the physical development of their bodies as they grow into adults;
  - the way humans reproduce;
  - respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
  - the importance of family life;
  - moral questions;
  - relationship issues;
  - respect for the views of other people;
  - sexual abuse, and what they should do if they are worried about any sexual matters.

## **3. Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work act 2017.

However we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to the guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Carr Hill Primary School we teach RSE as set out in this policy.

### **3 Context**

3.1 We teach about sex in the context of the school's aims and values (see the values statement in the Curriculum Policy). While relationships education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach relationships education on the understanding that:

- it is taught in the context of relationships, including marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

### **4 The National Healthy School Standard**

4.1 We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme, we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach about sex;
- listen to the views of the children in our school regarding relationships education;
- look positively at any local initiatives that support us in providing the best relationships education programme that we can devise.

### **5 Organisation**

5.1 We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

5.2 In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body using correct terminology, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. The teaching of menstruation will begin towards the end of Year 3. We encourage the children to ask for help if they need it.

5.3 In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body using correct terminology. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

5.4 In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons alongside the materials provided by CLE through the SCARF programme. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys

and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. Menstruation needs of girls are met in school. There are suitable disposal points in identified toilets. Sanitary wear is freely available to girls if needed. We always teach this with due regard for the emotional development of the children.

5.5 We arrange a meeting for all parents and carers of children in Years 2 through 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

5.6 Throughout the primary phase staff use the SCARF programme which has been created by Coram Life Education (CLE) to meet the needs of schools when delivering high quality PHSE lessons while in the Foundation Stage, staff follow the PSED units within the EYFS Profile. Our relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

## **6 Roles and responsibilities**

### **6.1 Governing Body**

The Governing Body will approve the RSE policy, and hold the headteacher to account for its implementation

### **6.2 Headteacher**

6.2a It is the responsibility of the head teacher to ensure that both staff and parents are informed about our relationships education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

6.2b The head teacher liaises with external agencies regarding the school relationships education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

6.2c The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

### **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

RSE is taught by staff teaching within Years 3, 4, 5 and 6.

#### **6.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **6.5 The role of parents**

6.5a The school is well aware that the primary role in children's relationships education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's relationships education policy and practice;
- answer any questions that parents may have about the relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for relationships education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

6.5b Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

The school always complies with the wishes of parents in this regard.

### **7 The role of other members of the community**

7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals including members of CLE, give us valuable support with our relationships education programme. Other people that we call on include local clergy, social workers and youth workers.

### **8 Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 9 Confidentiality

- 8.1 Teachers conduct relationships education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

## 10 Monitoring and review

- 10.1 The Strategic Development Committee of the governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of our sex education programme.
- 10.2 Pupil's development in RSE is monitored by class teachers as part of our internal assessment system and involves a series of pre- and post-assessment tasks that are completed at the beginning and end of each half-termly unit of work.
- 10.2 This policy will be reviewed every two years, or earlier if necessary.

Signed:

Date:

[Appendix 1: Curriculum map](#)

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1/2		
Cycle A	Summer 1 Week 5  Summer 2 Week 10	<ul style="list-style-type: none"> <li>• <b>Good or bad touches</b> – introduces the NSPCC underwear rule</li> <li>• <b>Keeping Privates Private</b> – children are introduced to the different body parts using correct terminology (penis and vulva)</li> </ul>

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Cycle B	Summer 1 Week 5	<ul style="list-style-type: none"> <li>• <b>Some secrets should never be told</b> – children are told a story about inappropriate tickling and discuss what the little boy does, even though the adult in the story tells him not to tell. (<a href="https://www.youtube.com/watch?v=4YjJ1MreZqs">https://www.youtube.com/watch?v=4YjJ1MreZqs</a>)</li> </ul>
	Summer 2 Week 8	<ul style="list-style-type: none"> <li>• <b>My body/your body</b> – children are introduced to the differences between male and female including using correct terminology for body parts (penis, testicles, vulva, nipples)</li> </ul>
	Week 9	<ul style="list-style-type: none"> <li>• <b>Respecting privacy</b> – this recaps on <i>keeping privates private</i> from Y1 and revisits terminology</li> </ul>
Year 4	Summer 2 Week 7	<ul style="list-style-type: none"> <li>• <b>My feelings are all over the place</b> – children are introduced to puberty and conflict resolution</li> </ul>
	Week 9	<ul style="list-style-type: none"> <li>• <b>Period positive</b> – menstruation lesson that will introduce periods for the first time to the girls</li> </ul>
	Week 10	<ul style="list-style-type: none"> <li>• <b>Together</b> – children are introduced to the wide range of relationships including same sex marriage</li> </ul>
Year 5	Spring 2 Week 10	<ul style="list-style-type: none"> <li>• <b>Is it true?</b> – discuss issues in <i>Boy in a Dress</i> and the stereotypes they are challenging</li> </ul>
	Summer 2 Week 7	<ul style="list-style-type: none"> <li>• <b>Changing bodies and feelings</b> – children label external sexual body parts with scientific names</li> </ul>
	Week 8	<ul style="list-style-type: none"> <li>• <b>Growing and changing bodies</b> – children are introduced to puberty changes and periods for boys and girls, this session includes the mention of FGM</li> </ul>
	Week 10	<ul style="list-style-type: none"> <li>• <b>Stop start stereotypes</b> – stereotypes about sex, gender and sexual orientation are discussed</li> </ul>
YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Autumn 2	

Week 8	<ul style="list-style-type: none"> <li>• <b>Don't force me</b> – arranged marriage – children match different relationship types including same sex relationships and then discuss forced marriage with a possibility of watching Childline's <i>Layla's Forced Marriage</i> <a href="https://www.youtube.com/watch?v=MY7BhF-f96">https://www.youtube.com/watch?v=MY7BhF-f96</a></li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• <b>Acting appropriately</b> – this involves discussing scenarios including FGM and then sorting the scenarios into appropriate/inappropriate/illegal then discussing</li> </ul>
Summer 2	
Week 8	<ul style="list-style-type: none"> <li>• <b>Is this normal?</b> – this involves discussing and addressing children's questions about puberty</li> </ul>
Week 9	
Week 10	<ul style="list-style-type: none"> <li>• <b>Making babies</b> – this involves watching an animated film of about 1 min and ordering conception timeline cards</li> <li>• <b>What is HIV?</b></li> </ul>
	<p>Scientific terms used within our relationships education lessons include:          Penis, testicles, nipples, vulva <b>From</b>  <b>Year 4 onwards:</b>          Ovary, vagina, cervix, uterus/womb, fallopian tube, vaginal opening          Urethra, scrotum, foreskin, testicle <b>From</b>  <b>Year 5 onwards:</b>          Clitoris, outer lips, inner lips <b>From Year 6 onwards:</b> sexual intercourse, ovulation, erection, orgasm, wet dreams, ejaculation</p>

#### Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>

Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	