

1. INTRODUCTION

The structure of the implementation of the policy and the development of a Long-Term Plan is the result of discussions with the full teaching staff, governors and the Relationships, Sex and Health Education Co-ordinator.

The **Relationships, Sex and Health Education** coordinator: Mrs. S. Charlton (SENDCO & PSHCE/RSHE Coordinator)

The governing Body and named governor are ultimately responsible in overseeing that this policy is being effectively implemented.

Their agents at school are The Executive Head Teacher, Head of School and Child Protection Co-ordinator (DSL). All staff will be involved in the implementation of this policy.

2. FUNDAMENTAL PRINCIPLES

The school is an important partner with parents/carers in Relationships, Sex and Health Education. This policy adheres to the statutory guidelines in Relationship, sex and health education (September 2020). We need to educate children in the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. We must prepare them for their future years, but we must be careful not to give misinformation. There will be a core curriculum, which we will plan to teach, and other areas clearly defined which will be dealt with as they arise. The Relationships, Sex and Health Education curriculum should be developmental and will be progressive through every year of the school. Relationships, Sex and Health Education must be taught within the context of the moral and value framework as is implicit in the school's curriculum statement.

3. AIMS

- To provide a positive Relationships, Sex and Health Education Policy
- To provide children with the knowledge and concepts that are appropriate to their stage of development
- To teach Relationships, Sex and Health Education issues in a natural, appropriate and honest manner.
- To support the special needs of individuals.

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- To help parents/carers to educate their own children in the context of their own family.
- To provide a moral and value framework for all Relationships, Sex and Health Education work.

4. MORAL AND VALUE FRAMEWORK

All Relationships, Sex and Health Education will be conducted with dignity and respect for the individual. The rights of the individual will be emphasised. Care will be taken to ensure that embarrassment is minimal and that individual differences in maturity are accounted for. The context for all Relationships, Sex and Health Education will be caring and loving relationships. Integrity and honesty of approach will be essential. Relationships and Sex Education will seek appropriate learning links with other areas of the curriculum including, Science, Personal, Social, Health and Citizenship Education and Religious Education. This is in line with the Authority's priority for the Teenage Pregnancy Strategy of prevention through education.

5. ORGANISATION OF SCHOOL RELATIONSHIPS, SEX AND HEALTH EDUCATION

It is the responsibility of the whole staff team to implement this policy. The relationships, sex and health curriculum will be taught through the Jigsaw programme as part of the PSHE curriculum in Key Stage 1 and 2. The Jigsaw programme is organised into 6 half-termly themes. These are:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The statutory guidance states, the by the end of primary school, the children should understand the following concepts:

<p>Families and people who care for me.</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they 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 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference
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	<p>other family members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> • That others' families, either in school or the wider world, sometimes look different to 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. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<ul style="list-style-type: none"> • Changing Me • Relationships
<p>Caring friendships</p>	<p>Pupils should know:</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>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Changing Me • Relationships
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference

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	<ul style="list-style-type: none"> • 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 the 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 cyber-bullying), the impact of bullying, responsibilities of bystanders 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. 	<ul style="list-style-type: none"> • Changing Me • Relationships
<p>Online relationships</p>	<p>Pupils should know:</p> <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. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Celebrating Difference • Changing Me • Relationships
<p>Being safe</p>	<p>Pupils should know:</p> <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. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Celebrating Difference • Changing Me • Relationships



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	<ul style="list-style-type: none"> • 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) 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, social and/or other sources. 	
<p>Mental Wellbeing</p>	<p>Pupils should know</p> <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), 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Changing Me • Relationships

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	<p>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).</p> <ul style="list-style-type: none"> • 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. 	
<p>Internet Safety and Harms</p>	<p>Pupils should know</p> <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. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Celebrating Difference • Healthy Me • Relationships
<p>Physical Health and Fitness</p>	<p>Pupils should know</p> <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. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Healthy Me



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<p>Healthy Eating</p>	<p>Pupils should know</p> <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). 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Healthy Me
<p>Drugs, Alcohol and Tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Healthy Me
<p>Health and Prevention</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, 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 allergies, immunisation and vaccination. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Healthy Me
<p>Basic First Aid</p>	<p>Pupils should know:</p> <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. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Healthy Me
<p>Changing Adolescent Body</p>	<p>Pupils should know:</p> <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. 	<p>All aspects are covered in the themes:</p> <ul style="list-style-type: none"> • Changing Me

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	<ul style="list-style-type: none"> About menstrual wellbeing including the key facts about the menstrual cycle. 	
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DfE Statutory Guidance 2019

The relationships education is compulsory in primary schools according to the 2019 regulations, however sex education is not compulsory. The DfE guidelines continue to recommend that primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born.

The children in year 5 and 6 will receive this more intensive and detailed sex and relationships programme.

In the EYFS the PSED element of the curriculum delivers the initial stages in relationships education.

This involves helping children to:

- develop a positive sense of themselves and others.
- form positive relationships and develop respect for others.
- develop social skills and learn how to manage their feelings.
- understand appropriate behaviour in groups.
- have confidence in their own abilities.

6. WORKING WITH PARENTS/CARERS AND THE RIGHT OF WITHDRAWAL

Parents/Carers have the right to withdraw their children from the formal sex education programme in Year 5 and Year 6, but not the rest of the programme.

Parents/Carers who choose to exercise this right should do so in writing to the Head of School. They will be invited to discuss the issues and possible effects which withdrawal could have. This would include preparing parents/carers for other children talking to their child(ren).

It is hoped however that parents/carers will work cooperatively with school. Parents/carers will be encouraged to support the work of the school with their child(ren) at the particular time and continue the discussion and education within the context of the family.

7. DEALING WITH PUPIL QUESTIONS

THE UNPLANNED CONTENT/CONFIDENTIALITY

These issues will be clearly defined as ground rules at the start of RSHE lessons (Golden Rules) for the benefit of both pupils and staff. It will be made clear to pupils that the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk must be referred to the Designated Safeguarding Lead (DSL).

Ground Rules

- No one teacher or pupil will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Listen to what other people say
- No one talking when someone else is talking

Questions to an outside visitor such as the school nurse will be in writing. Questions to a teacher will be allowed as they arise. Teacher will reflect carefully before answering. Answering will follow these guidelines:

Personal enquiries will not be allowed.

"I don't intend to embarrass you by asking questions about your personal life, so that should work both ways."

Gaining time by clarifying the real meaning of the question.

"What do you mean by.....?"

"Can you tell me why you want to know?"

Controversial Issues. (*below)

"Some people think this and some would not agree. When you are older you will have to make up your own mind."

It is not planned to cover the following topics, but questions will be answered honestly and appropriately without misinformation.

KS1

Childbirth
Death
Decision making/risk taking
Heterosexuality
Homosexuality
How babies are made
Pregnancy

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KS2

- Abortion
- Contraception (see specific reference below)
- Lifestyles
- Pornography
- STIs

The following topics are not planned for. To questions, which arise, it will be suggested that the child may wish to discuss the question at home. If the nature of the questioning does not suggest a 'Child Protection Issue', the parents/carers may be contacted so that they can decide how to answer the questions.

KS1

- Abortion
- Contraception
- Masturbation
- Menstruation
- Pornography
- Reproduction
- Sexual intercourse
- STIs

KS2

- Nothing

8. EQUAL OPPORTUNITIES

All pupils are entitled to a full and honest Relationships, Sex and Health Education appropriate to their age and stage of maturity. Girls and boys should have an understanding of the changes that will affect them and each other. Parents/carers with particular religious, ethnic or social beliefs which run counter to this policy will have their wish to withdraw their pupils respected. Unless there is a wish received in writing all children will be treated the same though obviously teachers will be sensitive to the backgrounds of individual pupils.

Pupils who begin puberty earlier than average will need special counselling and support either from home, the school or both.

A sanitary towel bin is provided for pupils who require the facility in a designated toilet.

Particular care will be taken to ensure that stereotypical images and views are not reinforced. Reference will be made that men and women can be both involved in all aspects of child and to their shared responsibilities.

9. SPECIFIC ISSUES

CONTRACEPTIVE ADVICE

Contraceptive advice will not be given, as we believe that it is inappropriate in the Primary School. However questions raised by individual children about the use of contraceptives will be answered as follows:

"There are means in which adults can prevent pregnancy, these can include methods to form a barrier, such as a condom, to prevent sperm reaching an egg. In addition there are other methods to prevent pregnancy".

For some religions, preventing pregnancy is banned and again children should discuss these at home.

However, our policy will be to educate children through the RSHE curriculum and so be in line with the Teenage Pregnancy Strategy.

CHILD SEX ABUSE PROCEDURES

Before delivering any sensitive issues in RSHE, teachers need to familiarise themselves with the school's various safeguarding policies, and so know the procedures to follow.

Teachers who are directly concerned about a child because of what the child has said or displays in terms of: peculiarly unusual behaviour, or physical marks, will report this to the Designated Safeguarding Lead (DSL) for recording.

Should a child make a disclosure to a member of staff it will be made clear to pupils that the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk will be referred to the Designated Safeguarding Lead (DSL) who will inform the Executive Head Teacher and the East Riding Safeguarding Hub in line with the Child Protection Policy. The school will then work alongside the Hub to decide whether or not to proceed with any further enquiries.

COMPLAINTS PROCEDURE

Any parent or carer who has a complaint should make their complaint in writing to the Head of School. The complaint will be investigated and the parent/carers will be invited to the school to discuss the complaint and the result of the findings. A letter stating the findings and any future action to be taken will be sent. Should the parents/carers not be satisfied with this they should write to the Governing Body.

HEALTH VISITORS

The school nurse will be invited to the school to assist the teachers in the year 5 & 6 Relationships, Sex and Health Education Programme. The nurse will be made fully aware of the permitted content of lessons in accordance with this policy. Questions to the school Nurse will be in writing. All visitors will be made aware of the school's RSHE and Child Protection policies.

DISSEMINATION OF THE POLICY

This policy will be included in the information given to parents/carers as they start school. It will be referred to annually as parents will be given an informal opportunity to come to school to view the materials used to discuss any issues prior to the Relationships, Sex and Health Education Programme for Years 5 and 6 pupils.

10. PROCEDURES FOR POLICY MONITORING AND EVALUATION

The Policy will be reviewed in line with other Safeguarding Policies, or earlier should be a change in the law or particular complaint from a parent/carer. At this time consideration will be made of the following:

A review of the legal requirements

A reappraisal of the aims

The effectiveness of the Long Term Plan.

A consideration of the effectiveness of the moral and value framework.

A review of the content

A review of the materials

Staff training will be monitored and up dated by the co-ordinator.

11. APPENDICES

I. RESOURCES

Relationships, Sex and Health Education Teaching Resources

www.pshe-association.org.uk

<https://jigsawpshe.online/login>

www.learning.nspcc.org.uk Recommended teaching resources related to safeguarding.

www.sexwise.fpa.org.uk Recommended website for up to date information on all aspects of sexual and reproductive health which teachers may find helpful for their knowledge.

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www.campaignresources.phe.gov.uk Public Health England website with videos made by young people and resources tested with teachers covering all contexts including bullying, alcohol, smoking, stress and body image.

DfE 2019: Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.

II. STANDARD LETTERS

Dear Parent/Carers of Year 5,

Following on from the school's annual Health Week, Year 5 will be learning about the changes in their bodies which occur during puberty.

The lessons will be delivered on XXXX, by XXXX and the school nurse. The lessons are based on a TV programme.

The lessons will be delivered in accordance with the Governors' Policy for Relationships, Sex and Health Education.

Parent/Carers should be aware that the programme of lessons may promote further discussion at home.

Should any Parent/Carer wish to view the teaching materials in advance, Parent/Carers should request this from XXXX who will supply these on loan.

Parent/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance to Mrs. Nicholls. A final decision to withdraw a child from Sex and Relationships Education should be communicated in writing to Mrs. Nicholls.

Yours sincerely

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Dear Parent/Carers of Year 6

Beginning the week of XXXX Year 6 will receive formal and appropriate Sex Education in school.

The lessons will be delivered by XXX and the school nurse.

The lessons are based on a series of TV programmes.

The lessons will be delivered in accordance with the Governors' Policy for Relationships, Sex and Health Education.

Parent/Carers should be aware that the programme of lessons may promote further discussion at home.

Should any Parent/Carer wish to view the teaching materials in advance, Parent/Carers should request this from xxx who will supply these on loan.

Parent/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance to Mrs Nicholls. A final decision to withdraw a child from Sex and Relationships Education should be communicated in writing to Mrs. Nicholls.

Yours sincerely