



Learning for Life

Fawbert & Barnard's Primary School

RELATIONSHIP AND SEX EDUCATION AND HEALTH EDUCATION Policy

Staff consulted: September 2019
Parents consulted: September 2019
Ratified by Governors: October 2019
Review Date: October 2022

I have deliberately used the word child(ren) as young persons that are developing life skills rather than learner or pupil.

Learning for Life

At Fawbert & Barnard's we want all of our pupils to enjoy school – whilst also becoming resilient, ambitious, independent learners who are prepared for a changing, global society.

1. Definition of Relationship Education

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

2. Rationale and Ethos

At Fawbert and Barnard's we want children to lead a life that is happy and secure. To do this we will support children to understand and develop positive, healthy and safe relationships so that they are *prepared for a changing, global society*. RSE is lifelong learning about physical, moral and emotional development. Through RSE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. We want children to develop positive attitudes and values about relationships, including understanding reproduction and birth within the context of loving and caring relationships. Children will be supported to know how to apply the principles they are taught to the physical and online world.

At Fawbert and Barnard's we want to prepare children for physical and emotional changes as they grow so they can be *resilient*, self-aware and confident. Children will develop a good understanding of their own right of choice and control over their physical and emotional selves. Likewise, children will develop an understanding of their responsibilities to respect others' right in the physical and online world.

Throughout the curriculum, children will regularly visit key themes such love, stability, consent, respect and care. Healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health.

The curriculum is designed to match the maturity of children and works alongside the statutory Science curriculum for human development. Children will learn about relationships and sex in a safe, relaxed atmosphere fostered by teachers and children alike. Consistent approaches are used throughout the curriculum so that individuals' needs are

met through opportunities to ask questions. Children will know how and where to access appropriate support.

We want to remove stigma and support children to develop awareness, acceptance and **tolerance** for different types of relationships and families to prepare them for a wider, *global society*. It will be delivered in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

We aim to work in partnership with our parents/carers to develop confident, happy individuals.

This policy has been developed with staff, parents/carers and governors.

3. Roles and responsibilities

The **governing body** is responsible for the RSE policy. The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the PSHE leader. See the school website for a list of subject leaders. They are also responsible for liaising with outside agencies on any issues regarding the school's programme for RSE.

The **headteacher** is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE.

Teachers are responsible for the day-to-day implementation of the RSE programme. They are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individuals
- Responding appropriately to children 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.

We are committed to working with **parents and carers** and believe that it is important to have the support of parents and the wider community for the PSHE and RSE programme. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner. Parents and carers can then contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions. Parents and carers are signposted to resources that can further support their child at home for sex education.

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

4. The RSE and Health curriculum

4.1 Curriculum Content

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationship education

Relationship education is compulsory in primary schools. At Fawbert and Barnard's relationship education will continue to be delivered through the Personal, Social, Emotional and Health curriculum which starts from Reception in which children are taught how to take turns, treat each other with kindness, the importance of honesty permission seeking and giving, and the concept of personal privacy. Throughout the school, children are taught to build on their understanding of personal space and boundaries, show an understanding for and respect safe and unsafe physical contact – the forerunners for **consent**.

The primary **Relationship Education** curriculum is covered in the following areas:

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

See appendix 1 for objectives covered throughout the primary curriculum.

Sex education

In addition to the statutory relationship education, we continue to deliver education about sex tailored to the age and physical and emotional maturity of the children. We are building the foundations of skills and knowledge that will be developed further at secondary level.

The focus will be on:

- Using correct vocabulary for body parts
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

In addition to consultation for this policy, parents will be consulted in year 6 about the detailed content of what will be taught in that year group. Children will be taught in mixed classes and wherever possibly a female and male member of staff will be present. Please see appendix 2 for an overview of objectives for sex education which will be taught in years 2, 5 and 6.

Physical health and mental wellbeing

Physical health and mental wellbeing is compulsory in primary schools. Health educations will enable children to make good decisions about their own health and wellbeing, for

recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The primary **Health Education** curriculum is covered in the following areas:

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See appendix 3 for objectives covered throughout the primary curriculum.

4.2 Curriculum Delivery

Preparing a safe learning environment

Time is set aside to establish a safe learning environment for both children and adults in the classroom. RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from children's questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics.

Children have the opportunity to pose questions anonymously and without embarrassment using a 'Ask-it Basket'. This is available during and beyond the RSE lessons. Anyone can pose a question, anytime. Questions can be anonymous or children can put their names on the questions. Depending on the nature of the question, responses may be given to the whole class, to small groups or 1:1. In a very small minority of situations teachers may need to contact parents to agree a response to particularly challenging questions. Please see **Confidentiality and Child Protection Issues** section about teachers responding to any concerns arising from RSE lessons.

Inclusion.

The RSE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Parents and carers are signposted to resources that can support children's understanding of puberty. Specialists can be consulted to signpost school to support materials or to provide advice about delivery of the curriculum.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the

needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Fawbert and Barnard's and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

5. Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a child to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process

6. Teacher training

Teachers will receive initial training on the content and delivery of RSE. Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Training supports teachers to be confident:

- In planning, delivering and assessing RSE
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from children

Teachers can seek support from the PSHE subject leader about any element of the RSE and Health curriculum.

7. Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of **sex** education delivered as part of statutory RSE. A request needs to be made in writing to the headteacher. Those parents/carers wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see the teacher and/or RSE Co-ordinator who will explore any concerns and discuss any detrimental impact that withdrawal may have on the child. A record will be kept of the request and the meeting.

8. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leader through:
learning walks, book and planning scrutinies.

Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leader. At every review, the policy will be approved by the local governing body.

Appendix 1
Relationship education

Families and people who care for me	Pupils should know: <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.
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	<ul style="list-style-type: none"> • 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.
Caring Friendships	<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.
Respectful relationships	<p>Pupils should know:</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.
Online relationships	<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.

Being safe

Pupils should know:

- 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.

Appendix 2
Sex education

Year	RSE lesson titles	Objectives covered We are learning	Science National Curriculum objectives linked to RSE
2	Everybody's body	To know about the differences and similarities between people	Notice that animals, including humans, have offspring which grow into adults
5	Puberty: time to change Puberty: menstruation and wet dreams Puberty: personal hygiene Puberty: emotions and feelings	About some of the physical changes experienced during puberty About the physical changes that happen to males and females during puberty About the importance of personal hygiene during puberty To respond to questions about puberty How and why emotions may change during puberty About getting appropriate help, advice and support about puberty	- Describe the life process of reproduction in some plants and animals - Describe the changes as humans develop to old age.
6	Puberty: recap and review Puberty: change and becoming independent Positive and healthy relationships How babies are made	More about the changes that happen at puberty (recap from year 5) About managing change - new roles and responsibilities as we grow up About what constitutes a positive, healthy relationship That relationships can change over time About adult relationships and the human life cycle	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

	About human reproduction (how a baby is made and how it grows)	
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Appendix 3
Health education

<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), 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.
<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.

	<ul style="list-style-type: none"> • 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	<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.
Healthy eating	<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).
Drug, Alcohol and Tobacco	<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.
Health and prevention	<p>Pupils should know:</p> <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 allergies, immunisation and vaccination.
Basic first aid	<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.

Changing adolescent body	<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.• about menstrual wellbeing including the key facts about the menstrual cycle.
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