



FAIRFIELD PRIMARY SCHOOL

Relationships, Sex and Health Education

Approved by¹	
Name:	
Position:	
Signed:	
Date:	
Proposed review date²:	

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	November 2019

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We have a legal responsibility under *The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017*, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

Definitions

Relationship Education - The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

Sex Education - Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, makes Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

Health Education (HE) – It will build pupil's knowledge, skills, and positive attitudes about health. It will focus on steps pupils can take to protect their own and others' health and wellbeing – this includes teaching simple self-care techniques, personal hygiene, how to prevent health and wellbeing problems, and basic first aid.

Introduction

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. All schools must provide a balanced and broadly-based curriculum which: - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationship Education aims to help children develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

Children need help to understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Sex Education is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic. We aim to give children a safe space to ask the questions they may have, without shame or judgement,

about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both female and male bodies function and change as they grow into adults.

Health Education – We promote emotional health and wellbeing through our school values which are embedded into all our learning: respect, responsibility, resilience, empathy, compassion, creativity, forgiveness, generosity, hope, humility, friendship, justice, courage, trust, perseverance, truthfulness, wisdom and thankfulness. Physical well-being is promoted and developed through our Physical Education programme, Forest School and outdoor education programme. It develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education also provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

We believe that ***Relationship, Sex and Health Education*** should:

- Be taught in a positive, supportive and caring environment
- Present facts in an objective, balanced and sensitive manner
- Present facts within a clear framework of values
- Develop pupil's health related knowledge and understanding
- Be complementary and supportive to the role of parents/carers
- Incorporate the spiritual, moral and cultural dimensions of the Personal, Social, Health and Economic (**PSHE**) education and Citizenship curriculum

We teach RSE and HE within the wider context of building self-esteem and self-confidence, emotional well-being, relationships and healthy lifestyle choices beginning in the Early Years through to Year 6.

Aims

The aim of Relationship, Sex and Health Education is to provide pupils with age appropriate information, explore attitudes and values, help them to respect themselves and others, and equip them with the skills to make responsible and informed decisions about health and well-being, relationships, and related attitudes and behaviour.

We aim:

- To develop pupil's confidence and ability to be participating members of society and value themselves and others
- To be able to recognise and demonstrate positive relationships that they can build upon at home and at school.
- To raise pupils' self-esteem and confidence, especially in their relationships with others

- To understand the value of family life, marriage, and committed relationships and the importance of love and respect and stability in all of these.
- To have understanding of the rights and responsibilities in relationships.
- To develop attitudes and skills for a healthier safer lifestyle, helping them to understand the characteristics and mental and physical benefits of an active lifestyle.
- To develop pupil's respect and care for their bodies
- To help pupils develop a positive self-image and provide them with firm foundations for later learning which will ensure that they are properly prepared for the opportunities, responsibilities and experiences of adult life.
- To help pupils be prepared for puberty and adulthood, and provide the knowledge and information to which all pupils are entitled – age and stage appropriate
- To clarify/reinforce existing knowledge and have the correct terminology to talk about their bodies
- To develop pupils understanding of their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupil's develop and use communication, decision making and assertiveness skills to cope with the influences of their peers and the media
- To ensure they have knowledge of personal safety – who to seek for help and support
- To know when is it appropriate to share information about ourselves both on and off-line
- To help pupils gain access to information and support

Opportunities and Experiences

SRE and HE will be taught in the context of the school's wider curriculum, but will form part of the work related to Personal, Social, Health and Economic Education and Citizenship, Science and Religious Education. It is our intention all children have the opportunity to experience a programme of SRE and HE at a level which is appropriate for their age and physical development with differentiated provision if required.

In the Early Years, pupils will explore and learn about

- Stages of growth in people, animals and plants
- The caring aspects of parenthood
- The caring aspects of friendship
- Feelings in the family e.g. love, anger, sadness
- Knowledge of personal safety – who to seek for help and support (using the NSPCC Underwear Rule resources)
- Different types of families – single-parent, multi-generational, looked after children etc.
- The names of the main parts of the body

The Early Years learning environment encourages imaginative role play, which may lead to questions and issues being raised about sex and relationships. These will be dealt with sensitively and appropriately using the professional judgement of the teacher. Any

discussions or issues arising spontaneously will be dealt with in the same way, where it is felt necessary these discussions will be shared with parents/carers.

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

During Key Stage 1 pupils will learn:

- that animals including humans, move, feed, grow, and use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- identify similarities and differences between themselves, including gender, and treat others with sensitivity.
- that humans and animals can reproduce offspring and that these grow into adults

During Key Stage 2, pupils will learn:

- That the life processes common to humans and other animals include: nutrition, growth and reproduction.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

We believe that children should be introduced, at appropriate stages, to the correct terminology in their programme of RSE and HE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

In both Key Stage 1 and 2, questions relating to human sexuality which are not part of the planned curriculum may be likely to arise spontaneously within everyday discussion. Where appropriate, in the professional judgement of the teacher, an individual child's question will be dealt with briefly, sensitively, and truthfully during group or whole class work. The teacher will decide when a question should be answered on an individual basis and guard against giving other children inappropriate information, in either case the teacher will use anatomically correct vocabulary.

Throughout school pupils are encouraged to assert their right to protect their bodies from unwanted or unwelcome contact with others. It will also be made clear that children should speak to a trusted adult if they have any worries or concerns relating to personal matters.

Where a member of the teaching staff in school is alerted to the possibility that a pupil is at risk of sexual abuse they will immediately follow the school's Child Protection procedures.

The following ground rules will guide all RSE and HE content and delivery.

- Scientific, biological and anatomical terms are used in all SRE and HE lessons. In SRE, family names are not used in order to avoid confusion – particularly important for safeguarding.

- Meanings of words are described in a sensitive, sensible and factual way.
- Distancing techniques are always used. Individual people are never mentioned.
- The teacher(s) strive to provide active learning strategies, so that SRE and HE are fun and interesting
- Teachers strive not to avoid controversial issues. If an issue arises that is considered to be controversial by society, teachers may discuss this issue in brief, explaining why this is the case, in a non-judgemental way.
- If a teacher is asked a question that is classed as 'too sensitive' or 'too controversial' for a year group/child, they will tell the child/class that at this stage they do not feel that it is appropriate to discuss this topic.
- Teaching staff will monitor pupil questions and contributions, and refer any disclosures following the school's safeguarding procedures.
- A question box will be made available for pupils, particularly for those in KS2. The teacher can then choose to answer questions on a one-to-one basis or to the whole class.
- Older pupils are asked not to discuss the content of their RSE lessons with younger children – we aim to be age and stage appropriate in the content we teach.
- Questions are not directed at individuals. Nobody is forced into answering.

Resources

In KS1 pupils will use resources that are age appropriate and will go beyond the biology of birth and growth to look at what it means and how it feels to 'grow up'. They will explore the physical changes that accompany birth and growth, along with the caring and nurturing roles of parents and siblings.

In KS2 – Years 5 and 6 - pupils will use Channel 4 produced materials aimed at pupils aged 5-11 which considers all aspects of sex and relationships, including puberty, relationships, conception and birth. This resource addresses both the emotional and physical aspects of growing up.

In addition books will be carefully chosen which are informative and are designed for each Key Stage. It is the view of the school that these materials cover the 'biological aspects' that are included in the Science National Curriculum for both KS 1 and KS2.

In respect of personal safety, teachers across all Key Stages have access to the NSPCC Underwear Rule teaching resource which helps to deliver 'stay safe' messages for children aged 5-9 years old – see Appendix B.

Assessment

- Pupils' knowledge and understanding of concepts and facts – linked to both the PSHE and Citizenship and Science teaching and learning will be assessed.
- The way pupils are using their accumulating knowledge and understanding to develop personal and interpersonal skills and positive attitudes and build their own learning power e.g. through making informed judgements, maintaining positive relationships and tackling challenges and looking after personal health and safety. Pupils need to have experiences where they can learn to apply and strengthen their knowledge and skills in a variety of contexts.

In addition to assessment by teaching and support staff, pupils are given openings to self-assess, time to reflect at the end of tasks and opportunities on the insights and development knowledge, skills and understanding gained, this will help develop their own capacity as learners and promote life-long learning skills and attitudes.

Equal Opportunities

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language. special needs, disadvantaged and looked after children. SRE and HE is taught through both Science and PSHE and Citizenship, which are taught to all pupils. We recognise that when teaching SRE and HE we will be working within pupils' real life experiences. We strive to create a safe and supportive learning environment; creating an ethos of trust and open dialogue with the pupils by establishing clear ground rules, managing sensitive and controversial issues and developing a clear understanding of confidentiality.

It is our intention all children have the opportunity to experience a programme of SRE and HE at a level which is appropriate for their age and physical development with differentiated provision, if required.

Teachers and other adults involved in teaching Sex, Relationship and Health Education will sometimes hear disclosures that suggest/indicate that a pupil may be vulnerable or at risk. We will ensure they receive appropriate support by implementing the Safeguarding Procedures (see Safeguarding Policy).

Parental Communication

The school is well aware that the primary role in children's RSE and HE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Parents will be notified whenever this policy is under review.

Letters will be sent to parents/carers to inform them the teaching programmes for SRE in Y2, Y5 and Y6 children, prior to them being taught. The resources used will be open for inspection for parents. A time will be allocated for parents to view these materials before they are used.

Copies of this policy will be available for parents/carers on request and at meetings. Parent/carers have the right to withdraw their children from SRE except for those parts included in the statutory National Curriculum for Science (see Appendix A). If parents wish to withdraw their child/children they should contact the Head Teacher.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet

through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

Monitoring and Evaluation

The PSHE and Citizenship subject leader in conjunction with the Science subject leader are responsible for monitoring the standards of children's work and the quality of teaching. The subject leaders support colleagues in the teaching of Relationships, Sex and Health Education by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

This policy needs to be read in conjunction with the following 'suite' of policies

- PSHE and Citizenship Education
- Anti-bullying
- Equal Opportunities
- Behaviour
- E-Safety
- Child Protection/Safeguarding
- Confidentiality
- Teaching and Learning