



Relationship, Sex & Health Education Policy

The Importance of Relationship, Sex and Health Education

Our children are growing up in a world very different to that in which we grew up, RSHE is a vital tool to prepare our children for the challenges and opportunities that they may face.

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This present many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ Department for Education

At Neroche we want to ensure that our children are able to be the best they can be and show that they care. The delivery of an effective Relationships, Sex and Health Education curriculum is necessary in order for our children to achieve this and become well rounded citizens equipped with the skills they need for life.

From September 2020 the Relationships Education, Relationships and Sex Education (RSE) and Health Education will become statutory. At Neroche we will be calling this part of our curriculum Relationships, Sex and Health Education (RSHE) and with the children we will be referring to it as ‘Keeping Safe and Healthy’.

Aims of Relationship & Sex Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the

forerunners of teaching about consent, which takes place at secondary. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

At Neroche we also teach our children about sex, we believe that our children should have the knowledge that is necessary to support them as they grow and move through the school and on to secondary school. We teach our oldest children (Year 5 and 6) about puberty, menstruation and how a baby is conceived and born.

Aims of Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

What we will cover

Relationships & Sex Education

Appendix 1 sets out what children will know by the end of primary school. Parents are not able to withdraw their children from the relationships education part of the curriculum, this includes teaching about puberty.

In addition to this we will be teaching our children about sex education, this will be taught within Year 6. Whilst this part of the curriculum is not compulsory the Department for Education recommends that schools should have a sex education programme tailored to the age and physical and emotional maturity of their children. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Areas covered within Sex Education include

- Understanding the terms conception and reproduction
- The function of the female and male reproductive systems
- The various ways adults can have a child
- The different stages of pregnancy

- Laws around consent

This part of the curriculum is the only part that parents are able to withdraw their children from. If you have concerns or questions about this then please speak to your child's teacher in the first instance. Please see the document titled DfE Guidance for Parents on the school website for further information.

Health Education

Appendix 2 sets out what the children will know by the end of primary school. Parents are not allowed to withdraw their children from this part of the curriculum. Children will be taught the characteristics of good physical health and mental wellbeing, making it clear that mental wellbeing is a normal part of daily life, in the same way as physical health. Puberty and menstruation will be taught as part of health education in preparation for changes that the children will experience in the future. We will also ensure that sensitive arrangements are in place to help girls manage menstruation including providing menstrual products.

Links to the Rest of the Curriculum

The content of the RSHE will also be covered and re-visited within other areas of the curriculum such as science, PE and design and technology.

We have also embedded Emotion Coaching at Neroche and this gives us the opportunity to help children understand how their brain works, the feelings that they might have and the causes for them and how to regulate themselves. All of which contribute to a better understanding of keeping safe and healthy.

Assessment and Monitoring

At the beginning and end of each phase (Years 1-3 and Years 4-6) there are baseline assessments and summative assessments to understand prior learning and knowledge and then to ensure that the children have made progress after completing a module. Each child will have a Keeping Safe and Healthy folder which will travel through school with them and will be added to each time a worksheet or activity is recorded. This can then be re-visited throughout their time at Neroche. The subject leader for RSHE will monitor the implementation and impact of the curriculum along with the Senior Leadership Team.

Religious Character and Belief

Our school understand the importance of different faiths and community groups in the teaching of these elements and endeavour to take into account the beliefs of our school community. Within our school we have a rigorous RE curriculum which enables children to explore different faiths and beliefs alongside their own. Where appropriate the beliefs of different faiths may be discussed and explored in order to help children have a greater understanding of relationships.

SEND

It is crucial that Relationship Education and Health Education, as a statutory curriculum area, is accessible by all pupils. For those children with SEND this area of the curriculum will be differentiated accordingly and in line with individual children's needs. This policy should be read in conjunction with our SEND Policy and Information Report both of which can be found on the school website.

Materials

At Neroche we use the One Decision materials to deliver the RSHE curriculum. One Decision is a bank of video based lessons, which have been created to meet the requirements of the statutory Relationships, Sex & Health Education curriculum. The materials also include worksheets, self-assessment activities and presentations. Most sessions will be delivered by an adult who is familiar with the children. In most instances this will be the class teacher. In some circumstances we may draw on expertise from external agencies and will invite them in to school to work with the children and class teacher. When this happens parents will be informed in advance.

Right to Withdraw

Parents cannot withdraw their child from Relationships Education because this is now a statutory part of your child's education. Parents are able to withdraw their child from Sex Education as this is not required to be taught at primary school. At Neroche we have decided to teach Sex Education as we believe that we are helping to prepare our children for their future and in doing so we are ensuring that they leave us with the right information about Sex and giving them the opportunity to explore any questions or misconceptions in a safe way. If you have any questions about Sex Education please arrange to speak with the class teacher to find out more about it's content. If you wish to withdraw your child from Sex Education please arrange to speak with the Headteacher who will be able to formally record this decision.

If your child is not taking part in Sex Education they will be provided with alternative learning which they will complete in another classroom.

Review of policy

This policy will be reviewed annually and has been written in consultation with parents, staff and governors.

Additional Reading

Please see our school website for further documents to read relating to this policy this includes;

- Relationships, Sex & Health Education Delivery Plan 2020-2021
- RSHE Vocabulary Information
- RSHE Progression Route
- RSHE Curriculum Map
- DfE Guidance for Parents

<https://www.neroche.somerset.sch.uk/curriculum/rshe/>

To read the full government guidance please visit

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Appendix 1 Relationships Education

By the end of Primary School

| TOPIC | PUPILS SHOULD KNOW |
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| <p>Families and People Who Care About Me</p> | <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 • 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 |
| <p>Caring Friendships</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>Respectful Relationships</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 |

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| | <ul style="list-style-type: none"> • 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 • 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 • 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 |
| Online Relationships | <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 | <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 • 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 Health Education

By the end of Primary School

| TOPIC | PUPILS SHOULD KNOW |
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| Mental Wellbeing | <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. 33 • 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. <ul style="list-style-type: none"> • 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. |
| Internet Safety and Harms | <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. |

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| | <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 & Fitness | <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 | <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). |
| Drugs, Alcohol & Tobacco | <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 & Prevention | <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 | <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 | <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. |