



Relationships and Sex Education and Health Education (RSHE)

| Date Reviewed | Reviewed By |
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| October 2020 | Lorna Harrison |
| April 2021 | All staff/governors |

Relationships and Sex Education and Health Education Policy

This policy is derived from the statutory guidance for Schools and Governing bodies.

'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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.' Page 8 para 3

Schools are free to determine how to deliver the content set out in the guidance in the context of a broad and balanced curriculum. Relationships Education, RSE and Health Education programmes complement and do not duplicate content covered in national curriculum subjects (e.g science, computing and PE).

Much Marcle Primary school recognises its Christian character with due regard to Equality Act 2010. Teachers will be sensitive to the beliefs of the church while recognising what the law does and does not allow.

What is RSE&HE?

The Government definition:

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."

Why is RSEHE needed?

- More than ever before, children are exposed to representation of sex and sexuality through social media and social culture around them. We need to present a balanced view of Relationships health Education and Sex Education to help children to be discerning and to stay safe.
- Research shows that most parents say they want the support of schools in providing RHSE for their children.
- Research also shows that effective RHSE reduces risk-taking.
- Surveys of children and OFSTED have repeatedly informed us that RHSE tends to be **"too little, too late and too biological"**.

What are our aims of RSEHE?

- To enable young people to understand and respect their bodies, and be able to cope with changes puberty brings, without fear or confusion.

- To help young people develop positive and healthy relationships appropriate to their age, development etc (respect for self and others).
- To support young people to have positive self-esteem and body image, and to understand the influence and pressures around them.
- To empower them to be safe and safeguarded.

Teaching about safety and relationships as part of RHSE contributes to how schools approach safeguarding of pupils. The aim is to equip them with skills, strategies and language they need to make appropriate and informed decisions.

How RSEHE is taught

The specific content is taught through a pre-planned scheme of work providing clear structure to support teaching and learning. This is taught by class teachers on a two year rolling programme covering materials suited to age and development stage.

Whilst the core work is also done to:

- build children's self esteem
- enhance their own sense of self in regard to their body image
- develop caring and healthy relationships
- develop assertiveness skills in keeping themselves valued, safe and respected

This work underpins the explicit content and is part of the holistic approach to Relationships, Sex Education and Health Education teaching and learning.

There are clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy

Parent Communication

As part of the creation of this policy, a parent session was held in October 2019 to share information openly in regards to the content and approach of the school.

Our Approach as a Church School

The Church of England document 'Valuing all God's Children', 2017 states:

"All bullying, including homophobic, bi-phobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (Page 1). It is also part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference".

Monitoring and Review

The governors and staff will monitor the policy on an annual basis.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Much Marcle CE Primary School RSHE Curriculum

Purpose of study

Relationships and Health Education teaches the fundamental values of British society and how to be safe in the physical and virtual world. Our aim is to equip the child with the knowledge and skills they need to develop into resilient and empathic adults.

How the curriculum will be taught

RHE and SE will be taught within Science, PE and Computing lessons where there is a clear correlation. It will also be taught as a stand-alone subject.

Lessons will be planned as mixed age classes on a two year cycle with the exception of Sex Education (human reproduction) which will be taught to year six only.

The Curriculum Content from Reception to year 6

By the end of primary school

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| <p>Families and people who care for me</p> | <p>Pupils should know</p> <p>F1 that families are important for children growing up because they can give love, security and stability</p> <p>F2 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</p> <p>F3 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</p> <p>F4 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</p> <p>F5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>F6 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> |
| <p>Caring friendships</p> | <p>Pupils should know</p> <p>C1 how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>C2 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>C3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>C4 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</p> <p>C5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</p> |

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| | 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> <p>R1 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</p> <p>R2 practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R3 the conventions of courtesy and manners</p> <p>R4 the importance of self-respect and how this links to their own happiness</p> <p>R5 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</p> <p>R6 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</p> <p>R7 what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>R8 the importance of permission-seeking and giving in relationships with friends, peers and adults</p> |
| Being Safe | <p>Pupils should know</p> <p>BS1 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>BS2 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> <p>BS3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>BS4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> |

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| | <p>BS5 how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>BS6 how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>BS7 how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>BS8 where to get advice e.g. family, school and/or other sources</p> |
| <p>Mental Wellbeing</p> | <p>Pupils should know</p> <p>M1 that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>M2 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</p> <p>M3 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</p> <p>M4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>M5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>M6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>M7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>M8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> |

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| | <p>M9 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)</p> <p>M10 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> |
| <p>Internet safety and harms</p> | <p>Pupils should know</p> <p>I1 that for most people the internet is an integral part of life and has many benefits</p> <p>I2 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</p> <p>I3 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</p> <p>I4 why social media, some computer games and online gaming, for example, are age restricted</p> <p>I5 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</p> <p>I6 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>I7 where and how to report concerns and get support with issues online</p> |

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| <p>Physical Health and fitness</p> | <p>Pupils should know</p> <p>P1 the characteristics and mental and physical benefits of an active lifestyle</p> <p>P2 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</p> <p>P3 the risks associated with an inactive lifestyle (including obesity)</p> <p>P4 how and when to seek support including which adults to speak to in school if they are worried about their health</p> |
| <p>Healthy Eating</p> | <p>Pupils should know</p> <p>HE1 what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>HE2 the principles of planning and preparing a range of healthy meals</p> <p>HE3 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> |
| <p>Drugs and Alcohol</p> | <p>Pupils should know</p> <p>D1 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> |
| <p>Health and prevention</p> | <p>Pupils should know</p> <p>HP1 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>HP2 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>HP3 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>HP4 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>HP5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> |

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| | HP6 the facts and science relating to allergies, immunisation and vaccination |
| Basic First Aid | <p>Pupils should know:</p> <p>FA1 how to make a clear and efficient call to emergency services if necessary</p> <p>FA2 concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> |
| Changing Adolescent bodies | <p>Pupils should know:</p> <p>A1 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>A2 about menstrual wellbeing including the key facts about the menstrual cycle</p> |
| Sex Education | <p>Year 6 Pupils will be taught</p> <p>S1 Human reproduction</p> |

During the academic year 2021-2022

The two year cycle below is suspended in favour of a one year plan to allow for the school's response to the effect of COVID upon the curriculum.

The two year cycle

Year A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|-------------------|--------------------------------|-------------------|----------------------------------|---|---|
| KS1 | M3, M4, M6, M9 | C1, C2 R1, R3, R5, R6 M8 | R1 | I1, I2, I3, I4, I5, I7 BS1 | M6 | BS2, BS3, BS6 M5, I2 HP2, HP3, HP4, HP5 P1, P3, P4 HE1, D1 |
| LKS2 | R1, M1, M2, M4 | R7 | M1, M2, M4, M5 | R1, R5, B3, L1, L2 | M1, M2, M5, M6 | M3, M4, M10 |
| UKS2 | M1-6 | | R1 - 8 | FA1 – 2 | A1-2 S1(Y6) HP 3-5 D1 P1-4 | F2 - 6 |

Year B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| KS1 | F1,F2, F3, F6 C1, C2, C4 R1, R2 M3 | M2, M3, M6, M9 P1 | F2, F3 | BS1, BS2, BS4,BS5, BS7, BS8 I4 FA1, FA2 | | BS3, BS6, BS7 F2, F3, F6 |
| LKS2 | C1, M1, M3 | R5, R7, R8 | M1 | R1, R2, R3, M7 | R4, R5 | L2, L3, L4, L5 |
| UKS2 | C1-5 | R1-8 | BS1-8 M8 I1-7 | R1-8 | A1-2 S1 (Y6) HP 3-5 D1 P1-4 | F2 - 6 |