**1. Aims**

The aims of relationships and sex education and health education (RSE & HE) at our school are to:

* Provide a framework in which sensitive discussions can take place
* Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
* Help pupils develop feelings of self-respect, confidence and empathy
* Create a positive culture around issues of sexuality and relationships
* Teach pupils the correct vocabulary to describe themselves and their bodies

**2. Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils in line with the changes from September 2020.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships and Health Education, we must have regard to guidance issued by the secretary of state .

At Linaker Primary School we teach Relationships and Health Education as set out in this policy.

**3. Policy development – This is the process we are currently going through**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the proposed policy
4. Pupil consultation – we investigated what exactly pupils want from their Relationships and Health Education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

**4. Definition**

RSE & HE are about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE & HE is not about the promotion of sexual activity

**5. Curriculum**

Our curriculum is based around the 1Decision scheme of work and is set out in appendix 1.

We will have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. *POLICY TO GO OUT TO PARENT CONSULTATION September 2020. PARENT INFORMATION VIA APP OCTOBER 2020. CONSULTATION PERIOD END NOVEMBER 2020*.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

Relationships & Sex Education and Health Education will include:

* Preparing boys and girls for the changes that adolescence brings
* How a baby is conceived and born
* For more information about our curriculum, see our curriculum map in Appendix 1.

**6. Delivery of Relationship and Health Education**

RSE & HE are taught within the personal, social, health and economic (PSHE) education curriculum. Linaker Primary School use 1Decision to support the teaching and learning of PSHE. Biological aspects of RSE & HE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE & HE curriculum, see Appendices 1 and 2.

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).

**7. Roles and responsibilities**

**7.1 The governing board**

The governing board will approve the RSE & HE policy, and hold the Headteacher to account for its implementation.

**7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE & HE are taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE & HE (see section 8).

**7.3 Staff**

Staff are responsible for:

* Delivering Relationships and Health Education in a sensitive way
* Modelling positive attitudes to Relationships and Health Education
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE & HE.

Staff do not have the right to opt out of teaching RSE & HE Staff who have concerns about teaching RSE & HE are encouraged to discuss this with the Headteacher. Class teachers will be responsible for the delivery of RSE & HE.

**7.4 Pupils**

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

**8. Parents’ right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE & HE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

**9. Training**

Staff are trained on the delivery of Relationships and Health Education as part of their induction and it is included in our continuing professional development calendar.

The school will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching Relationships and Health Education.

**10. Monitoring arrangements**

The delivery of Relationships and Health Education is monitored by Mrs Thomas (Deputy Head) through:

* Learning Walks
* Work scrutiny
* Pupil Interview

This policy will be reviewed by Mrs Thomas (Deputy Head) annually. At every review, the policy will be approved by the governing body.

**Appendix 1: Curriculum map**

PHSE/SMSC Curriculum Overview 2020/2021

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year Group | Autumn 1 Hazzard Watch | Autumn 2RelationshipsMoney Matters | Spring 1Computer Safety | Spring 2Feelings and EmotionsThe Working World | Summer 1Keeping/Staying SafeBeing Responsible | Summer 2Keeping/Staying HealthyChanges and Transition |
| ReceptionYoga | New Beginnings – Classroom rules etcWho can I trust? | Talk about self in a positive way. | Stranger Danger | Sharing | Keeping Safe in the SunHealthy Eating and exercise.Relax Kids | Love My Community WeekChanges and Transition |
| Year 1 | New Beginnings – Classroom rules etcIs it Safe to Eat/Drink? | FriendshipAnti Bullying Week | Online BullyingRelax Kids | Jealousy | Road SafetyWater Spillage | Love My Community WeekHealthy Eating & Washing HandsChanges and Transition |
| Year 2Brain Gym | New Beginnings – Classroom rules etcIs it Safe to Play With? | BullyingMoney MattersAnti Bullying Week | Image Sharing | AngerRelax Kids | Tying ShoelacesHelping Someone in Need  | Love My Community WeekBrushing TeethChanges and Transition |
| Year 3 | New Beginnings – Classroom rules etcRelax Kids | Body Language TouchAnti Bullying WeekRelax Kids | Making Friends Online | GriefMoney Matters | Leaning Out of WindowsStealing | Love My Community WeekMedicineChanges and Transition |
| AssembliesSalvation ArmyNSPCC every 2 years | Fire SafetyHoax CallingPetty ArsonEnya and Deedee visit the Fire Station | Anti Bullying WeekFirework Safety PCSOsWalking to school in the dark Joe Morris | Computer Safety Documentary |  | Staying SafePractice Makes PerfectKeeping Safe in the Sun |  |
| Year Group | Autumn 1Being Responsible | Autumn 2A World Without Judgement | Spring 1Computer Safety | Spring 2Feelings and EmotionsThe Working World | Summer 1Keeping/Staying Safe | Summer 2Keeping/Staying HealthyGrowing and ChangingChanges and Transition |
| Year 4 | New Beginnings – Classroom rules etcComing home on timeRelax Kids | Breaking Down BarriersAnti Bullying WeekRelax Kids | Online Bullying | JealousyChores At Home | Cycle Safety | \*Healthy LivingAppropriate Touch (NSPCC PANTS rule)Love My Community WeekChanges and Transition |
| Year 5 | New Beginnings – Classroom rules etcLooking out for othersMy Bank Workshops | Inclusion and AcceptanceAnti Bullying WeekAnti Bullying Workshop (Altru Drama)Bike-ability? | PubertyNSPCC Workshop Every 2 years | AngerEnterprise | Peer Pressure | SmokingImage SharingLove My Community WeekChanges and TransitionRelax Kids |
| Year 6 | New Beginnings – Classroom rules etcStealingChildren’s/adults views | British ValuesAnti Bullying WeekAnti Bullying Workshop (Altru Drama)My Bank Workshops | Making Friends OnlineNSPCC Workshop Every 2 years | In-App PurchasesRelax Kids (SATs targeted) | Water Safety | AlcoholConceptionWorryLove My Community WeekChanges and Transition |
| AssembliesSalvation ArmyCurrent Religious celebrations (CF)NSPCC Every 2 years | Fire SafetyTexting Whilst Driving | Firework Safety PCSOsWalking to school in the dark Joe Morris | NSPCC Every 2 yearsComputer safety Documentary (from KS1) |  | Keeping Safe in the SunRailway Police | Changes and Transition |

Additional videos giving Children’s and Adult’s views can be used with years 5 and 6 if appropriate., These give prompts for further discussion.

Appendix 2 – By the end of Primary School pupils should know.

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| **Appendix 2: By the end of primary school pupils should know** TOPIC  | PUPILS SHOULD KNOW  |
| Families and people who care about me  | * 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
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| Caring friendships  | * 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
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| TOPIC  | PUPILS SHOULD KNOW  |
| Respectful relationships  | * 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
* 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
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| Online relationships  | * 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
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| TOPIC  | PUPILS SHOULD KNOW  |
| Being safe  | * 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
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| **Appendix 3: Parent form: withdrawal from sex education within RSE** TO BE COMPLETED BY PARENTS  |
| Name of child  | Class  |
| Name of parent  | Date  |
| Reason for withdrawing from sex education within relationships and sex education  |
| Any other information you would like the school to consider  |
| Parent signature  |

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| --- |
| TO BE COMPLETED BY THE SCHOOL  |
| Agreed actions from discussion with parents  |