

# Relationship, Health and Sex Education policy

## Worlaby Academy

<b>Approved By</b>	<b>Academy Advisory Board</b>
<b>Last Reviewed on</b>	<b>April 2022</b>
<b>Next Review due by</b>	<b>April 2022</b>

**Purpose:**

This policy document sets out the academy aims, objectives and strategies for the delivery of Relationship, Sex and Health Education.

**Intent:**

At Worlaby Academy, our intent with relationship and sex education is:

- To provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual 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 relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To promote the Worlaby Values of Respect, Kindness, Co-operation, Resilience, Independence and Ambition

**Statutory Requirements:**

Relationship Education is statutory as part of the National Curriculum for both primary and secondary schools. Sex Education is not compulsory in primary schools but under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and
- Prepares children at the school for the opportunities, responsibilities and experiences of later life.

**Curriculum Implementation**

Our curriculum is set out as per Appendix 1, but we may need to adapt when necessary. This is age appropriate and based on a progression of knowledge and skills.

We have developed the curriculum in consultation with parents, children and staff, and considering the needs and feelings of children. If children ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by the class teachers to individual year groups.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Seeking help and support when required

- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to relationships and sex. The teaching of RSE at Worlaby Academy is respectful of all cultural and religious differences. The teaching of RSE at Worlaby Academy is in line with outcomes outlined within the ECM framework, specifically, "Be Healthy" & "Stay Safe".

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **Definition**

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. Lessons are set in the context of family, friends and ourselves. At Worlaby Academy RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about their changing bodies and emotions as we become older.

Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. It will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

**SRE is not about the promotion of sexual activity.**

#### **Wider school aims and ethos**

This policy supports our academy aims of :

- Helping all children to leave as independent learners, demonstrating respect and tolerance.
- Optimising opportunities to work towards achievement of the school values, leading the children into becoming healthy, confident, caring and successful learners.
- Teaching children how to safeguard themselves, and to have emotional wellbeing.
- Having an ability to recognise the difference between right and wrong, and to readily apply this understanding in their own lives and in so doing, respect the civil and criminal law of England.
- Demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Our vision, for an inclusive school where everyone can flourish and achieve positive outcomes, regardless of socio-economic background, ethnicity, gender or barriers to learning.

## Roles and responsibilities

The **Academy Advisory Board** is responsible for policy approval.

The **Principal** 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 (see below).

**Teachers** are responsible for delivering the lessons and external professionals may also deliver elements of SRE. The Teaching of Relationships and Sex Education can be taught across the curriculum, especially in PHSE and Science but also as stand-alone sex education lessons.

We make it clear to children what our procedures are with regard to confidentiality. Similarly, if questions are asked in class, adults will follow agreed practice based on DfE guidance 2019.

If children ask their teachers questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education or the schools programme of Sex education, the children will be advised to discuss their questions with their parents. However, if questions asked which are appropriate to the developmental age and are linked to the learning content, the teacher will provide an age-appropriate response.

Teachers in key stage 2 offer an opportunity for children to ask questions in written format as they may not wish to ask in a whole class setting. Questions will be responded to as above. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

In the instance of a disclosure, staff will consult with the designated safeguarding lead and in their absence the deputy safeguarding Lead.

**Teachers** are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

**Teachers** will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Use their professional judgement as to answering questions in front of the whole class or individually, considering the Child Protection Policy and Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

## Children

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

### **Parents' right to withdraw**

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE:

Parents will not be able to withdraw their child from relationships education or health education in primary school or secondary school.

Parents will be able to withdraw their child from sex education in primary school but not those elements that are covered by the science curriculum.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record and on CPOMS. The Principal will discuss the request with parents to give opportunity for all concerns to be raised.

The Principal will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, the child will receive appropriate, purposeful education during the period of withdrawal.

### **Equal Opportunities and Inclusion**

All children will have access to appropriate teaching to develop their personal skills.

The SEN Co-ordinator and the PSHE Leader will support teachers in the delivery of RSE to meet the needs of pupils with particular educational needs. Liaison with outside agencies will take place if required.

### **Organisation**

At Worlabby Academy, there is no set amount of curriculum time allocated to Relationship and Sex education.

### **Parent Partnership**

At Worlabby Academy, we work with parents by listening to any comments or concerns they may have regarding the RSE curriculum.

### **RSE resources:**

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Leader through:

*Planning scrutinies, book looks, learning walks and pupil voice.*

The PHSE/ RSE Leader plans and monitors the delivery of the RSE programme alongside the Science Leader and ensures that all aspects of RSE are covered as defined in government guidance. Pupils' development in RSE is monitored by the class teachers as part of our internal assessment systems.

As part of effective RSE provision, this policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

### **Impact, Assessment and Recording**

Each class teacher will maintain a record of coverage of this curriculum and a record of attainment as part of the bigger picture of PSHE. A copy of these assessments will be shared with the PSHE Leader and Principal each term.

### **Professional Development Opportunities**

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

### **Policy development and consultation**

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

1. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties are invited to comment on the policy and attend an annual meeting about RSE.
3. Pupil consultation – children are invited to give feedback about the provision of RSE; the programme used, the delivery of the programme and any changes suggested to improve the programme.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Other policies related to this document**

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2020)

- Children and Social Work Act (2017)

**Appendix 1 – PSHE CURRICULUM (INCLUDING RSHE)**

YEAR GROUPS EYFS - YEAR 6 (SPIRAL CURRICULUM)		
<b>AUTUMN A</b>	Mental Health and Resilience <i>World Mental Health Day (October)</i>	<b>British Values</b> – Respect and Tolerance
<b>AUTUMN B</b>	Identity, Society and Equality Relationships <i>Anti-Bullying week (November)</i>	<b>British Values</b> – Rule of Law
<b>SPRING A</b>	Safety and Managing Risk <i>E Safety Day (February)</i>	<b>British Values</b> – Respect and Tolerance
<b>SPRING B</b>	Drugs, alcohol and tobacco <i>National drug, alcohol (April). Tobacco (March) awareness days</i>	<b>British Values</b> – Individual Liberty
<b>SUMMER A</b>	Careers and Economic Wellbeing	<b>British Values</b> – Respect and Tolerance
<b>SUMMER B</b>	Sex Education Healthy Lifestyle <i>Sports Week</i>	<b>British Values</b> – Democracy
<i>Relationships are threaded throughout the whole year</i>		

**Appendix 2 – Relationship Education (Statutory)**

<b>Relationships Education (Primary)</b>	
<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g., family, school and/or other sources.</li> </ul>

**Appendix 3 – Sex Education (Non-Statutory – apart from Science elements)**

	<b>Sex Education (Primary)</b>		
<b>EYFS</b>	To consider the routines and patterns of a typical day	To understand why hygiene is important	To recognise that all families are different
<b>Year 1</b>	To understand some basic hygiene principles	To introduce the concept of growing and changing	To explore different types of families and who to ask for help
<b>Year 2</b>	To introduce the concept of male and female and gender stereotypes. To identify differences between males and females	To explore some of the differences between males and females and to understand how this is part of the lifecycle	To explore different types of families and who to ask for help
<b>Year 3</b>	Know some differences and similarities between males and females. Name male and female body parts using agreed words	Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch	Understand that all families are different and have different family members Identify who to go to for help and support
<b>Year 4</b>	Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up	Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty	Know about the physical and emotional changes that happen in puberty. Understand that children change into adults so that they are able to reproduce
<b>Year 5</b>	Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence	Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes. Explain how to stay clean during puberty.	Describe how emotions change during puberty. Know how to get help and support during puberty
<b>Year 6</b>	Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence	Discuss different types of adult relationships with confidence. Know what form of touching is appropriate Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception	To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong

**Appendix 3 – Health Education**

<b>Physical Health and Mental Wellbeing (Primary)</b>	
<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online</li> </ul>

<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs Alcohol and Tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>