



**Stukeley
Federation**

**Relationships and Sex Education (RSE) and Health
Education Policy**

in support of

**William Stukeley CE Primary School
and
Deeping St. Nicholas Primary School**

Policy approved by School Development Committee: May 2021

Policy to be reviewed: May 2024

STUKELEY FEDERATION

SEX & RELATIONSHIPS EDUCATION POLICY DOCUMENT

1. INTRODUCTION

This policy applies to the Federation as a whole, unless where specified. Where there are differences between schools, in the federation, these differences will be specified, where applicable

- 1.1 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
- 1.2 The school policy reflects government recommendations and the consensus of opinion of the whole teaching staff. It reflects the aims of the Governing Body in providing RSE for the pupils of the school and was agreed by them.
 - Other 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 (2016)
 - Children and Social Work Act (2017)
 - Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- 1.3 The implementation of this policy is the responsibility of the head teacher and all teaching staff.
- 1.4 Parents will be kept informed about the school's RSE Policy and their support of our programme will be encouraged by all teaching staff. Parents have the right to withdraw their child from some or all of the Sex Education programme that does not form part of the Relationships or Health Education programme. The procedures for such an eventuality are included at point 4 in the policy.

2. RELATIONSHIPS, SEX AND HEALTH EDUCATION

- 2.1 To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Relationships, Sex and Health education (RSHE) subjects

can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

- 2.2 We will promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society, preparing pupils for the opportunities, responsibilities and experiences of adult life.
- 2.3 Any questions raised by pupils will be answered sensitively and appropriately, matched to the pupils age and maturity.
- 2.4 The RSE programme will be led by The Health and Well Being Faculty, but remain the responsibility of the Head Teacher and all teaching staff,

3. **ENTITLEMENT**

- 3.1 All pupils will be offered the opportunity of receiving a comprehensive, well - planned programme of RSHE, fulfilling the relevant requirements of the Equality Act 2010. A balanced programme of activities will be planned, using a variety of teaching strategies and resources which builds on previous work and achievements.
- 3.2 RSHE is taught as part of the broader PSHE curriculum. Biological aspects of RSHE are taught within the Primary Science Curriculum and some elements of RSE may be taught within the RE curriculum, particularly in relation to a range of views on relationships from religions and worldviews.
- 3.3 All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).
- 3.4 At our school, the following areas outline our progressive scheme of work Relationships and Physical Health and Well-being. (see Appendix for more detail)

Relationships education Including:

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

Physical health and mental well-being including:

- Mental well-being
 - Internet safety and harms
 - Physical health and fitness
 - Healthy eating
 - Drugs, alcohol and tobacco
 - Health and prevention
 - Basic first aid
 - Changing adolescent body
- 3.3 Sex Education above what is taught in the school's science curriculum will include: periods, sexual thoughts and feelings and sexual responses in the body (spontaneous erection & wet dreams). A letter will be sent out prior to sessions giving further detail, if you wish your child to be withdrawn from these specific sessions.

4. **PROCEDURE FOR WITHDRAWING PUPILS**

- 4.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

5. **BACKGROUND**

This policy was informed by reference to the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019

6. **MONITORING AND EVALUATION.**

The monitoring and evaluation of the teaching and learning will be the responsibility of the Health and Well Being Faculty. It will be monitored through lesson and class observations as well as pupil discussions.

7. **ASSESSMENT.**

Assessment will be both formative and summative.
Assessment is made through the Science Curriculum, work in Connections books and through discussions with children. Parents are able to see work in books at Parents Evenings and science is commented on in the annual report.

8. **REVIEW**

The policy will be reviewed with the involvement of all school staff.

Appendix 1

RELATIONSHIPS EDUCATION

By the end of primary school:

Families and people who care for me	Pupils should know <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.
Caring friendships	Pupils should know <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.
Respectful relationships	Pupils should know <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.• 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	Pupils should know <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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.

Physical health and mental well-being

By the end of primary school:

Mental well-being	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental well-being 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. <p>•how to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>•how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>•the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>•simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>•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>•that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p> <p>•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 well-being or ability to control their emotions (including issues arising online).</p> <p>•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>
Internet safety and harms	<p>Pupils should know</p> <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 well-being.•how to consider the effect of their online actions on others and knowhow 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.•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	Pupils should know

health and 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	<p>Pupils should know</p> <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 and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about drugs such as medicines. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (taught specifically to Year 5 and 6)
Health and prevention	<p>Pupils should know</p> <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 immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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 (taught specifically to Year 5 and 6). • about menstrual well-being including the key facts about the menstrual cycle (taught specifically to Year 5 and 6).