St Mary's C of E Primary School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

"Therefore encourage one another and build one another up, just as you are also doing."
Thessalonians 5:11

POLICY STATEMENT

This policy has been produced with the input from staff and governors.

From September 2020, Relationships Education and Health Education have been statutory for all primary-aged pupils in England, in line with the Department for Education (DfE) statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.

All children have the right to comprehensive Relationships, Sex and Health Education which equips them with the age-appropriate information, attitudes and knowledge they need about the body, reproduction, sex and sexual health. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. We teach the knowledge and skills children need in order to develop healthy relationships, and to live in modern Britain.

WHO DELIVERS PSHE / RSHE?

Teachers deliver lessons once every two weeks. These lessons use the Kapow scheme of work to ensure statutory elements of PSHE/RSE are covered. We ensure the progression of skills documents are used to build on children's prior knowledge.

All children access these lessons. Parents do not have the right to withdraw their children from Relationships Education or Health Education. Parents may request withdrawal only from the non-statutory elements of sex education (conception).

RELATIONSHIPS EDUCATION

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy relationships
- enjoy strong, positive, non-exploitative, caring relationships online and in person

This particularly references family relationships including marriage, friendships and relationships with peers and adults.

By the end of primary school, children should know:

Families and people who care for 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, how to manage conflict and how to seek help or advice from others if needed

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Respectful relationships

- the importance of respecting others, even when they are very different from them

- practical steps they can take 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 they should expect to be treated with respect and show respect to others, including those in positions of authority

- different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help

- what a stereotype is and how stereotypes can be unfair, negative or destructive

- the importance of permission-seeking, giving and respecting boundaries (consent)

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

- the rules and principles for keeping safe online and how to report concerns

- how to critically consider online friendships and sources of information

- how information and data is shared and used online

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including online)
- the concept of privacy and that it is not always right to keep secrets if they relate to safety
- that each person's body belongs to them
- appropriate and inappropriate physical contact
- how to respond safely to adults they do not know
- how to recognise and report feeling unsafe
- how to ask for help and keep trying until they are heard
- where to get advice (family, school or other sources)

Building resilience

- What it means to be resilient
- How to use skills to build resilience

SEX EDUCATION (PRIMARY)

Sex Education is not compulsory in primary school. At St Mary's, we believe that to meet the needs of pupils and prepare them for transition to secondary school, some additional content is taught.

Sex Education includes:

- the human body parts
- growth

- puberty
- reproduction (non-statutory)

By the end of primary school, children should know:

- key facts about puberty and the changing adolescent body
- physical and emotional changes during adolescence
- about menstrual wellbeing including the key facts about the menstrual cycle

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PHYSICAL HEALTH AND MENTAL WELLBEING

Physical health and mental wellbeing prepares children to make wise choices about:

- physical health
- mental wellbeing

Mental wellbeing

- that mental wellbeing is a normal part of daily life
- that there is a range of emotions
- how to recognise and talk about emotions
- how to judge whether emotions and behaviour are appropriate
- benefits of physical exercise, outdoor activity and community involvement
- simple self-care techniques
- isolation and loneliness and the importance of seeking support
- the impact of bullying on mental wellbeing
- where and how to seek support

- that mental ill health is common and support is effective

Internet safety and harms

- that the internet has many benefits
- the risks of excessive screen time
- respectful behaviour online
- why some online activities are age-restricted
- online abuse and its impact
- how information online is selected and targeted
- where and how to report concerns

Physical health and fitness

- benefits of an active lifestyle
- importance of regular exercise
- risks of inactivity
- when and how to seek support

Healthy eating

- what constitutes a healthy diet
- planning and preparing healthy meals
- risks of unhealthy eating

Drugs, alcohol and tobacco

- facts about legal and illegal substances and associated risks

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Health and prevention

- recognising early signs of illness
- sun safety
- importance of sleep
- dental health
- hygiene and germs
- allergies, immunisation and vaccination

Basic first aid

- how to call emergency services
- basic first-aid concepts including common injuries

DELIVERY OF RSHE

RSHE is taught as part of our creative curriculum through PSHE, Science and RE.

It focuses on:

- Relationships Education
- Health Education
- Sex Education (Upper Key Stage 2)

Teaching reflects family diversity and avoids stigmatisation. Families may include single parents, LGBT parents, grandparents, adoptive and foster families.

Staff are trained to deliver RSHE. Sessions may be co-taught. Pupils with SEND will have content adapted appropriately in consultation with parents and staff.

PARENTS' RIGHT TO WITHDRAW

Parents may withdraw children **only** from non-statutory sex education (conception and birth). Requests must be in writing to the Headteacher. Alternative work will be provided.

POLICY DEVELOPMENT AND MONITORING

- Developed with staff and governors
- Parents consulted
- Monitored by SLT