

TANKERSLEY C of E (A) PRIMARY SCHOOL
RELATIONSHIPS & HEALTH EDUCATION POLICY



“Guide me in your truth and teach me, for you are God my saviour and my hope is in you all day long.”

Our vision is to:

- *Love our learning.*
- *Know that God is with us, loves us and has a plan for us.*
- *To make the world a better place.*

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Updated July 2024
Next review July 2025

The Aims of RSE

“To love and to cherish until death do us part” (From the Marriage Service)

At Tankersley St Peter’s we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

How will the aims be achieved?

RSE is a planned, comprehensive, developmental programme, delivered in each year group, as part of the Personal Wellbeing element of the Personal, Social, Health and Economic Education (PSHE) Programme. It links closely with computing (cyber safety) and the science curriculum. There are close links with RE and our school vision as children learn that they are all made in God’s image and are all loved for who they are. Children have the opportunity to explore this further through P4C sessions and circle time.

RSE is well planned and taught across all key stages. It is based on reliable sources of information, including about the law and legal rights, distinguishing between fact and opinion and gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children. Please refer to Tankersley St Peter’s Science curriculum.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND and Inclusion Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Religious Education Policy

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **"Sex education"** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The Needs of the Pupils

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

Our RSE programme is tailored to the age, physical and emotional maturity, gender and cultural and social needs of all our pupils. It will meet a range of learning abilities; pupils with special educational needs have additional support as required. The needs of pupils with disabilities will be taken into consideration during the planning and delivery of RSE.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of social media issues, our curriculum would be tailored to address this issue.

Teaching and Learning Styles

Our curriculum is taught using the 1decision PSHE resources. Please see the website for further details.

Teaching styles consider the differing needs of pupils. A range of interactive teaching strategies are used, such as teacher input, whiteboard activities, small and whole group discussion and personal reflection.

A safe learning environment is created to enhance learning and to ensure pupils feel they can ask questions. Ground rules and distancing techniques will be used to create boundaries for pupils and teacher. This will clarify the teacher's position on confidentiality and prohibit discussion of personal information or personal questions. Pupils' questions will be dealt with sensitively and honestly, using a range of strategies. Where pupils ask a specific question, which would involve information inappropriate to the development of the rest of the pupils, this will be dealt with individually.

KEY messages delivered through RSE teaching at Tankersley St Peter's Primary School:

Change is normal, your body will grow and it needs looking after.

Some parts of your body are private, you can say no to touches you feel uncomfortable with.

Everyone is different and that is OK.

We respect each other's views and ideas.

You can feel comfortable liking whatever interests you whether you are a girl or a boy.

Everyone's family is different.

You have the right to feel safe.

You can ask for help and feel confident that someone will listen to you.

You have the right to say no.

You have the right to give your opinion and be listened to.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult closely with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum, and will consult with them regularly with regards to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum

Relationships Education Overview

Families and people who care for me

By the end of primary school, pupils will:

- Be able to describe the common features of family life
- Be able to recognise ways in which your family is special and unique.
- Explain why it is important to have a trusting relationship between friends and family.

Caring friendships

- Understand how to be a good friend
- Be able to recognise kind and thoughtful behaviours
- Understand the importance of caring about other people's feelings
- Be able to see a situation from another person's point of view
- Explain why it is important to have a trusting relationship between friends and family.

Respectful relationships

Be able to recognise and name emotions and their physical effects

- Know the differences between pleasant and unpleasant emotions
- Learn a range of skills for coping with unpleasant/uncomfortable emotions
- Understand that feelings can be communicated with and without words
- Be able to name a range of feelings
- Understand why we should care about other people's feelings
- Be able to see and understand bullying behaviours
- Know how to cope with these bullying behaviours
- Be able to recognise and name a range of feelings
- Understand that feelings can be shown without words
- Be able to see a situation from another person's point of view
- Understand why it is important to care about other people's feelings
- Identify some of the ways in which we are different and unique

- Identify the different types of relationships we can have and describe how these things can change as we grow
- Explain how our families support us and how we can support our families

Identify how relationships can be healthy or unhealthy

- Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable
- Explain some of the elements which help us to have a diverse community
- Describe strategies to overcome barriers and promote diversity and inclusion

GROWING AND CHANGING: Puberty / conception

- Explain what puberty means
- Describe the changes that boys and girls may go through during puberty
- Identify why our bodies go through puberty
- Develop coping strategies to help with the different stages of puberty
- Identify who and what can help us during puberty
- Explain the terms 'conception' and 'reproduction'
- Describe the function of the female and male reproductive systems.
- Identify the various ways adults can have a child.
- Explain various different stages of pregnancy.

Identify the laws around consent

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing 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 and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.

Healthy eating

- Explain what is meant by a balanced diet and plan a balanced meal.
- Recognise how too much sugar, salt and saturated fat in our food and drink can affect us now we are older.
- Understand nutritional information on packaged food and explain what it means.
- Describe different ways to maintain a healthy lifestyle.

Basic first aid

By the end of primary school, pupils will know:

- 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.

Touch

- Understand the difference between appropriate and inappropriate touch.
- Know why it is important to care about other people's feelings.
- Understand personal boundaries.
- Know who and how to ask for help.
- Be able to name human body parts.

Tankersley St Peter's Primary School delivers its RSE programme through the PSHE and Science curriculum. RSE is taught by class teachers. Delivery is usually to mixed gender groups; however, there may be occasions when single gender groups are more appropriate or relevant.

Assessment

The elements of RSE that form part of the Science curriculum must be assessed in accordance with the requirements of the National Curriculum. The learning from other elements of RSE will also be assessed, methods will include:

- Pupil self-assessment – pupils reflecting on what they have learnt, setting their own targets and monitoring their own progress using check-lists, diaries, displays, portfolios, before and after comparisons.
- Peer-group assessment - pupils reflecting on what they have learnt, providing feedback to each other and reflecting on their roles in the group, using oral feedback, video/audio tapes.
- Teacher assessment – teachers observing, listening, reviewing written work and pupils' contribution to drama, role play and discussions and through end of unit tasks/tests.

Staff Training

All staff will have read or received a copy of the policy on RSE education.

All staff involved in the teaching of RSE will have the opportunity to develop skills, knowledge and confidence in addressing Sex and Relationship issues through continuing professional development.

The PSHE coordinator will attend any relevant CPD courses run by the LA or external agencies and information will be disseminated to staff at staff meetings.

Use of External Support

Health professionals and other agencies may be involved with the teaching staff in the implementation of SRE. Health professionals and teachers working together can share skills and offer each other support. The school Nurse is available to talk to individual pupils and may offer a drop-in session if required.

Child Abuse and Protection Procedures

The Child Protection Procedures as laid down by the Local Authority and the Children and Social Work Act 2017 will be followed at all times.

All referrals, whatever their origin must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted within the Local Authority for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young persons are of paramount importance.

Confidentiality

Confidentiality must not prevent action if a child is at risk. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk, the school's designated Child Protection Officer should be informed who will then contact the appropriate agency in accordance with the above Child Protection Procedures.

Procedures for Monitoring and Evaluation

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of RSE, in the context of the overall plans for monitoring the quality of teaching and

learning of PSHE. This will include monitoring lesson plans, gathering feedback from pupils', parents, teaching staff and external agencies who contribute to the programme.

Working with Parents

It is recognised that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with pupils and parents, consulting them on the content of the policy and providing support material to facilitate links between learning at home and school.

This policy will be available in school for all parents to inspect if they so wish and they will be given the opportunity to view the resources used. If any parent has any concerns they should contact the school to present their views, as soon as possible to the Headteacher.

It is not always possible to separate out all issues involved in RSE. There will however, be specific lessons using Channel 4 DVDs and possibly with Health Professionals invited to address the children in the presence of the class teacher. Notification will be sent to parents in advance of such lessons.

A RSE parent/carer workshop has already taken place in school with the support of a Compass Be practitioner in attendance and other staff members. Our 1 Decision Conception video was shared at this workshop.

Government guidelines state that parents have the right to withdraw children from RSE lessons but not statutory science lessons. In the event of a child being withdrawn from a lesson that child must stay in school and will be assigned to another class until the RSE session is over.

Dissemination of the RSE Policy

All members of the governing body receive a copy of the policy. All members of staff within the school can access the policy from the Policy Documents file in the staff room. Parents can view the policy by requesting a copy from the head teacher.