



'Together We Grow'

Smithdown Primary School

Relationship, Health and Sex Education Policy

September 2020

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Our Key Values

Our school motto is 'Together we Grow', through **Courage, Friendship, Equality, Respect and Thoughtfulness**

We ensure that every child has access to a broad, balanced and supportive curriculum. Through this we are able to give our pupils a range of opportunities and experiences to grow and develop academically, physically socially and morally.

Our School Vision

At Smithdown Primary School we aim high. We want every part of our school community- pupils, parents and members of staff to experience success. Smithdown Primary School will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.

Introduction and definitions

This Policy has been written, taking into account the National Curriculum 2014, Keeping Children Safe in Education 2015 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance DfE 2019.

This Policy covers the teaching of Relationships, Health and Sex Education. You may also hear it referred to as Relationships and Health Education but as we wish to be clear about all aspects of this curriculum we have decided to call it Relationships and Health Education. For convenience, in this document we will refer to the subject as RHE.

We define Relationships education as teaching children about positive relationships, with a focus on friendships including online, family relationships, and relationships with other children and with adults.

Health education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. Children will learn about menstruation, and girls will be helped to prepare for the beginning of their periods and ensure they know how to manage dealing with their periods at school.

Sex education at primary school, teaches children basic scientific facts about how humans and other animals grow and reproduce. At Smithdown Primary, this is taught through the statutory Science Curriculum. What we are teaching the children is in preparation for the more sophisticated demands of the secondary school curriculum.

Why teach RHE?

Relationships education aims to equip children with the skills and knowledge they need in order to form happy, healthy relationships throughout their lives. Children will learn about friendships and families, how to stay safe online and in the real world, and how to seek help when they need to. Health education helps children to make informed decisions about their health and wellbeing, to recognise when they or others may have problems, and to know where and how to get help. All lessons will be delivered in an age-appropriate way, using carefully selected resources and lesson plans Appendix 2

Organisation, Planning and Delivery of RHE

RHE forms part of our PSHE curriculum and is taught throughout EYFS and Key Stages 1 & 2. We follow the Jigsaw Scheme of Work, an overview of which can be found in Appendix 2.

During EYFS pupils will begin building the foundations of understanding who they are and how relationships work. They will have opportunities to explain how they feel and how to get on with others. They will also begin to explore the importance of staying healthy and keeping clean.

During Key Stage 1 pupils will have had the opportunity to gain the knowledge and skills necessary to build and maintain healthy relationships. They will consider the effect of their behaviour on other people and will be able to identify and respect differences between people. They will discuss different ways in which family and friends care for each other. Pupils learn the basic rules and skills for keeping themselves clean and healthy. They also

learn to name the main parts of the human body and will be taught about changes in humans from babyhood to old age.

During Key Stage 2 pupils have the opportunity to express their views and learn to respect the views of others. They discuss changes, both physical and emotional, that occur at puberty and how to deal with these in a positive way. Pupils practise skills in making judgements and decisions and in being able to resist peer pressure around issues affecting their health and wellbeing. Pupils learn how people can maintain good relationships, for example by listening, supporting and caring. At Smithdown, a range of teaching methods which involve children's full participation are used to teach Health and Relationship Education. These include circle time, media, discussion, case studies, roleplay and drama. Ground rules are used to establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the school aims and curriculum content for RHE. As a first principle, we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group in a sensitive and age appropriate way only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance.

Teaching of RHE: The member of staff responsible for the class will deliver lessons. Some learning may also take place as part of school assemblies where this is linked with the school's values of Courage, Friendship, Equality, Respect and Thoughtfulness. We may sometimes invite external agencies to deliver specific lessons or activities e.g. NSPCC.

What will be taught?

Smithdown follow the Jigsaw Scheme of Work which covers all the Statutory Requirements of:

- Relationships Education - teaches children the skills they will need throughout life in order to build happy, healthy and safe relationships. It aims to help them develop acceptance of other people, and to understand the importance of respect and kindness.
- Health Education - covers the way our physical and mental wellbeing are interconnected.
- Sex Education – Naming parts of the body, puberty and human reproduction are delivered through the science curriculum, which builds understanding from Year One onwards. Not every year group will study topics related to sex and reproduction.

Withdrawal of Pupils from RHE.

There is no right to withdraw from Relationships Education, or from Sex Education that is delivered as part of the National Curriculum Science. Nor is there any right to withdraw from Health Education. This is because the topics covered, such as respect, safety and friendships are important to enable children to grow up into healthy adults who can make informed decisions.

National Curriculum Science at Key Stage 1 the content includes:

- knowing that animals including humans, move, feed, grow, use their senses and reproduce
- being able to recognise and compare the main external parts of the bodies of humans
- knowing that humans and animals can produce offspring and these grow into adults
- being able to recognise similarities and differences between themselves and others and to treat others with sensitivity

At Key Stage 2 the content includes:

- knowing that the life processes common to humans and other animals include nutrition, growth and inheritance
- knowing about the main stages of the human life cycle and how humans develop with age (puberty)

See Appendix 1 for coverage of Relationships and Health Education DfE Guidance Document - Relationships, Sex & Health Education

Parents have the right to withdraw their child from Sex Education that is delivered outside of the National Curriculum for Science and Relationships and Health Education. However, at Smithdown, we have chosen to teach only the requirements of the National Curriculum for Science.

Statutory content for Relationships Education

Topic	By the end of Primary, pupils should know
Families and people who care for me	<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 for them. • 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 <p>*marriage including both opposite sex and same sex couples</p>
Caring friendships	<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	<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	<ul style="list-style-type: none"> • 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
Being safe	<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

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Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Reflections about change Respect and consent Boyfriends/girlfriends Sexing Transition