



Delves Lane Primary School

Relationships, Sex and Health Education Policy



Introduction

Delves Lane Primary School is a Rights Respecting School. As a Rights Respecting School, we believe that every child is entitled to an outstanding education (*Article 28*). We provide a broad and balanced curriculum which is firmly rooted in meaningful learning experiences and enrichment. By taking this approach, we allow our children to develop their knowledge, skills and talents in all curriculum areas; providing them with the tools necessary for life in modern Britain and enabling pupils to reach their full potential (*Article 29*).

Intent

At Delves Lane Primary School we believe that every child has the right to know how to be safe and healthy (*Articles 19 and 24*) and an important aspect of this is having access to reliable, accurate information (*Article 17*). The aim of our Relationships, Sex and Health Education Programme is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. We believe good relationships are fundamental in life and we aim to help our children understand the importance of stable, loving, healthy, positive relationships, focusing on family and friendships, including those on and off line.

We aim to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to respect themselves and others and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships e.g. friendships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for their bodies, puberty, sex and relationship issues.
- have an understanding of seeking permission and consent.
- develop awareness of their evolving sexuality and gender identity and challenge sexism and prejudice which is inclusive to all children and young people.
- understand the importance of keeping themselves physically and mentally healthy.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Implementation

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DFE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*'. This policy reflects up- to- date national and local guidance.

In our school, Relationships, Sex and Health Education has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- learning to value family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- learning to value and demonstrate respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- understanding the importance of permission seeking/ giving consent in relationships with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- being able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.
- knowing how to voice concerns or abuse, and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- knowing the key facts about puberty and the changing adolescent body, particularly from ages 8 through to age 11, including physical and emotional changes. (Health Education)
- learning about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

RSHE will be taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are also taught within the science curriculum. In our school, every class participates in a weekly PSHE lesson using the Jigsaw scheme of work. Jigsaw teaching materials integrate personal, social and health Education (PSHE) into a whole-school approach. The expectations of the DFE Relationships and Health Education guidance is specifically covered in the **Relationships** and **Healthy Me** units, with puberty and human reproduction being taught in the **Changing Me** unit. This unit is delivered in the summer term.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances and that children feel valued and cared for (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Primary Health and Sex Education focuses on:

Preparing boys and girls for the changes that adolescence brings

Understanding how a baby is conceived and born

For more detailed information about our curriculum, see our curriculum map in Appendices 1, 2 and 3.

At our school, teaching staff will deliver RSHE with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the topics as they are aware of each pupil's individual circumstances. Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly **at an age appropriate level** and within the group/classroom agreement established at the start of the sessions. If a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme of study.

At our school, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. For example, words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive Relationships, Sex and Health Education and will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

Working with parents/carers and the wider community

At Delves Lane Primary School, we believe the role of parents in the development of their children's understanding about RSHE is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware of what is taught and when. This policy and information on what will be taught will be freely available on our school's website for parent/carers to access. Our school will consult parents before the final year of primary school about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents' right to withdraw

Relationships and Health Education (including puberty) are compulsory elements of RSHE. However, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The Head Teacher will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses.

Impact

Assessment

Assessment is carried out where appropriate, for example, at the end of every Jigsaw unit of teaching and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Marking and Feedback

Marking and feedback is expected to be appropriate and proportionate. Work should be marked up to date and, if relevant, written or verbal feedback given in order to address misconceptions or deepen understanding (where appropriate).

Monitoring & Review

The delivery of RSHE will be monitored by the Head Teacher and RSE Lead through: planning and book scrutinies, learning walks, pupil discussions, evidence of use of Jigsaw scheme to support learning.

Pupils' development in RSHE is monitored by class teachers as part of our Jigsaw assessment system.

This policy should be read in conjunction with the following policies:

- E-safety/On-line Policy
- SEND Policy
- Anti-Bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Policy

Policy drafted by Marion Donnelly (PSHE Lead) September 2020

Review September 2022

Jigsaw RSE Content (Appendix 1)

The grid below shows specific RSE content for each year group:

Age	
F5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
Y1	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles) respecting my body and understand which parts are private.
Y2	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);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; appreciate that some parts of my body are private.
Y3	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; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; 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 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; outside body changes at puberty; family stereotypes.
Y4	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; 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, inside body changes.

Y5	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; 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 and boys; growing responsibility; coping with change.
Y6	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; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Jigsaw's Health Education Content (Appendix 2)

The grid below shows specific Health Education content for each year group:

Age

FS	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
Y1	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
Y2	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
Y3	Self-identity and worth; positivity in challenges; responsible choices; 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; respect for myself and others healthy and safe choices; body changes at puberty.
Y4	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams;

overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

Y5 Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; 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 and safe choices; motivation and behaviour; changes in the body at puberty.

Y6 Choices, consequences and rewards; group dynamics; democracy, having a voice; 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; impact of media; discernment; puberty; reflections about change; respect and consent.

Jigsaw's Puberty and Human Reproduction (Appendix 3)

The grid below shows specific content for each year group:

Age

FS	Growing up -How we have changed since we were babies.
Y1	My changing body-understanding that growing and changing is natural and happens to everybody at different rates. Boys' and girls' bodies-appreciating the parts of the body that make us different and using the correct names for these.
Y2	The changing me-Where am I on the journey from young to old and what changes can I be proud of? Boys and girls- Differences between boys and girls-how do we feel about them? Which parts of me are private?
Y3	Outside body changes-How our bodies need to change so we can make babies when we grow up.
Y4	Inside body changes- How our bodies need to change so we can make babies when we grow up.
Y5	Puberty- Physical and emotional changes and feelings about this. Importance of looking after yourself and your body. * Reproduction in animals, including humans, is taught through Y5 science unit 'Life cycles'.
Y6	Puberty- Consolidating understanding of physical and emotional changes and how they affect us. Conception to birth- The story of pregnancy and birth * Parental withdrawal is allowed.

