



Relationships and Health Education Policy (from 2021)

Approved by:	[Ms Kitson]	Date: [April 2021]
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At Loxwood Primary School we recognise that children are living in a multicultural, multi-fair and diverse society and we acknowledge this with our pupils, and their family relationships. Underpinning this policy are values that we promote within our daily behaviour policy, British Values curriculum and Inclusion policy. Respect, kindness, perseverance, collaboration and happiness are also strong values that determine how we teach and support the children. This Relationships Policy reflects the needs of our pupils and families and teaches the statutory requirements

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way' (Relationships Education 2020)

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide the fundamental building blocks for pupils to have and recognise positive relationships with particular reference to family, friends, and relationships with other adults and children
- To teach children about physical health and mental well-being and give them a safe place for discussion and information gathering
- To prepare children for the next phase in their life
- Help pupils develop feelings of self-respect, confidence and empathy

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Loxwood Primary School we teach RSE as set out in this policy.

3. Policy development

The Department for Education (DfE) outlined what schools need to cover in Relationship and Sex Education (RSE) and Health Education from spring 2021.

In line with these new statutory requirements and in ongoing consultation with staff, governors, pupils and parents, we have revised and updated our policy.

Once the consultation and development process is complete, the policy will need to be agreed by the full governing body. Until then, it will remain as a draft policy

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Ms Kitson and Mrs S Pinder pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation - all school governors will be given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties will be invited to look at the policy and make recommendations.
5. Pupil consultation – we will investigate what exactly pupils want from their RSE
6. Ratification – once amendments are made, the policy will be shared with governors and ratified

4. Definition

The Department for Education has made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. We will continue to develop our provision (within the statutory content) with regards to the needs and request of our pupils.

See Appendix 2 for the full curriculum

There is no right to withdraw a pupil from Relationships Education or Health Education, however a parent can withdraw from areas not included in the science curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 (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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and delegate implementation to the Headteacher for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. The rights of a parent / carer to withdraw their child

The Department of Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Loxwood Primary School follows this guidance and will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science - how a baby is conceived and born.

There is no right to withdraw from Relationships Education or Health Education, however parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE (other than that delivered as part of the statutory Science curriculum.)

Year 5 Science.

Pupils should be taught to:

Statutory content; children may not be withdrawn:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Year 6 science.

Pupils should be taught to:

Statutory content; children may not be withdrawn:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged

Year 5 and 6 parents / carers will be informed of specific aspects of the RSE curriculum (not included in the Science Curriculum) through letters.

Before the lessons, parents/carers will be invited to view any digital materials used. Parents / carers are welcome to discuss the SRE programme with the class teacher or the RSHE leader.

At Loxwood Primary School we believe that the most effective RSE happens when there is a partnership between the parents and the school however, the Head Teacher will grant a written request to withdraw a pupil from any non-statutory sex education.

9. Training

Staff are trained/supported on the delivery of RSE as part of their continuing professional development. They are encouraged to ask for advice from Ms Kitson or Mrs S Pinder (PSHE Co-ordinator).

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

As with all subjects, staff will adopt appropriate teaching methods to enable equality of opportunity to take place and planning will take into account the range of needs of all our pupils including those with social, emotional and mental health needs, special educational needs or religious backgrounds. Teaching methods may include: circle time, role play, group work, discussions, videos, books, diagrams and question boxes.

At Loxwood Primary School, we are in working alongside The West Sussex Education for Safeguarding Curriculum (S4E). This is a needs-based curriculum; compliant with Ofsted expectations for curriculum, culture and safeguarding in schools.

Education for Safeguarding (S4E) is based around four cornerstones:

- Relationship and Sex Education
- Digital Media and Literacy
- Physical Health and Wellbeing •

10. Monitoring arrangements

The delivery of RSE is monitored by Ms Kitson through scrutiny of planning, planned observations, discussions with staff.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs S Pinder, PSHE co-ordinator, annually. At every review, the policy will be approved by Ms Kitson and the governing body.

Appendix 1: Curriculum map

	Key Stage 1 Year 1 and 2	Key Stage 2 Year 3 and 4	Key Stage 2 Year 5 and 6
Relationship Education: By the end of Primary School			
Families and people who care for me	<p>Pupils should know</p> <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. •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 		

Caring friendships	<p>Pupils should know</p> <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. 	<p>Pupils should know</p> <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		<p>Pupils should know</p> <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 	

	<ul style="list-style-type: none"> •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. 	<p>respectful relationships.</p> <ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •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.
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<p>Online relationships</p>	<p>Pupils should know</p> <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. 	<p>Pupils should know</p> <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. 	<p>Pupils should know</p> <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.
<p>Being safe</p>	<p>Pupils should know:</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> •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 	<p>Pupils should know:</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> •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, 	

	<p>contexts, including online) whom they do not know.</p> <ul style="list-style-type: none"> •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. 	<p>including online) whom they do not know.</p> <ul style="list-style-type: none"> •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. •where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> •how to ask for advice or help for themselves or others, and to keep trying until they are heard. (Childline).
Physical Health and Mental Wellbeing: By the end of Primary School			
Mental wellbeing	<ul style="list-style-type: none"> •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. •how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking 	<p>Pupils should know</p> <ul style="list-style-type: none"> •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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations •how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking 	

	<p>about their own and others' feelings.</p> <ul style="list-style-type: none"> •simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	<p>about their own and others' feelings.</p> <ul style="list-style-type: none"> •how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. •the benefits of physical exercise, time outdoors, community participation, 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. •isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. •that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. •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 wellbeing or ability to control their emotions (including issues arising online). 	<ul style="list-style-type: none"> •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.
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<p>Internet safety and harms</p>	<ul style="list-style-type: none"> •that for most people the internet is an integral part of life and has many benefits. 	<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 wellbeing. •how to consider the effect of their online actions on others and know how 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. 	<ul style="list-style-type: none"> •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 wellbeing. •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.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <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 	<p>Pupils should know</p> <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 	<p>Pupils should know</p> <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,

	other forms of regular, vigorous exercise.	of regular, vigorous exercise. •the risks associated with an inactive lifestyle (including obesity)	vigorous exercise. •how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know •what constitutes a healthy diet (including understanding calories and other nutritional content). •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).	Pupils should know •what constitutes a healthy diet (including understanding calories and other nutritional content). •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).	 •the principles of planning and preparing a range of healthy meals.
Drugs, alcohol and tobacco			Pupils should know •the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention		•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.	Pupils should know •how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

	<ul style="list-style-type: none"> •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 personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. •the facts and science relating to allergies 	<ul style="list-style-type: none"> •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 allergies 	
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. 	<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. 	<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

<p>Sex education (non-statutory –parents have the right to withdraw)</p>			<p>changes</p> <ul style="list-style-type: none">•about menstrual wellbeing including the key facts about the menstrual cycle. <p>Sexual intercourse including how conception takes place and the birth of a baby</p>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 • 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
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

TOPIC	PUPILS SHOULD KNOW
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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	