



Relationships Education, Relationships and Sex Education and Health Education Policy

NAME OF SCHOOL	Stanmore Primary School
DATE OF POLICY ISSUE	November 2023
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NAME OF RESPONSIBLE MANAGER/HEADTEACHER	Mrs Sharon Taylor

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education compulsory for all pupils receiving primary education** and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make **Health Education compulsory** in all schools except independent schools. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

When teaching these subjects Stanmore Primary School takes into account the religious background of all pupils. The core content in this policy complies with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

This policy also sets out both the rights of parents/carers⁵ to withdraw pupils from sex education (but not Relationships or Health Education) and the process that should be followed at Stanmore Primary School. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Purpose

To ensure that the statutory requirements with regard to Relationships Education, RSE and Health Education are met at Stanmore Primary School. Governors have the responsibility for deciding whether Relationships and Sex education (RSE) is to be taught in Primary schools

in addition to Relationships and Health education and to make a statement about what is to be included. The Governing Body has decided that RSE will be taught and the following policy statement has been formulated after detailed discussions with teachers, after consultation with representatives of the parents and following DFE Guidance for Sex and Relationships Education September 2020 and every three years after that point.

Introduction

Our school's ethos and overarching aims for our children is that they are able to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Stanmore Primary School recognises that everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationships Education

At Stanmore Primary School, Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of their school life at Stanmore Primary School, children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, children at Stanmore Primary School are encouraged to talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts will enable children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. At Stanmore Primary School, content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children

based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. At Stanmore Primary School, we encourage the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships and Health Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools however, the Governors have agreed that it will continue to be taught at Stanmore Primary School as part of the PSHE curriculum.

Relationships and Health Education, including equipping children with knowledge about puberty is compulsory at Stanmore Primary School. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Boys and Girls in Year 5 and 6 at Stanmore Primary School are taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, adequate and sensitive arrangements are in place to help girls prepare for and manage menstruation including with requests for menstrual products.

Sex Education

In order to prepare children for the next steps in their adult life, children at Stanmore Primary School will continue to teach some aspects of sex education.

The planned Sex and Relationships (SRE) programme at Stanmore Primary School is tailored to the age and the physical and emotional maturity of the pupils. It ensures 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.

Stanmore Primary School will consult with parents about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Before the sex and relationship education programme begins, lesson materials e.g. video may be viewed by any individual parent, by prior appointment.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children. Sensitive topics arising from children's questions will be answered in an honest and unbiased ways taking into account the age and maturity of the children.

Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teachers at Stanmore Primary School will take account of the developmental differences of children.

At Stanmore Primary School parents have the right to withdraw their children. The school respects the views of any parent in making the decision to withdraw their child from SRE. The school also recognises and respects individual circumstances, including religious backgrounds and any special educational needs or disabilities of the children. The Governors recommend parents who are considering withdrawal to make an appointment to see the Headteacher, so that possible objections can be discussed and any misconceptions cleared up. A parent deciding to exercise the right of withdrawal, must inform the Headteacher in writing.

Physical health and mental wellbeing

At Stanmore Primary School teaching focuses on the characteristics of good physical health and mental wellbeing. Teachers at Stanmore Primary School prioritise mental wellbeing as a normal part of daily life, in the same way as physical health.

Pupils are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers encourage children to consider steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

At Stanmore Primary School children also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs

of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Children are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

At Stanmore Primary School, a firm foundation in the benefits and characteristics of good health and wellbeing enables teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Delivering the Programme within the National Curriculum

Relationships Education, RSE and Health Education complement several national curriculum subjects. At Stanmore Primary School, this is taught as part of the National Curriculum. Our Curriculum map indicates how and where the content is linked. There continues to be no right of withdrawal from any part of the national curriculum.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

PSHE is taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting half a term and delivered weekly, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. An example of a theme includes 'Health and wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'. Themes are mapped and planned effectively across the school and incorporate content from Relationships and Health Education and Sex and Relationships Education.

All of these subjects are set in the context of a wider whole-school approach to supporting children at Stanmore Primary School to be safe, happy and prepared for life beyond school. The curriculum on relationships and on sex complements, and is supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content).

Safeguarding, reports of abuse and confidentiality

At the heart of these subjects there is a focus on keeping children safe. Stanmore Primary School follows the principles set out in Keeping Children Safe in Education (KCSIE). All children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

At Stanmore Primary School, opportunities for children to discuss potentially sensitive issues through open forums such as circle time are encouraged. In addition to this children can request support through the 'worry box' which is monitored by the School's Emotional Literacy Support Assistant (ELSA) and Designated Safeguarding Lead (DSL). Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns or concerns about a friend and how any report will be handled.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff understand how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

The Designated Safeguarding Lead (Headteacher) or a deputy (Assistant Headteacher and Inclusion Leader) must be involved in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

Any visitors to the school, including external agencies used to support delivery of these subjects, will be asked to read and sign the school safeguarding policy and procedures for visitors. Children should be made aware how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

Assessment

Teachers at Stanmore Primary School should have high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong National and school Curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons are planned to ensure that children of differing abilities, including the highest attaining children, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Teachers should assess progress against the expected outcomes for their year group as defined in the curriculum overview, in order to adapt to the next steps in teaching and ensure that all pupils achieve well.

The Policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)

- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))