

## Relationships, Health and Sex Education

### South Baddesley CE Primary School

#### SBS: STRIVE and BELIEVE to SHINE

***'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'* Matthew 5**

#### **Vision and values**

This policy covers the South Baddesley approach to Relationships, Health and Sex Education.

At South Baddesley 'kindness to ourselves, to others and the world' are reflected across the curriculum and in wider school life.

We seek to include all children as unique and valued individuals. We wholeheartedly embrace the Church of England's vision for church schools that children may live a full and abundant life, free from prejudice and hindrance that may prevent their potential and fulfilment.

#### **We aspire to 'life in all its fullness' (John 10:10)**

This policy has been written alongside the:

- ❖ DfE Guidance Relationships and Health Education
- ❖ Church of England - Valuing All God's Children
- ❖ Church of England Charter for Relationships and Health Education (appendix one)
- ❖ Diocese of Winchester and Diocese of Portsmouth Guidance to Relationships and Health Education
- ❖ The Equality Act 2010, Education Act 1996 the SEND Code of Conduct and Keeping Children Safe in Education 2020, Children and Social Care Act 2017
- ❖ SBS Safeguarding and Child Protection Policies.

#### **Policy development**

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

**Review:** following training by Hampshire County Council, the SBS senior leadership team gathered the relevant documentation regarding Relationships and Health Education and Sex Education. This includes guidance set out by the DfE, the PSHE Association Roadmap for Relationships and Health Education and Church of England documentation.

**Staff and Governors:** have been provided with information regarding Relationships Education and an opportunity to contribute to policy development. There have been training opportunities related to this policy for both Governors and staff.

**Parent Consultation:** this policy was made available on the school website in draft form and parents were given two opportunities to respond to surveys regarding this curriculum development (Special Me Day questionnaire and policy survey).

**Ratification –** Once amendments were made, the policy was shared with the full Governing Body and approved.

#### **Definition of Relationships and Health Education**

Relationships and Health Education is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality and healthy lifestyles, diversity and personal identity. Relationships and Health Education involves a combination of sharing information, exploring issues and values.

At South Baddesley, we already have a programme of PSHE lessons in place and a current PSHE policy. This policy supports and deepens the work of this curriculum. **Relationships and Health Education is a compulsory element of this curriculum.**

At South Baddesley, we do teach additional elements of Sex and Relationships Education (beyond what is taught in Science and Relationships and Health Education. This element of the curriculum includes:

- ❖ knowing about the processes of reproduction and birth as part of the human life cycle;
- ❖ how babies are conceived and born (and that there are ways to prevent a baby being made);
- ❖ how babies need to be cared for.

This element of the curriculum, Sex and Relationships Education, is not a compulsory element of the curriculum and parents can choose to withdraw their children from these lessons, following a consultation with the school.

#### **Aims and objectives of Relationships and Health Education at South Baddesley**

**The wider community:** At South Baddesley CE Primary School we use an age-appropriate programme to develop children's understanding of respectful and healthy relationships both on and off-line. Our programme endorses the principles and values of the Church of England Charter for Relationships Education (appendix one)

**Parent partnership:** The programme provides children with the necessary building blocks to lead happy and safe lives. Our work in school leads on directly from the valuable support, guidance and encouragement our children receive from home.

**Whole child-development:** At our schools we believe that Relationships and Health Education is important because it is part of our holistic approach to child-development and learning. It sits securely within the framework for PSHE and our universal support for children's mental health and well-being.

**Inclusive:** We ensure Relationships and Health Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), by working with our SENCo to plan, review and adapt our curriculum provision. Our programme is well-matched to all individual and groups needs and we use a wide range of resources to represent different individuals, groups and families. Sometimes these resources are picture books.

The intended outcomes of our programme are that by the time children leave our schools in year 6 pupils will:

- ❖ know about families and people who care for them,
- ❖ know and understand what healthy, caring and respectful relationships are, both on and off-line,
- ❖ develop an understanding of the importance of self-respect and self-worth, teaching pupils to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

- ❖ create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- ❖ know how to stay safe and to report concerns if they have them,
- ❖ they will understand what a healthy lifestyle is,
- ❖ understand how to care for their bodies,
- ❖ they will understand that they have a right to be safe and happy and
- ❖ they will develop the skills and attributes necessary to face challenges and differences both confidently and responsibility

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).

Further detail and explanation of this content can be found in appendix 2.

### **Delivery of Relationships Education**

In our schools we follow the Heartsmart\* (appendix 3) teaching and learning units for Relationships and Health Education.

\* <https://www.heartsmart.school/>

The units cover:

- ✓ Families and people who care for them.
- ✓ Caring relationships.
- ✓ Respectful relationships.
- ✓ Online relationships.
- ✓ Being Safe.
- ✓ Mental well-being.
- ✓ Internet safety and harms.
- ✓ Physical health and Fitness.
- ✓ Health and Prevention.
- ✓ Basic First Aid.
- ✓ Changes in our bodies.

These units are planned across years 1 -6, so that the teaching and learning content is age-appropriate. Each unit is taught through a range of teaching methods and interactive activities, including art work and drama. Selected resources, such as books and film clips, are used which support and promote understanding within a moral context that underpin the values of our schools.

A safe learning environment is created for the pupils through the use of class charters and ground rules for discussion. In addition to this we have a child-friendly version of our Anti-Bullying Policy in all classrooms. If necessary, sensitive issues raised in whole class lessons will be followed up individually by class teachers.

Relationships and health Education links to other areas of the curriculum as detailed in appendix four.

## **Roles and Responsibilities**

The governing board: will approve the RSE policy, and hold the headteacher to account for its implementation.

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 .

Staff: are responsible for:

- ❖ Delivering RSE in a sensitive way
- ❖ Modelling positive attitudes to RSE
- ❖ Participating in the monitoring process
- ❖ 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.

All class teachers and teaching assistants are responsible for teaching elements of the RSE curriculum. The Sex and Relationships element of the curriculum is delivered by the school's year 6 teacher.

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

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships and Health Education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **Monitoring arrangements**

The delivery of RSE is monitored by the South Baddesley Leadership Team through:

- ❖ learning walks
- ❖ pupil interviews
- ❖ book looks

This policy will be reviewed by the senior leadership team every three years. At every review, the policy will be approved by the governing body.

November 2020

Reviewed: May 2023

## Appendix one: Church of England Charter for Relationships and Health Education



### A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[1]

In South Baddesley CE Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

#### **We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
  
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

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[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

## **Appendix two: Objectives from Relationships and Health Education: Pupils will know by the end of the primary phase**

### **Families and people who care for the pupil**

- 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 (available to both opposite and same sex couples) and civil partnerships represent 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**

- 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**

- The importance of respecting others, even when they're very different (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**

- That people sometimes behave differently online, including by pretending to be someone they're 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**

- 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's 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're 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)

## **Mental wellbeing**

- 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 about their own and others' feelings
- How to judge whether what they're feeling and how they're 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's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's 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

### **Internet safety and harms**

- 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

### **Physical health and fitness**

- 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, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health

## **Healthy eating**

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- 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)

## **Drugs, alcohol and tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

## **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- 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
- 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're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

## **Basic first aid**

- 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 bodies**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

### Appendix three: The Heartsmart Curriculum (please see separate document)

### Appendix four: PSHE curriculum and Science Curriculum

<b>SCIENCE CURRICULUM at South Baddesley CE Primary School</b>	
<b>Year group</b>	<b>Programme of Study</b>
1	Identify and draw parts of the human body.
2	Notice animals including humans have offspring that grow into adults.
3	Identify that humans have skeletons and muscles for support, protection and movement.
4	Describe the basic functions of the digestive system in humans.
5	Describe the process of reproduction in animals/describe the changes as humans develop to old age.
6	Changes in the body related to puberty, such as periods and voice breaking;  When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.  How a baby is conceived and born.

PSHE is divided into three core themes:

CORE THEME ONE: Health and Well-Being

CORE THEME TWO: Relationships

CORE THEME THREE: Living in the Wider World

At South Baddesley CE Primary School, core themes one and two are covered by our weekly Heartsmart lessons. Core theme three- Living in the Wider World - is linked to topics, subjects, experiences and books throughout the school. The objective covered are as follows:

<b>KS1 Objectives</b>
<b>Learning objective</b>
To know about what rules are, why they are needed, and why different rules are needed for different situations.
To how people and other living things have different needs; about the responsibilities of caring for them.
To know about things they can do to help look after their environment.
To know about the different groups they belong to.
To know about the different roles and responsibilities people have in their community.
To recognise the ways they are the same as, and different to, other people.
To know about how the internet and digital devices can be used safely to find things out and to communicate with others.
To know about the role of the internet in everyday life.
To know that not all information seen online is true.
To what money is; forms that money comes in; that money comes from different sources.
To know that people make different choices about how to save and spend money.
To about the difference between needs and wants; that sometimes people may not always be able to have the things they want.

To that money needs to be looked after; different ways of doing this.
To know that everyone has different strengths.
To know that jobs help people to earn money to pay for things.
To know different jobs that people they know or people who work in the community do.
To know about some of the strengths and interests someone might need to do different jobs.

<b>KS2 Objectives</b>
<b>Learning objective</b>
To recognise reasons for rules and laws; consequences of not adhering to rules and laws.
To recognise there are human rights, that are there to protect everyone. To know about the relationship between rights and responsibilities.
To know about the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
To identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).
To know about the different groups that make up their community; what living in a community means.
To know the value the different contributions that people and groups make to the community.
To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.

To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
To recognise ways in which the internet and social media can be used both positively and negatively.
To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
To know about some of the different ways information and data is shared and used online, including for commercial purposes.
To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.
To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
To know different jobs that people they know or people who work in the community do.
To know about the different ways to pay for things and the choices people have about this.
To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money.'
To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
To recognise that people make spending decisions based on priorities, needs and wants.
To know that there are different ways to keep track of money.
To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
To identify the ways that money can impact on people's feelings and emotions.



To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.
To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.
To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them.
To know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).
To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
To identify the kind of job that they might like to do when they are older.
To recognise a variety of routes into careers (e.g. college, apprenticeship, university).