

# Two Moors Relationships, Sex and Health Education Policy

Relationships, Sex and Health Education (RSHE) is part of the Personal, Social and Health Education in our school, which supports children in understanding their own physical and emotional growth.

The core principles for RSHE come from updated guidance for the Department for Education, namely

“***Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019***”

Relationships Education is now compulsory for Primary Education and promotes a focus on teaching the fundamental building blocks and characteristics of positive friendships, with particular reference to friendships, family friendships, and relationships with other children and adults.

While RSEis not compulsory for Primary Schools, content relating to Sex Education is delivered through Relationships Education as above; along with related content within the national curriculum for Science. The school is aware that due partly to the earlier onset of puberty, and partly to the greater awareness of sexual issues on the part of children, there is a greater need to confront these issues and approach them through the curriculum in a considered manner. It has therefore chosen to deliver additional content on Sex Education as appropriate.

Health Education is now compulsory for all state schools and promotes a focus on teaching the characteristics of good physical health and mental wellbeing.

Relationships, Sex and Health Education will:

* Be developmental and be appropriate to the age and stage of the child: common starting levels cannot be assumed
* Put forward factual knowledge and encourage the exploration of facts
* Examine opinions and concepts and encourage discussion
* Encourage awareness, respect and responsibility for oneself and others
* Provide pupils with knowledge about the body and how it changes from birth to adolescence, adulthood and into old age and help them to cope with these changes together
* Give children and young people the opportunities to develop an understanding of emotional changes and help them to cope with their feelings of fear, happiness, insecurity, sadness, love, hate, anger, trust and respect.
* Questions arising around sex and sexuality will be dealt with in a sensitive and age- appropriate manner.

## Aims and Objectives

## We teach the children about:

* The physical development of their bodies as they grow into adults
* The way humans reproduce
* Respect for their own bodies
* The importance of family life
* Moral questions
* Relationship issues - the importance of positive relationships
* Respect for the views of other people
* Mental and physical health

## Moral and Values framework

The Relationships Sex Health Education programme will reflect the school’s over-arching aims and demonstrate and encourage the following values:

* Respect for self
* Respect for others
* Responsibility for their own actions
* Responsibility for their family, friends, school and wider community

## Organisation

We teach sex education through different aspects of the curriculum. Whilst we carry out the main sex education teaching in our Personal, Social and Health Education (PSHE) curriculum, which is Jigsaw, we also teach some sex education through other subject areas where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing. In PSHE, we teach children about relationships, and the importance of positive relationships and we encourage children to discuss issues. We teach about parts of the body and how these work, and we explain to them what will happen to their bodies during puberty and we explain to the girls about menstruation. Adequate and sensitive arrangements will be made to ensure girls are prepared for and know how to manage menstruation and supply menstrual products where needed. We encourage the children to ask for help if they need it.

The Jigsaw scheme of work is broken down into six themes and they are as follows:

|  |  |  |
| --- | --- | --- |
| Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations and resilience building |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line) |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2: | Changing Me | Includes Sex and Relationship Education in the context of looking at and managing change |

With the teaching of sex and relationships education, it is essential that the correct vocabulary and terminology is used for the names of the parts of the body.

By the end of primary school, all pupils are expected to know the following:

Families and people who care for me

* 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 other people’s 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

* 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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 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 cyber-bullying), 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 (even when we’re 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’ve 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/unsafe physical and other contact
* How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don’t 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 they need to do so
* Where to get advice (e.g. family, school, other sources)

Physical health and mental wellbeing is a normal part of daily life and we look at this in a sensitive manner. By the end of primary school, pupils should know:

**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 their life experiences and situations.
* How to recognise and talk about emotion, 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

**Why Relationships, Sex and Health Education (RSHE) is important in Schools.**

High quality RSHE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

* Children and young people have the right to a good quality education as stated in the UNCRC.
* Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and young people want to learn about relationships.
* RSHE plays a vital part in meeting the schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
* A comprehensive RSHE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve and thus playing a crucial part in meeting these obligations.
* The Jigsaw scheme of work is differentiated to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND)

## The Role of Parents

The school is well aware that the primary role in children’s sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

* Inform parents about the school’s RSHE policy and practice
* Answer any questions that parents may have about the sex education of their child
* Take seriously any issue that parents raise with teachers or governors about this policy or the arguments for sex education in the school
* Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home: we believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. However, parents **DO NOT** have the right to withdraw their child from sessions where sex education is being taught through other areas of the curriculum, for example, as part of the national curriculum for Science, Relationships Education or Health Education. The Sex Education element is namely taught in Year 5 and 6.

## The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support the children with regard to health education, in particular, members of the local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

They will be required to work within the school’s moral framework. The school’s procedures for working with external agencies and the teaching and learning policy will be followed.

## The Role of the Head Teacher

**I**t is the responsibility of the head teacher to ensure that both staff and parents are informed aboutour sex education policy and that the policy is implemented effectively. It is also the head teacher’s responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

**Provision for pubertal pupils**

Sanitary Disposal Units are located in the cubicles of the Years 4, 5 and 6 girl’s toilets. The school will also have supplies of menstrual products as necessary to support pupils.

## Monitoring and Review

Relationships, Sex and Health Education will be monitored by the PSHE co-ordinator through lesson observations and pupil voice surveys, and by teachers through assessment.

The Teaching and Learning Committee of the Governing Body will review our RSHE Policy on an annual basis. This committee will report its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification.

The Teaching and Learning Committee will give serious consideration to any comments from parents about the sex education programme, and a record will be made of all such comments.

Revised and updated 30th March 2021

Reviewed 10th May 2022

Reviewed 2nd May 2023

Next review May 2024