



*'Being the BEST we can be in all that we do'*

# Relationship, Sex and Health Education Policy

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<b>Date:</b>	June 2023

Our school is committed to support and prepare our children who are growing up in an increasingly complex world. They need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Effective Relationship and Sex Education (RSHE) is essential if young people are to make responsible and well-informed decisions about their lives. This is best achieved through a whole school approach. The syllabus, which incorporates Relationship and Sex Education into a Personal, Social and Health Education (PSHE) and Citizenship framework, is carefully planned in consultation with parents, teachers and governors through in-service training and advisory meetings.

## **Aims and Objectives for the teaching of RSHE at Kings Worthy Primary School**

The aims of the Relationship and Sex Education within PSHE and Citizenship are:

- To prepare pupils to cope with the physical and emotional challenges of growing up and to gain an elementary understanding of human reproduction within the context of all living creatures (Living things and their habitats and Animals, including humans) and sexual health.
- To enable children to act responsibly in making and maintaining relationships with others, to feel good about themselves and the choices they make.
- To develop an understanding about the features of healthy friendships, family and other relationships which young children are likely to encounter.

- To encourage children to appreciate the importance of respect and dignity for themselves and others, in the context of their own sexual development, while taking account of sexuality, gender, roles and responsibilities.
- To develop sensitivity and tolerance towards the needs and views of others.
- To acknowledge that some children come from backgrounds which do not reflect such values and experiences and remain sensitive to their needs.
- To have an understanding of the importance of health and hygiene.
- To recognise and respect the views of others in today's world and to be aware of different types of relationships.
- To answer questions openly and honestly, referring to parents when necessary.
- To address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

### **The teaching of RSHE at Kings Worthy Primary School**

A planned, progressive programme of RSHE *gradually and appropriately* begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults. In line with national recommendations (DFE 2019), RSHE at Kings Worthy will be delivered through 'You, Me and PSHE' a scheme of work for Primary Schools. Lessons will be supplemented with resources and planning from the Christopher Winter Project.

RSHE is taught to each year group, starting in Reception and should cover the following areas:

#### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions,
- To manage conflict.

#### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

**By the end of Key Stage 2 the children will be able to:-**

#### **Families and people who care for me**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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.

While not statutory, in year 6 pupils will be taught human reproduction. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Therefore, our sex education programme tailored to the age and the physical and emotional maturity of our pupils 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.

## **Organisation of the teaching of RSHE**

The Headteacher, PSHE coordinator and staff will be responsible for the planning and delivery of the Relationship and Sex Education programme within the context of the National Curriculum, either as part of a specific programme or incidentally, as appropriate in response to questions. RSHE will be discretely taught throughout the school through planned schemes of work in PSHE, and Science (with human reproduction dealt with in year 6).

Teachers will answer children's questions honestly and sensitively, again taking account of the age and maturity of the child. It may be inappropriate to answer some questions in class; such questions will be answered on a one-to-one basis or referred to parents. .

Questions will be answered sensitively and professionally on a whole class, small group or individual basis as appropriate. Any very controversial issues will only be discussed after taking advice from the Headteacher or other appropriate person.

The teacher has the right not to answer inappropriate questions. If during the course of the programme, a child's questions cause such concern that a teacher believes the child to be distressed or in danger, these may be referred to the designated safeguarding lead. Parents will be consulted if it is felt appropriate and not detrimental to the well-being of the pupil.

## **Parental Involvement of RSHE**

Kings Worthy Primary School is committed to the involvement of parents and carers in the implementation of our RSHE policy.

We recognise parents are key people in:-

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family

- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

All parents will be given the opportunity to look at resources being used in the classroom to support the RSHE programme. There will also be the chance to discuss the RSHE programme with relevant members of staff.

### **Right of Withdrawal from RSHE**

The majority of the programme is specified in the National Curriculum and is thereby compulsory. However, parents will be informed in advance of any additional content to this and invited to preview materials/resources to be used. Any parent who has concerns or questions related to this is asked to discuss them with the Headteacher/class teacher, and, should they wish to do so, may exercise their right to withdraw their child/ren from parts that are outside the National Curriculum. Any child withdrawn after these discussions will be catered for in other classes with appropriate work and activities for the duration of the specific sex education units.

Whenever changes are planned, parents will be informed in advance and consulted on the programme and materials/resources to be used. Within the programme, facts are presented in an objective, balanced and sensitive manner, appropriate to the age and maturity of the children, and set within a clear framework of the value of stable family life, the responsibilities of parenthood and an awareness of the law on sexual behaviour.