



Silsden Primary School

Relationships and Sex Education and Health
Education Policy

What is Relationship and Sex Education?

Relationship and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

What is Health Education?

Health Education is the teaching of the characteristics of good physical health and mental wellbeing. Pupils are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep and have the language and knowledge to understand the normal range of emotions that everyone experiences.

Aims

At Silsden Primary School, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum using the CORAM Education's SCARF scheme of work. In addition, some aspects of the RSE programme will be covered through:

Science curriculum

Computing

Assemblies

Stories

PE

The aims of Relationship and Sex Education (RSE), and Health Education at our school are:

- Provide a consistent standard of relationships and sex education, and health education across school from nursery to year 6.
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Develop communication skills and assertiveness skills so that children cope with the influences of their peers and the media
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Provide all pupils with knowledge, skills and attributes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk

Statutory Requirements

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

Children and Social work act (2017) section 34

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2013) 'Science programmes of study: key stages 1 and 2'

DfE (2020) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

Child Protection and Safeguarding Policy

Behaviour Policy

SEND Policy

Curriculum

National Curriculum for Science – Statutory

Relationships Education

Health Education

Sex Education

Delivery of the curriculum

Our RSE curriculum will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc

A range of teaching methods which involve children's full participation are used. These include use of video clips, written activities and discussion.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the sex and relationships curriculum.

Inclusion

Pupils with special educational needs will be given the opportunity to fully participate in SRE lessons, understanding.

Sensitivity

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. During more sensitive lessons, pupils will be asked to write questions down anonymously. Teachers will then discuss them as appropriate.

If any questions raise safeguarding concerns, teachers will talk to the Designated Safeguarding Lead.

Child Protection

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. The staff member should raise any safeguarding concerns with the Designated Safeguarding Lead.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of sex and relationships. Similarly, we also understand how important parent's views are in shaping the curriculum. We want 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:

Will carry out our statutory duty to consult with parents and governors on the content of this policy

Inform parents about the school's SRE Policy; this includes informing parents by PING/Dojo/letter before beginning to teach a unit on sex/health education

Answer any questions that parents may have about SRE and provide opportunities to view the resources that are used in lessons

Withdrawing from the subjects

Relationships education, health education and the science curriculum is statutory at primary school age and parents do not have the right to withdraw their children.

As sex education is not statutory for primary school age children, other than what is taught as the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum. The head teacher will discuss the request with the parent and, if appropriate, their child and ensure their views are considered and an appropriate decision made.

Equalities and Diversity

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not lawfully discriminate against any pupil because of their protected characteristics. Planning and resources are reviewed to ensure they comply with the equalities legislation and the school's equal opportunities policy. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering SRE will not influence the teaching of the subject in school. We aim to value and celebrate religious, ethnic and cultural diversity and encourage activities that challenge stereotypes and discrimination and present children with accurate information. We do not use RSE as a means of promoting any form of sexual orientation.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationship, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. All such occurrences should be reported to a member of school staff.

Monitoring and Review

The delivery of the SRE curriculum is monitored by Middle and Senior Leadership Team members through, for example, learning walks and lesson observations.

This policy will be reviewed on an annual basis by the Headteacher and Governing Board.



Appendix 1: Relationships and Sex Education, Health Education and Science

Statutory Relationships Education Objectives (reviewed July 2021)

Relationships Education	Objectives	Year Group Taught
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	1, 2, 3, 4, 6
	<ul style="list-style-type: none"> 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. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> 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. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> 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. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	4, 6
	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	1, 5, 6
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. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> 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. 	1, 3, 4, 5, 6
	<ul style="list-style-type: none"> 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. 	1, 2, 3, 4, 5, 6
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. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	4, 5, 6

	<ul style="list-style-type: none"> 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. 	1, 2, 3, 4, 5, 6
	<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. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	3, 4, 5, 6
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	1, 3, 4, 5, 6
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	3, 5, 6
	<ul style="list-style-type: none"> 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. 	3, 5, 6
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	3, 4, 5, 6
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	3, 5, 6
	<ul style="list-style-type: none"> how information and data is shared and used online. 	3, 4, 5, 6
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). 	1, 2, 3, 4, 5, 6
	<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. 	1, 2, 3, 5, 6
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	1, 2, 3, 4, 5, 6
	<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. 	2, 4, 5, 6
	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	1, 2, 4, 5, 6
	<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. 	1, 2, 3, 4, 5, 6

Statutory Health Education Objectives (reviewed July 2021)

Health Education	Objectives	Year Group Taught
Mental Well-being	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health 	5, 6
	<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 	1, 2, 5, 6
	<ul style="list-style-type: none"> 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. 	1, 2, 4, 5, 6
	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	1, 4, 5, 6
	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	2, 3, 4, 6
	<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. 	1, 5, 6
	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	1, 4, 6
	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	1, 3, 4, 5, 6
	<ul style="list-style-type: none"> 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). 	2, 5, 6
	<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. 	6
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	3, 6
	<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. 	4, 5, 6
	<ul style="list-style-type: none"> 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. 	3, 4, 5, 6
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	3, 5, 6
	<ul style="list-style-type: none"> 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. 	3, 5, 6
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	3, 4, 5, 6
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	3, 4, 5, 6

Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	1, 2
	<ul style="list-style-type: none"> 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. 	2, 5, 6
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	1, 5
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	1, 4
Healthy Eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	1, 2, 3, 4, 5
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	1, 3, 4
	<ul style="list-style-type: none"> 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). 	1, 3, 4, 6
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	1, 2, 3, 5, 6
Health and Prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	6
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	2
	<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. 	1, 2
	<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. 	1, 2
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	1, 2, 3, 4
	<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 	2
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	1, 2, 3, 4, 5, 6
Changing adolescent body	<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 changes. 	2, 4, 5, 6
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 	4, 5, 6

National Curriculum for Science Changes to the Human Body (statutory)

Science	
Year 1	Children should have opportunities to: <ul style="list-style-type: none">• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	Children should have opportunities to: <ul style="list-style-type: none">• Understand that animals including humans have babies which grow into adults• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Year 3	Children should have opportunities to: <ul style="list-style-type: none">• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Year 5	Children should have opportunities to: <ul style="list-style-type: none">• Describe the changes as humans develop to old age• Describe the life process of reproduction in some plants and animals.
Year 6	Children should have opportunities to: <ul style="list-style-type: none">• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function• Describe ways in which nutrients and water are transported within animals, including humans

Key Vocabulary Teaching Sequence	
Children will be introduced to the following vocabulary in these year groups. This vocabulary will be referred back to in each following year group.	
Year 2	Penis, Vulva, Testicles, Nipples
Year 4	Ovaries, Eggs, Womb, Uterus, Clitoris, Breasts, Labia, Sperm, Vagina, Puberty, Pubic Hair, Wet Dream, Fallopian Tube, Periods.
Year 5	Foreskin, Scrotum, Testes, Semen, Erection, Female Genital Mutilation (FGM).
Year 6	Orgasm, Embryo, Sexual Intercourse, Condom

Non-statutory Sex Education Objectives (reviewed July 2021)

Parents are able to withdraw their child from this element only

Sex Education		
Children will be able to: <ul style="list-style-type: none"> Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. 	Year 6	This is the only aspect of the curriculum from which parents may wish to remove their child. Parents will be informed of the teaching of these lessons in advance and will have to put any request to remove their children from these lessons in writing to the Headteacher.