**RELATIONSHIPS, SEX EDUCATION & HEALTH EDUCATION POLICY**

**March 2020**

Date ratified by Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed - Chair of governors: \_\_\_\_\_\_\_\_\_\_\_\_\_

# **Statement of intent**

Here at Brinsworth Howarth Primary School, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their future lives, as well as make sound decisions when facing risks, challenges and complex contexts.

RSE in our school plays a vital role in pupil’s lifelong learning about emotional, moral, social and physical aspects of growing up, relationships, sex, human sexuality and health. RSE, taught alongside and within the PSHE curriculum, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other’s attitudes and values and builds their self-esteem and confidence.

The programme will be taught objectively, and does not intend to promote any form of sexual orientation. It is also not about the promotion of sexual activity.

**Aims and objectives**

The sex education and relationship programme is an opportunity for pupils to:

* Develop an age-appropriate understanding of sex and relationships.
* Develop a range of appropriate personal skills.
* Be aware of how to keep themselves safe.

The aims will be achieved through developing an understanding of:

* A range of values and moral issues, including the importance of family life.
* The biological facts related to human growth and development, including reproduction.
* The importance of healthy relationships.

**Statutory Guidance and Requirements**

At Brinsworth Howarth Primary School, we teach RSE as set out in this policy. The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. It will also be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Brinsworth Howarth, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

This policy also has due regard to the following guidance:

‘Keeping Children Safe in Education’ 2019

DfE ‘Relationships Education, Sex Education (RSE), and Health Education guidance June 2019

DfE ‘Science programmes of study: key stages 1 and 2’ 2013

**RSE in the curriculum**

At Brinsworth Howarth, RSE will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator (Miss R Jackson), in accordance with DfE recommendations. The majority of lessons will be delivered through the personal, social, health and economic (PSHE) education, and with some statutory aspects taught via the science curriculum (see Appendix 1 and 2).

**Delivery of RSE**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum (see Appendix 1).

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. **will not** be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the JMAT Digital Safety Policy.

Lessons will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles. Sometimes, classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. Staff will establish what is appropriate for one-to-one, small group and whole-class settings, and alter their teaching accordingly. They will also ensure that pupils’ views are listened to, and will encourage them to ask questions and engage in discussion. Staff will answer questions sensitively, honestly and factually accurate.

External experts may be invited to assist from time-to-time with the delivery of the SRE in the curriculum, but will be expected to comply with the provisions of this policy.

**Training of staff**

The training of staff will be scheduled around any updated government guidance, and any new developments which may need to be addressed in relation to the programme. Training will be provided by the JMAT DSL (Designated Safeguarding Lead).

**Working with parents**

At Brinsworth Howarth, we understand that the teaching of some aspects of RSE may be of concern to parents/carers. The school is well aware that the primary role in children’s relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

 In promoting this objective we will:

• Make available online, via the school’s website, this PSHE and RSE Policy;

• Answer any questions that parents may have about the RSE/PSHE education of their child;

 • Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;

• Regularly consult parents/carers on the content of the RSE curriculum, through meetings and letters, and the curriculum will therefore be planned in conjunction with parents/carers.

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.

We respect the legal right of parents/carers to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 1 – Science national curriculum.](#z337ya) However, there is no legal right to withdraw children from Relationships Education at primary or secondary. If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

**Equal opportunities**

At Brinsworth Howarth, all staff are dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

As far as is appropriate, pupils with special educational needs (SEND) should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

**Peer on Peer abuse / bullying incidents**

At Brinsworth Howarth, pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

There is a zero tolerance approach to peer on peer abuse. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within school.

Any occurrence of these incidents should be reported to a member of school staff, and these incidents will be dealt with following the process as outlined in our Anti-Bullying and Behaviour policies. The Head of School/Headteacher will decide the appropriate action to be taken.

**Confidentiality**

Confidentiality within the classroom is an important component of RSE, and teaching staff are expected to respect the confidentiality of their pupils as far as is possible.

Teaching staff must, however, alert the Head of School/Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the Safeguarding Policy.

**Appendix 1 – Science national curriculum**

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| Key stage | Pupils must be taught to: |
| Key stage 1 | * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
* Notice that animals, including humans, have offspring 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
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| Key stage 2 | * 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.
* Describe the simple functions of the basic parts of the digestive system in humans.
* Identify the different types of teeth in humans and their simple functions.
* Construct and interpret a variety of food chains, identifying producers, predators and prey.
* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
* Describe the life process of reproduction in some plants and animals.
* Describe the changes as humans develop to old age.
* Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
* Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
* Describe the ways in which nutrients and water are transported within animals, including humans
* Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
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**Appendix 2 – PSHE progression plan**

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| Progression Map for PSHE |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Keeping school a happy place
* What is a friend?

Feelings, friendships and relationships * Being a good friend
* How am I the same as others?
* Different families
* Special people in my life
* What is bullying?
* How can we stop bullying?
 | * Keeping school a happy place
* Families
* Similarities and differences
* Being a good friend
* Dealing with fall outs
* Making my own choices
* Gender stereotypes
* Coping with lonliness
* What is bullying?
 | * Keeping school a happy place
* Recognising how we make ourselves and others feel
* Making others feel special
* What is special about me?
* Recognising healthy friendships (inc. bullying)
* The importance of family
* Rest time/ relaxation
* Dealing with loss
* What is belonging?
* How do we make people feel like they belong?
* The differences between people
* What is bullying?
* Treating people fairly/unfairly
 | * Keeping school a happy place
* Qualities of a good friend (inc. online)
* What can affect a friendship?
* How do I make others feel?
* Respecting differences between each other and our families
* Coping with strong feelings
* Making judgements based on appearance
* Treating people differently
* Lifestyles of different cultures
* Treating people with respect (inc. bullying)
 | * Keeping school a happy place
* Unhealthy friendships
* Respect
* Coping with fears
* Friendships outside of school (+risks)
* Friendships online (+risks)
* Coping with strong feelings
* The meaning of love
* Making friendships/relationships grow and last
* Healthy families
* Sharing/keeping secrets
* Coping with loss/separation
* Memories
 | * Keeping school a happy place
* Changing friendships
* Being a good friend/strengthening friendships
* How am I different? Respect/self-respect
* ‘Going out’
* When is a friendship/relationship not ok?
* Recognising feelings
* Fears about transition
* Preparing for transition
 |
| * What does healthy eating mean to me?

Healthy lifestyles * What do I eat and why?
* How much sugar is in the food I eat?
* Choosing healthy foods
* Awareness of basic personal hygiene
* Oral hygiene – looking after teeth
* The effect and importance of exercise
* Screen time
* Why is it important to sleep?
* What are emotions?
* How can I manage my emotions?
 | * How do healthy people look?
* What do healthy people eat/do?
* The importance of sleep
* The importance of staying clean
* How can I stay healthy?
 | * Personal food and drink likes/dislikes
* What should we eat/drink to stay healthy?
* Why should we exercise?
* What happens during exercise?
* The impact of excessive device usage
* How could I exercise more?
* Is our school healthy?
 | * What does wellbeing mean?
* How is my body changing?
* Why do I need to keep clean?
* How can you keep yourself clean?
* Looking after teeth
* Viruses/immunisations
* The importance of sleep
* Daily exercise
* The benefits of physical activities
* Self-care
* My support network – where to get help
 | * How do we use the internet?
* Body image influences
* Online friendship risks
* Valuing myself
* Others valuing me
* Valuing people who are different
* Building a support network
* Good emotional health and wellbeing
 | **Part of growing up unit*** What does it mean to be healthy?
* Healthy diet
 |
| * Which parts of me are growing?

Growing and changing* What/who made me grow?
 | * What do I remember about being born/growing?
* What makes things and me grow?
* How do I know I’m growing?
* How are my emotions changing?
 | **Part of friendships unit*** Rest time/ relaxation
 | **Part of healthy lifestyles unit*** How is my body changing?
* Why do I need to keep clean?
 | * How do we change?
* Controlling changes
* Emotions and feelings during puberty
* Periods
* Male changes
 | * Coping with change/challenges
* Being responsible
* What are my rights?
* Meaning of puberty
* What happens during puberty?
* Feelings during puberty
* Social changes during puberty
* Building a support network
* Body image/self-esteem
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| * How do I keep myself safe?

Keeping myself safe* Which secrets should I keep and which should I share?
* Staying safe in the holidays
* The difference between real and pretend
 | * What should I do when I’m lost?
* Risks at home/outdoors
* How do I make the right choice?
* How do accidents happen (inc. basic first aid)
 | * When am I at risk?
* How to identify risks online
* How do I say no?
* Understanding game/film age restrictions
* How to use 999.
 | * What risky/safe activities do you do?
* Risks in out favourite outdoor places
* Responding to something dangerous/frightening
* Keeping safe outside
* Who can help me keep safe?
 | **Part of healthy lifestyles / drugs unit*** How do we use the internet?
* Online friendship risks
* Valuing myself
* Building a support network
* What does healthy look like?
* How to deal with a first aid situation
* Efficient 999 calls
 | * Risks using the internet (inc. social media)
* Reporting online concerns
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| * What goes onto my body?
* What goes into my body?

The world of drugs* What are medicines?
* What are dangerous substances?
* How do I say no?
 | * When do I take medicines?
* Where do medicines come from?
* What, how and when goes into my body?
* Alcohol – what do we know?
* Smoking – what do we know?
* What do I say and do when someone tries to persuade me?
 | * What goes into my body?
* When do people need drugs?
* Why do some people think they cannot manage without drugs?
* What is ‘risk taking’?
* The positives and negatives of taking risks
* Why do people take risks?
 | * Identifying different kinds of drugs
* How medicines work
* Smoking facts
 | * What does healthy look like?
* What does it mean to be addicted/dependent/hooked?
* Effects of alcohol
* Attitudes towards alcohol
* Assessing risk
* How to deal with a first aid situation
* Efficient 999 calls
 | * Caffeine
* Solvents
* Peer pressure
* Categorising drugs
* Drug related laws
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| * How can I help others with money?

Citizenship * How do we look after money?
 | * Is our playground positive?
* How can we improve our school grounds?
 | * What are my rights and responsibilities?
* What are my responsibilities towards others?
* How can I make a difference to my community/wider world?
 | * Using water responsibly
* How to save water
* Promoting responsible water use
* Rules
* How can I affect rules? – democracy
* Why are rules sometimes broken?
* What influences me?
* What influences how I behave with money?
 | * Fact vs opinion
* Media inc. fake news
* Inequality and its effects/consequences
* Slavery
* Freedom vs oppression
* Being in control of our own lives
 | * The value of money
* Job stereotypes
* The range of different jobs
* My future – what job would I like to do?
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