



# Relationships & Health Education Policy

**(April 2021)**

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<b>Last reviewed on:</b>	May 2021	
<b>Next review due by:</b>	May 2023	

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Beever Primary School, RSE is underpinned by the ethos and values of our school as reflected in our whole school mission statement, ‘Encouraging children to learn and achieve in a secure, caring environment’. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. Through our PSHE work, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

We see our RSE programme as supportive of our work as a Rights Respecting School, with particular reference to Articles 19 and 34 (the right to be protected from abuse) and Article 17 (the right to reliable information from a variety of sources).

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Beever Primary School we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – members of the senior leadership team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers were invited to complete a short survey and any concerns which were highlighted were followed up by the headteacher via a one-to-one discussion
4. Pupil consultation – the deputy headteacher met with school council to discuss the key themes and this was fed back to the classes giving the children the opportunity to state what they wanted from their RSE work and to ask any questions they had
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values and it links closely with work undertaken in Religious Education, computing and work in science on life cycles.

The aim is to provide children with age appropriate information, enabling them to explore attitudes and values and to develop their skills: this will empower them to make positive decisions about their health-related behaviours. The curriculum enables pupils the growing ability to form strong and positive relationships with others, depending on the deliberate cultivation of character traits and positive personal attributes. In a school-wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. Relationships and health education covers broad areas of particular relevance and concern to children and young people today. It ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles) and learning about safe, healthy relationships, including understanding consent and safety online.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online: this may include contacting parents, involving parents in the discussion with the child, having a 1:1 or small group discussion or involving the Designated Safeguarding Lead should an issue arise.

At Beever Primary School:

- We will NOT teach sex education.
- We will teach puberty in Year 5 in accordance with the statutory science curriculum and recap this in Year 6.
- We will teach the scientific names for the body parts in Year 5 in readiness for the puberty sessions taught in accordance with the statutory science curriculum.
- We will notify parents/carers prior to the puberty sessions so that they are informed about what the children are learning and can support them at home.
- We will use the NSPCC Pants materials to safeguard our children and help them to understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried.
- We will use the National Online Safety resources to raise awareness of the dangers/risks of the online world.
- Year 6 puberty sessions will be taught by class teacher (the school nurse may be present). In these lessons the children will define the word 'puberty' giving examples of some of the physical and emotional changes associated with it and strategies that would help someone who felt challenged by the changes; they will learn about menstruation and use the correct names for external sexual organs.
- We will continue to provide a comprehensive PSHE curriculum using 'Talking Points' programme (the overview of the programme can be viewed on the school website). We ensure that our programme is relevant to all pupils, and is taught in a way that is age and stage appropriate. Please see appendix 1 to look at the key learning outcomes within our curriculum and at which stage they are taught.

Year Group/Class	Links to the statutory science curriculum
Year 1	Animals, including humans: children will learn to name and label basic parts of the human body and say which part of the body is associated with each sense (head, neck, arms, elbows, legs, knees, feet, toes, hands, fingers, face, ears, nose, eyes, mouth, teeth)
Year 2	Animals, including humans: children will learn that animals and humans have offspring which grow into adults. The children will not be taught about how reproduction occurs and will only be expected to recognise growth eg. Baby- toddler-child-teenager-adult or egg- caterpillar-pupa-butterfly.
Year 3	Plants: children will learn about the life cycle of flowering plants and understand the processes of pollination, seed formation and seed dispersal.
Year 4	Animals, including humans: children learn about parts of the body associated with the digestive system.
Year 5	Living things and their habitats: children will learn to describe the process of reproduction in some animals and plants.
Year 6	Evolution and inheritance: children will learn that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. We use the 'Talking Points' scheme of a work which is a physical health, mental health and relationships curriculum designed to meet the government guidelines. It uses picture books as a starting point to get children talking about their own health and mental wellbeing as well as addressing other issues such as managing money and understanding democracy. Its aim is to develop children's understanding of themselves, their emotions and how to deal with others. It also teaches children how to stay safe in many situations and who to speak to if they are ever worried or concerned. Specific units have been adapted following our consultations and staff draw on a wide range of appropriate high-quality resources to support and enhance the children's learning.

The teaching of RSE is enhanced through other areas such as Religious Education (RE), where children will reflect on family relationships, different family groups and friendships. They will also learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

The biological elements of RSE, including puberty and the menstrual cycle as set out in the Science Primary National Curriculum are mandatory for all pupils.

As part of our computing curriculum, children learn to understand that the information we see online (either text or images) is not always true or accurate; they explore the risks of sharing photos and films of themselves with other people directly or online; know how to protect personal information online and know the legal age (and reason behind these) for having a social media account. As members of National Online Safety, staff receive regular training in this area and we draw on the NOS resources to support learning in class.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

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).

At Beaver Primary School, we ensure every aspect of the curriculum is accessible to all children, including vulnerable children and children with special educational needs and disabilities (SEND). The School's SENCO and Pastoral Leader support teachers to plan and adapt lessons to ensure all children's needs are catered for and this involves individual parent/carer consultation. Parents are encouraged to contact the school if they have any concerns in relation to vulnerability or SEND.

The table below outlines the specific vocabulary which will be used at each stage. New vocabulary is introduced in different year groups and builds on what was taught/discussed in previous years.

Year Group/Class	Key vocabulary
EYFS	face, mouth, tongue, eyes, eyelashes, head, ears, nose, chin, teeth, lips, fingers, arms, elbow, shoulders, knees, toes, feet, chest, stomach, tummy, hips, legs, bottom, knickers, underpants
Year 1	face, arm, elbow, hand, fingers, legs, knees, toes, shoulders, nose, eyes, mouth, tongue, ears, neck, back, stomach, tummy, chest, underwear, private parts
Year 2	skin, bones, skeleton, muscles, brain, heart, lungs
Year 3	permission, consent, public space, personal space, intimate space
Year 4	oesophagus, liver, kidneys, pancreas, colon, rectum, anus, faeces, molar, premolar, incisors, canines, intestines, gall bladder, trachea, womb
Year 5	reproduction, life cycle, fertilise, germinate, egg, seed, puberty, growth, pollination, dispersal, offspring, breasts, vagina, penis, testicles
Year 6	genitals, hormones, puberty, hygiene, menstruation, reproductive system, inheritance, genes, period, menstrual cramps, breasts, pubic hair, body odour, vagina, sanitary towel, tampon, acne, voice breaking, penis, testicles, scrotum, mood swings, self-esteem, depression, discharge

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

### 7.4 Pupils

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

## **8. Parents' right to withdraw**

Parents DO NOT have the right to withdraw their children from relationships education.

At Beever Primary School, through discussion and consultation with a range of stakeholders, we have decided NOT to teach sex education. The children will only learn about the outcomes within the relationships and health education compulsory guidance, therefore, the option for parents to withdraw is not necessary. As part of our continued partnership, we do encourage parents/carers to come and speak to us regarding any questions they may have though.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Nicola Edwards, Deputy Headteacher and Citizenship and Wellbeing Curriculum Team through:

- pupil voice
- learning walks
- work scrutinies

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

The RSE curriculum will be taught at Beaver Primary School in-line with the statutory guidance set by the Department for Education and it will take account of the views of parents/carers as determined through a period of consultation. The following table outlines the topics which are taught at age appropriate stages through our 'Talking Points: physical health, mental wellbeing and relationships' curriculum.

By the end of primary school, pupils should know:		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Families and people who care for me	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	✓	✓				✓	✓
	<ul style="list-style-type: none"> <li>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.</li> </ul>		✓		✓		✓	✓
	<ul style="list-style-type: none"> <li>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.</li> </ul>		✓		✓		✓	✓
	<ul style="list-style-type: none"> <li>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.</li> </ul>		✓		✓		✓	✓
	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>						✓	
	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>		✓		✓		✓	✓
Caring friendships	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	✓			✓	✓	✓	✓
	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>		✓	✓	✓	✓	✓	✓
	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>		✓	✓	✓	✓	✓	✓
	<ul style="list-style-type: none"> <li>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.</li> </ul>		✓	✓	✓	✓		✓
	<ul style="list-style-type: none"> <li>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.</li> </ul>		✓		✓	✓	✓	✓



Respectful relationships	<ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> <li>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.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	✓	✓	✓	✓	✓	✓	✓
Online relationships	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>			✓	✓	✓	✓	✓
Being safe	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	✓	✓	✓	✓	✓	✓	✓

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

Physical health and fitness	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	✓		✓	✓			✓
Healthy eating	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul>	✓		✓	✓			✓
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>				✓		✓	✓
Health and prevention	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>		✓	✓	✓			✓
Basic first aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	✓				✓	✓	

Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>							✓
	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>							✓

*It is important to note that some of the outcomes are also addressed and further developed through our computing and science schemes of work, as well as through our work on Rights Respecting and British Value*

## Appendix 2: Consultations with staff

### PSHCE (including RSE)- Talking Points Curriculum

Following consultations, we have decided to amend some of the Talking Points units of work.

#### TP Unit 13 - Year 2 – Do I know my body?

Teachers should not use names for external body parts. We have chosen to use the terminology 'private parts'.

#### TP Unit 14 - Year 2- What does private really mean?

This unit is to be removed- DO NOT TEACH IT! The text suggested is not suitable.

Instead we will focus on 'Being Safe' outcomes 1,2,3,5,6,7,8

New unit title: *How can I keep myself safe?*

As a pre-assessment, children should explore the question 'What can you do if you don't feel safe?'

NSPCC pants resources should be used.

#### TP Unit 7 – Year 4- Am I safe on my mobile phone?

This unit is to be removed- DO NOT TEACH IT!

Supplement Unit 6 (How do I stay safe online?) with the National Online Safety resources from their 'online relationships' section. Make sure you include the risks associated with mobile phone use.

#### TP Unit 11- Year 6- How do humans reproduce?

Question 1- Did Roy and Silo show that they had the right things in their relationship to be parents? What did they have?

Question 2- Did Roy and Silo feel any differently about their baby than the other couple?

**Question 3- How are babies formed?- THIS QUESTION WILL NOT BE EXPLORED.** It will be changed to the following enquiry instead so that the focus is on relationships and what is needed in a family unit. The children will explore different types of families: nuclear, single, extended, joint, blended, family by choice and they will discuss children who are looked after or adopted.

How else can people have a baby or child? What are the main things people need to bring up a child?