Hatfeild Primary School
Relationships and Sex (Health) Education (RSE) Policy
2023-2024

Contents

1. Introduction

1.1 In Hatfeild Primary School, we believe in providing children with a Relationships and Health Education (RSE) curriculum which:

- Provides a framework in which sensitive discussions can take place and allows them to communicate effectively
- Helps pupils develop feelings of self-respect, confidence and empathy
- Creates a positive culture for understanding themselves and others

1.2 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why RSE is now compulsory in all schools. The subject is put in place to be the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

2. Aims

2.1 Our curriculum intent is expressed through the following ethos
Spiritual, physical and emotional well-being

Effective communication supports our children to hear and see that they are valued and important. Our children are enabled to express their feelings, beliefs, show empathy and be aware of their own physical and emotional well-being.

Knowledge, skills and understanding

Our children will become confident communicators who aspire to read widely, develop maths fluency, and are able to articulate their knowledge across a wide range of subjects. In an ever-changing world our children will understand and use digital platforms with sensitivity, intelligence and full awareness of technology's power to enhance communication.

Belonging – local and global

Our children learn that good communicators develop an appreciation of others; their needs, beliefs, values and cultures. This empowers them to challenge stereotypes, bias and discrimination. Our children learn to understand the ways in which communication can be used to contribute positively to the local and wider community.

Lifelong learners

Communication is the gateway to learning, academic achievement and success beyond school and into adulthood. Our children learn to be critical thinkers and develop a life-long love of learning.

2.2 To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in

their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

3. Defining Relationship Education

3.1 The focus in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

3.2 This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

3.3 Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

3.4 Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

3.5 The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

3.6 Children will be taught about families of many forms and how they provide a nurturing environment for children. (Families can include, for example, parent with disabilities, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and so on.)

3.7 A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (virtues) in the individual. The school wide context will encourage 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 will develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

3.8 Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

3.9 Pupils will be taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will focus on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

4. Defining Health Education – Physical Health and Mental Wellbeing
4.1 Pupils will be taught the characteristics of good physical health and mental wellbeing. It will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

4.2 Pupils will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

4.3 Pupils will be taught about the steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

4.4 Emphasis will be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

4.5 Pupils will be taught the benefits of hobbies, interests and participation in their own communities. This teaching will make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

4.6 Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. They will be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

4.7 A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to help the pupils to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

5. Policy
5.1 How the Policy has been produced
 The policy has been written with Hatfeild Primary School's pupils at the heart of it and developed using the PSHE Association RS(H)E Curriculum. The policy reflects the needs of the pupils and the community they live in. Parents, teaching staff and governors have been consulted during the process of creating this policy with their views and opinions in mind.
This policy has been developed in consultation with staff, pupils and parents / carers.

The consultation and policy development process involved the following steps:
1. Review – a member of staff 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/carer/stakeholder consultation –parents and governors were sent the draft policy and were able to give feedback via a Google form
4. Ratification – once the consultation closed, the policy was ratified by governors.
5.2 Review of the policy The curriculum will be reviewed regularly during the first year in order to inform the policy at the time of its review. Each year the policy will be reviewed. The policy will be available to all parents and carers via the school website.

6. Roles and Responsibilities
6.1 The Governing Body
The governing body will hold the Senior Leadership Team to account for the implementation of this policy.

6.2 The Senior Leadership Team / PSHE Lead The Senior Leadership Team / PSHE Lead is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/science components of RSE (see section 10).

6.3 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/science components of RSE.

Staff do not have the right to opt-out from teaching RSE. If they have any concerns they should speak to the Headteacher. All teachers are expected to teach RSE.

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

7. Subject Content
7.1 (See Appendix 1 for more detail)

7.2 Relationships Content Pupils will be taught about:
- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

7.3 Physical health and mental wellbeing content Pupils will be taught about:
- Mental wellbeing
- Internet safety and harms (Mainly taught using the SWGfL, Digital Literacy Curriculum in RSE and Computing lessons)
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

7.4 Who it is taught by

The curriculum will be taught by qualified teachers.

7.5 External agencies

Working with external organisations, such as the NSPCC, can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, the school is responsible for ensuring that they check the visitor or visiting organisation's credentials. Teachers should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that teachers discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Teachers should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

7.6 How it is taught

The curriculum will be taught in a series of planned, high-quality lessons and through the use of high-quality texts. Teachers should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Relationships Education, RSE and Health Education complement several national curriculum subjects. Teachers should look for opportunities to draw links between the subjects and integrate teaching where appropriate.

8. How delivery of the content will be made accessible to all pupils, including those with SEND

Teaching will be planned and adapted to meet all pupils' needs. Lessons will be planned to ensure that pupils of differing abilities are suitably challenged.

9. Monitoring and Evaluating

9.1 Monitoring

The subject will be monitored by the school's PSHE subject leader and a member of SLT and will be checked termly. The subject lead will regularly look at class whole class evidence big-books, topic books, planning and will talk to the students and teachers in order to monitor the success of the subject and how it is being taught. This will also provide opportunities to work out how the subject needs to be developed and adapted to meet the needs of the pupils.

9.2 Evaluation

Due to the close monitoring of the subject both teachers and subject lead will be able to evaluate the effectiveness of the curriculum and teaching. Evaluations will then lead to changes and progression in the curriculum in order to ensure that the students receive the best possible relationships and health education. Evaluations will also take place in the classroom as teachers will assess the learning and progress that has taken place and decide what the next steps of learning are.

10.Right to Withdraw

10.1 There is no right to withdraw from the statutory curriculum of Relationships Education or Health Education; RSE.

10.2 Parents have the right to withdraw their children from the sex education within RSE which takes place in Year Five.

The only non-statutory sections are:
Key scientific facts about sex
- The correct names of the reproductive organs
- The human life cycle
- How babies are conceived
- How sperm and an egg joins together to start the process

10.3 HIV and FGM- this content is not part of a planned curriculum at Joseph Hood Primary School. If a child specifically asked a question about HIV or FGM, it would be taught in an age appropriate way. In this case, the teacher would determine if the child's developmental maturity would lead to this context being taught or whether it would be referred to parents/carers at home to discuss.

10.4 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

10.5 Alternative work will be given to pupils who are withdrawn from sex education.

11.Requirements on schools in law, for example the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)

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

11.2 We follow the National Curriculum and the statutory RSE Curriculum.

11.3 At Joseph Hood Primary School we teach RSE as set out in this policy.

12.Appendix

12.1 Appendix 1: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 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	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	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	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	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
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 different experiences and situations. 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. How to judge whether what they are feeling and how they are 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 is 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 are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 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.
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	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. Risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	What constitutes a healthy diet (including understanding calories and other nutritional content). Principles of planning and preparing a range of healthy meals. 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	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. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Facts and science relating to allergies, 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 body	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

12.2 Appendix 2: Parent sex education withdrawal request form

Hatfeild Primary School Parent sex education withdrawal request form			
TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, sex and health education (RSE)			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	