



## **Relationship and Health and Sex Education Policy**

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## Introduction

The purpose of this policy is to outline provision to be made for our pupils across the school. We have taken into consideration that all schools must comply with:

The Equalities Act 2010 Keeping Children Safe in Education (Safeguarding)

Statutory Guidance: Relationship, Health and Sex Education (June 2019)

OFSTED Guidance. Green Paper: Mental Health and Wellbeing.

British Values: Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance of others

National Curriculum: Science

We will focus on developing pupils' knowledge and understanding about health, relationships, emotional and mental wellbeing. Emphasis is to be placed on supporting pupils in developing positive and healthy relationships.

## Aims

We will teach children about:

<b>Relationships Education</b>	<b>Health Education</b>
Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe	Mental wellbeing Internet safety and harm Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body (Year 5/6) – Age appropriate content only, including scientific anatomical names for parts of the body

## Context

We want our pupils to develop healthy positive behaviours that will support them through life. Our RSE policy emphasises our school's core values. We are committed to safeguarding all pupils and our RSE supports this commitment. We provide pupils with the opportunity to learn about healthy relationships, respect for themselves and others and where to seek help if needed. We aim to equip pupils with the knowledge and skills to enable them to make safe positive decisions through life.

All pupils will be offered Relationships and Health education. Using an inclusive, whole school approach we will ensure pupils can access information in an age appropriate way.

## **Organisation**

RSE is to be taught through our PSHE curriculum and where appropriate linked to parts of the Science curriculum. We use the JIGSAW scheme across the school to deliver our PSHE programme. We will ensure the content is at all times suitable and age-appropriate. Some lessons have been removed as the content is not appropriate for the needs of our children. The themes are as follows:

Autumn Term 1: Being Me in My World

Autumn Term 2: Celebrating Differences

Spring Term 1: Dreams and goals

Spring Term 2: Healthy me

Summer Term 1: Relationships

Summer Term 2: Changing me

We aim to support our pupils' emotional development and pupils will be encouraged to ask questions and informed of where to go if they need help.

As part of the Relationships unit, inappropriate use of LGBTQ+ vocabulary will be addressed sensitively.

Overall we will be teaching children to accept difference and foster good relationships with others of different backgrounds.

**Note: Salisbury will not teach aspects of sex education which go beyond the national curriculum for Science in Key Stage 2. Only age appropriate content will be used and this will be in line with the needs of our pupils.**

## **Confidentiality**

All RSE lessons will be taught in a sensitive manner respecting the needs of all our pupils. Our school will ensure teaching takes place within a supportive learning environment. RSE lessons may lead to a disclosure from a pupil and if this is the case, staff are to follow our safeguarding/child protection policy/procedures.

## **Parents/Carers**

The school recognises the importance of parent's/carers involvement in RSE and encourages parents to understand what is taught to their child. All children will take part in the relationships and health education aspects of the curriculum. The school will support parents in understanding content coverage in particular lessons who should contact the PSHE Leads, via school office, for clarification, if required.

## **Role of the PSHE Leads**

The PSHE Leads will monitor and report on the effectiveness of the policy. It is the responsibility of the PSHE Leads to ensure parents/carers and staff members are familiar with the policy. It is also their responsibility to ensure it is implemented effectively and that training is given where needed and to make staff aware of how to deal sensitively with issues should they arise.

## **Monitoring/Review**

Governors are responsible for monitoring the RSE policy and give due consideration to any comments/queries raised by parents/carers. The Headteacher will keep governors informed of any comments/issues.

The policy will be reviewed two yearly or earlier if necessary.

## **APPENDIX**

The following topics form the relationships and health programme:

<b>Relationships Education Topics</b>	
Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe  <p style="text-align: center;"><b><u>Please note we will not be using all jigsaw resources/books</u></b></p>	
<b>Information</b>	
<b>Pupils will learn:</b>	<b>We will not be:</b>
<b><u>EYFS</u></b> <ul style="list-style-type: none"> <li>• the meaning of 'family'</li> <li>• how to make friends/be a good friend</li> <li>• how to solve friendship issues</li> <li>• to understand words can hurt others</li> <li>• who a stranger is and how to stay safe</li> </ul>	
<b>Pupils will learn:</b>	<b>We will not be:</b>
<b><u>Year 1</u></b> <ul style="list-style-type: none"> <li>• the meaning of 'family'</li> <li>• how to make new friends</li> <li>• recognise which forms of contact are acceptable/unacceptable</li> <li>• who they can ask for help in the school community</li> <li>• how to greet others</li> <li>• recognise their qualities as a person and a friend</li> <li>• to appreciate someone who is special to them</li> </ul>	
<b>Pupils will learn:</b>	<b>We will not be:</b>
<b><u>Year 2</u></b> <ul style="list-style-type: none"> <li>• to accept that everyone's family is different</li> <li>• the types of physical contact they like/dislike</li> <li>• how to resolve a conflict with their friends</li> <li>• to understand who to talk to when they are uncomfortable in keeping a secret</li> <li>• to understand how it feels to trust someone</li> <li>• how to be comfortable in accepting appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• sharing photographs which are unsuitable</li> </ul>
<b>Pupils will learn:</b>	<b>We will not be:</b>
<b><u>Year 3</u></b> <ul style="list-style-type: none"> <li>• taking responsibility in their family</li> <li>• how to negotiate in conflict situations</li> </ul>	

<ul style="list-style-type: none"> <li>• who to ask for help if they are worried about anything online</li> <li>• to show an awareness of how their actions can affect the choices they have made</li> <li>• to appreciate what they have learnt about children who have different lives to theirs</li> <li>• to enjoy being part of a family/ friendship group</li> </ul>	
<b>Pupils will learn:</b>	<b>We will not be:</b>
<u><b>Year 4</b></u> <ul style="list-style-type: none"> <li>• how it feels to belong to a range of different relationships</li> <li>• to understand how it feels to lose someone</li> <li>• How to remember people even if we no longer see them</li> <li>• Different points of view on an animal rights issue</li> <li>• How it feels to love a special pet</li> <li>• How to appreciate people and animals who are special to them</li> </ul>	
<b>Pupils will learn:</b>	<b>We will not be:</b>
<u><b>Year 5</b></u> <ul style="list-style-type: none"> <li>• How to build their confidence and self-esteem</li> <li>• How to make friends and manage fall-outs</li> <li>• how to stay safe when using technology</li> </ul>	<ul style="list-style-type: none"> <li>• raising boyfriend/ girlfriend relationship issues</li> </ul>
<b>Pupils will learn:</b>	<b>We will not be:</b>
<u><b>Year 6</b></u> <ul style="list-style-type: none"> <li>• to identify significant people in their life</li> <li>• the different stages of grief and strategies to manage them</li> <li>• recognise when people are trying to gain power or control</li> <li>• to understand how technology can be used to gain power and control</li> <li>• to use technology positively and safely</li> </ul>	

<b>Health Education Topics</b>
Mental wellbeing Internet safety and harm Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body (Year 5/6) – Age appropriate content only, including scientific anatomical names for parts of the body

**Please note we will not be using all jigsaw resources/books**

**Information**

<b>Pupils will learn:</b>	<b>We will not be:</b>
<b><u>EYFS</u></b> <ul style="list-style-type: none"><li>• about exercise/healthy eating/sleeping/keeping clean</li><li>• we all grow from babies to adults</li><li>• names of main body parts</li><li>• to talk about changes when they move to Year 1</li></ul>	
<b><u>Year 1</u></b> <ul style="list-style-type: none"><li>• to understand the life cycles of animals.</li><li>• how they have developed since a baby</li><li>• to enjoy new learning</li><li>• to talk about changes that have happened in their life</li></ul>	<ul style="list-style-type: none"><li>• looking at human life cycles</li><li>• showing pictures of parts of the body that make boys different to girls</li></ul>
<b><u>Year 2</u></b> <ul style="list-style-type: none"><li>• how they feel about changes beyond their control</li><li>• to identify people, they respect</li><li>• to be proud of becoming independent</li><li>• to be confident in expressing what they like/dislike</li><li>• the changes they will make when they are in Year 3</li></ul>	<ul style="list-style-type: none"><li>• discussing likes/dislikes of being a girl/boy</li></ul>
<b><u>Year 3</u></b> <ul style="list-style-type: none"><li>• to express how they feel when they see babies or a baby animal</li><li>• to express how they might feel when a new baby arrives in their family</li><li>• to express how they feel when their ideas are challenged</li><li>• about changes they will need to make in year 4</li></ul>	<ul style="list-style-type: none"><li>• including vocabulary conception, womb, uterus' or use images of a baby growing in a mother's womb</li><li>• discussing puberty and physical changes</li><li>• explaining how a girl/boy's body changes</li></ul>
<b><u>Year 4</u></b> <ul style="list-style-type: none"><li>• to appreciate that they are a truly unique human being</li><li>• to reflect on changes they would like to make next year</li></ul>	<ul style="list-style-type: none"><li>• discussing how they might feel about having a baby when they are an adult</li><li>• discussing strategies about how to cope with puberty</li></ul>
<b><u>Year 5</u></b> <ul style="list-style-type: none"><li>• how to develop self esteem</li></ul>	<ul style="list-style-type: none"><li>• looking at scenarios that are inappropriate</li></ul>

<ul style="list-style-type: none"> <li>• to understand that puberty is a natural process <b>(boys/girls will be segregated for this)</b></li> <li>• how to cope with the changes that growing up will bring</li> <li>• to think about changes they will make in Year 6</li> </ul>	<ul style="list-style-type: none"> <li>• showing images of private parts of the body</li> <li>• talking about how human beings reproduce</li> </ul>
<b>Pupils will learn:</b>	<b>We will not be:</b>
<u><b>Year 6</b></u> <ul style="list-style-type: none"> <li>• to be aware of their own self-image</li> <li>• how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally <b>(boys/girls will be segregated for this)</b></li> <li>• to identify their worries when transitioning into secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• discussing how a baby develops</li> <li>• talking about being physically attracted to someone and how it changes the nature of the relationship</li> </ul>

## National Curriculum Science KS2 - Sex Education element

In Year 5 our pupils will cover aspects of sex education which form part of the national curriculum for Science in Key Stage 2. **Only age appropriate content will be used and this will be in line with the needs of our pupils.**

### Pupils in Year 5

#### **Module 1 – Circle of life**

National Curriculum links:

- Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird

#### **Module 2 – Reproduction in Plants and Animals**

National Curriculum links:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Within Module 2 pupils will be taught the basic knowledge relating to growing up and how their bodies change at the onset of puberty. Resources to explain changes are selected carefully, ensuring nothing which may be considered graphic, is used - essentially these would be labelled diagrams.



Boys and girls will be taught the lessons separately with due care being taken to cover aspects that support scientific knowledge and understanding, as appropriate for KS2 pupils. This includes the use of correct scientific terminology.

Parents will be notified prior to the sessions taking place. They would be invited to raise any concerns/questions with the staff members.

We would be considerate of the concerns and needs of the local community we serve without compromising the requirements of the National curriculum.

APPROVED – June 2021

Next Review – July 2023