



Leamington Federation
Sydenham Primary School and Lighthorne Heath
Relationships, Sex and Health Education Policy



[UN convention on the Rights of the Child.](#)

As part of the Education Act 2002, all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realise their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

Aims

- To provide a framework in which sensitive discussions can take place
- To enable children to understand and respect their bodies and be able to cope with the changes puberty brings.
- To help children develop healthy relationships, appropriate to their age and development.
- To support children to have positive self-esteem and body image.
- To empower children to be safe and safeguarded.
- To support children's physical, emotional and moral development.

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. We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum (Appendix 1).

Introduction

This policy covers our schools' approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom. It was produced in consultation with our staff, board of governors, and most importantly with our pupils and parents/carers. It will be reviewed every year to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with both current guidance from Government and the DfE but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available for staff to review through allocated staff meetings, and to parents/carers through our school website.

We acknowledge that in order for children 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. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, and to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy and maternity, religion, sexual orientation or whether they are children who are looked after. We will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

Defining Comprehensive Relationship Education at Primary School

The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.* We believe comprehensive relationship education is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact that every human being is unique and has the right to be respected; that there are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at Primary School

Although the *Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019* made Relationship Education compulsory in all primary schools, Sex Education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

We recognise that some parents/carers may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies, and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive **age appropriate** answers from us than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from; an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Roles and Responsibilities

The Governing Body

The governing body ratifies and approves this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

Staff

Class teachers are responsible for:

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

Class teachers do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Subject Leader and Headteacher.

Pupils

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

Subject Content

In school we meet the learning objectives as set out in the *Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019* for primary schools with a whole school approach. Across all year groups, teachers deliver both the *Protective Behaviours: The Taking Care Scheme* as recommended by Warwickshire's Safeguarding Children's board as well as The PSHE Association's Programme of Study. Both are based on a spiral curriculum beginning in Reception, building on key messages through to Year Six.

Protective Behaviours

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs/EWS) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear. The programme has two themes which run throughout the sessions:

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours is delivered across the entire school from Reception to Year Six in the first half of the autumn term. There are four lessons in each year group. Lessons are delivered over one week, although the lessons are revisited throughout the school year.

An overview of the Programme Content:

For more details please see the school’s Protective Behaviour Manuals for each year group. These can be made available on request. For further information, parents/carers can visit <https://www.protectivebehaviours.org>.

Protective Behaviours – Taking Care Programme				
Reception	Feelings	Body Awareness	EWS / Scary Body Feelings	Telling & Secrets
Year 1	Feelings	Unsafe Feelings and Body Awareness	Body Privacy & Secrets	Telling & Networks
Year 2	Feelings, Rights & Responsibilities	Unsafe Feelings, Problem Solving	Body Awareness & Personal Space	Networks & Using Them
Year 3	Feelings, Rights & Responsibilities	Unsafe Feelings	Body Awareness & Telling	Networks & Using Them
Year 4	Rights & Responsibilities; Feelings	Safe & Unsafe Feelings	Exploring Secrets	Networks & Using Them
Year 5	Rights & Responsibilities; Feelings	Safe Feelings; Fun to Feel	Secrets & Networks	Using Networks
Year 6	Rights and Responsibilities; Feelings	Safe Feelings; Fun to Feel Scared; EWS	Secrets & Networks	Using Networks

PSHE Association Programme of Study

PSHE lessons cover all statutory requirements and are organised around three core themes:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World

Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives suggested. Units of work are structured around an overarching question for each term or half term. These begin in Key Stage 1 as ‘What? And ‘Who?’ questions and build throughout Key Stage 2 into ‘How?’ and ‘Why?’ questions.

The

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Menstruation Wellbeing

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in Year Four. For this reason we deliver puberty lessons to all children in Year Four, Five and Six. As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In school we have menstruation kits available in Year Four, Five and Six classrooms which contain sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware in September as they begin in these year groups of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

We do not separate our lessons into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about the human body, its changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.

Answering Children's Questions

Teachers will answer questions openly, honestly, scientifically and factually without reference to their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw

We believe that successful teaching around RSHE can only take place when parents and school work in partnership to ensure children are equipped with the knowledge and understanding to enable them to grow up in a safe and happy environment to form healthy relationships.

Parents and carers do not have the right to withdraw their children from Relationships Education, Health Education or lessons included in the Science curriculum (Appendix 1.) They do, however, have the right to withdraw their children from non-statutory/non-science components of Sex Education within RSHE. If parents/carers do decide to withdraw their child, they should inform the Head Teacher who must find alternative provision for the child to engage in during the lesson.

We endeavour to be transparent and give parents and carers information about all the programmes and lessons we deliver around RSHE as we recognise it can be a sensitive subject for some families for a number of reasons. Parents and carers knowing about the content of the lessons means they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

Safeguarding Children

When teaching any sensitive topic, such as RSHE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work may need to be adapted or additional support be offered. Our Relationship and Sex Education programme is considered a protective factor in preventing further abuse; to help children make sense of their experiences and is essential to help them develop skills and resilience to keep them safe in future.

Monitoring arrangements

The delivery of RSHE is monitored by the Executive Head Teacher and Associate Head Teachers through planning scrutinies, learning walks and monitoring of lessons delivered. Any feedback from teachers, parents/carers and pupils will be considered when monitoring the effectiveness of this policy. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy was ratified: September 2022

And will be reviewed: September 2023

Signed by the Executive Head Teacher: 

Chair of Governors: Richard Butler

Appendix 1: Summary of science programme of study with specific reference to the human body and reproduction

Year 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.

Year 2: Notice that animals, including humans, have offspring which grow into adults.

Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age, including puberty.

Appendix 2: Definition of ‘consent’ as taught within the context of lessons

No one should ever touch you without your permission or consent. You have the right to decide who you allow into your personal space and you should always respect other people’s right and wishes too.

Appendix 3: Content laid out in DfE Relationships Guidance

By the end of primary school:

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• 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.
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	<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. • that marriage¹³ 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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. • 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.

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.