



Townlands C of E Primary Academy

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

A journey of learning in the light of God's love.

"What shall we say the Kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed which is the smallest seed you plant in the ground. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds of the air can perch in its shade." The parable of the Mustard seed - Mark 4:30-32

Introduction

We have based our school's RSE policy on the DfE statutory guidance for the delivery of Relationships Education, Relationships and Sex Education and Health Education document (DfE, 2019). This document explains the reasoning behind the importance of ensuring that these topics are covered:

"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."

RSE is about the emotional, social and cultural development of pupils. With this in mind, we aim to teach the nature of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health and also discusses relationships. RSE is part of the personal, social, health and economic (PSHE) education curriculum in our school. While we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. While we do not use relationships and sex education as a means of promoting any form of sexual orientation, we do discuss the diversity of relationships seen in society today.

We teach RSE to all children in a way that is informative and yet is respectful to all who make up our diverse school community. Whilst it will not discriminate against any protected characteristics in the Equality Act 2010 (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation), it will be sensitive towards faith and beliefs and be covered in a respectful way. Children will develop an understanding of the importance of **respecting** other people's viewpoints and interpretations of religious communities' views on sex and relationships.



This policy should be read in conjunction with the school's Safeguarding policy, Religious Education (RE) policy, Science policy and Online Safety policy.

Aims and Objectives

At Townlands, we believe that RSE is an important part of preparing our children for their lives now and in the future. This policy outlines the purpose, methods of delivery and the content of Relationships and Sex Education (RSE).

The aims of RSE at Townlands are to:

- Provide a broad and balanced framework, in which sensitive discussions can take place, for all pupils including those with special educational needs
- 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 and ensure that this is part of the school ethos
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Work in partnership with parents and carers

We do this by teaching children about:

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term relationship
- The diversity of relationships and what makes healthy relationships
- The importance of healthy family relationships and relationships on and offline.
- To safeguard themselves: this includes sexual abuse, online grooming and what they should do if they are worried about any sexual matters

Curriculum and the Delivery of RSE

Curriculum

Our RSE curriculum is taught through the Personal, Social, Health and Economic (PSHE) curriculum, although this will be adapted as and when necessary, depending on the needs of the children. Biological aspects of the RSE curriculum will be taught both within the science national curriculum and, where appropriate, from within PSHE lessons. We have developed the curriculum taking into account the age, needs and feelings of the pupils of our school. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is born and conceived



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

See Appendix 1 for the framework set out by the DfE.

These areas of learning are taught within the context of family life, taking into consideration 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, and foster parents/carers and reflect sensitively that some children may have a different structure of support around them.

Delivery of RSE

We teach relationships education through different aspects of the curriculum from EYFS up to year 6 . While we carry out the main relationships education teaching through the PSHE curriculum, we also teach some relationships education through other subject areas where we feel that it contributes significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. We use vocabulary that is age appropriate whilst still ensuring that the correct terminology is used in all year groups. This is part of the statutory relationships education curriculum and ensures the safety and wellbeing of the children.

Throughout the school, we teach children about relationships, and we encourage children to discuss issues or concerns that they have. From EYFS onwards, we teach children about the parts of the body and how these work in an appropriate manner for the year group. In KS2, we explain to them what will happen to their bodies during puberty.

In EYFS the emphasis is placed on the understanding that relationships should be built upon building safe, loving relationships, based upon mutual respect. EYFS also focuses on teaching the understanding that we should have respect for our body.

In Key Stage 1 science lessons, we teach children about how animals (including humans) move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth, which includes puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science.

Delivery of Health Education

Throughout all year groups we place an emphasis on health education, to include physical and mental health and wellbeing. In upper KS2, as part of the Health Education curriculum, we will teach children about puberty through both our science



and PSHE lessons, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies, feelings and emotions change during puberty, how to cope with these changes, and what menstruation is and how it affects women.

Staff training will be provided when the need arises, through attendance on relevant courses or purchase of school based INSET. RSE and Health Education is normally taught in mixed classes but may occasionally be single sex according to needs and subject matter.

We inform all parents and carers of children in Years 5 and 6 about the programme of lessons for puberty, explaining what the issues are and how they are taught. They are offered the opportunity to see the materials the school uses in its teaching. If parents do not wish for their child to participate in some or all of the sex education delivered they have the right to withdraw their child. This does not apply to any part of the Relationships or Health Education curriculum. A discussion about the reasons why parents wish to withdraw their child would be encouraged with SLT (Senior Leadership Team) to understand the parents' reasons. Following this, if the parent still wanted their child to be withdrawn from some or all of the sex education, then the school would respect their wishes. However, it should be made clear to the parents that their child would probably learn second hand information from their peers within the playground and this may not always be delivered accurately.

Safeguarding within the Curriculum

As part of the RSE curriculum at Townlands, children are taught how to keep themselves safe (Personal Safety), including being safe online, to prepare them for their future. This is always carried out in an age appropriate manner and, where necessary, the teacher deems it appropriate. For example, in EYFS children learn about saying 'no' if something does not feel right and we teach children about 'stranger danger' and adults that they can trust. In years 5 and 6, children will learn what is right and wrong and know who to speak to about situations that they are unsure about. Personal safety is an area that is revisited in many different ways throughout the children's time at Townlands.

By the end of Key Stage 2, the children will have learnt about the following areas:

- Bullying (including Cyberbullying)
- Drugs, alcohol and substance abuse (including County Lines and the criminal exploitation of children – as appropriate)
- E safety
- Stranger danger
- Fire and water safety
- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- Forced marriage, Female Genital Mutilation (FGM)
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (including cybercrime)



- Preventing Extremism and Radicalisation

Please see our Safeguarding Policy and our Online Safety Policy for more information on these areas of learning.

Some of these areas are sensitive matters that the children should be able to learn about in a safe environment where they are able to receive facts and answers from reliable sources, rather than through searching the internet. Teachers leading the learning will ensure that the areas are covered with the needs of the children at the centre.

Roles and Responsibilities

Governors

The governing body will approve the RSE policy and hold the head teacher to account for the implementation of this policy.

The Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our RSE policy and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle difficult issues with sensitivity. The Head Teacher liaises with external agencies regarding the school's RSE programme and ensure that all adults who work with children on these issues are aware of the framework and policy. The Head Teacher is also responsible for managing requests to withdraw children from the non-statutory and non-science components of RSE.

Staff

It is the responsibility of all staff to ensure that they are:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and ensuring intervention is put in place where necessary
- Responding to the needs of individual children (vulnerable/SEND)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory and non-science aspects of RSE

Parents/carers

At Townlands we understand that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.



The policy and scheme of work are available on request and the policy is available on the school website. Pupils who request advice on sexual behaviour not covered in the school's planned programme of RSE will be encouraged to discuss the matter with their parents/carers.

Parents and carers do not have the right to withdraw their child from Relationships education within the RSE curriculum. However, parents and carers do have the right to withdraw their child from the non-statutory and non-science components of sex education.

If a parent wishes their child to be withdrawn from the above sex education lessons, they should discuss this with the Head Teacher. The school always complies with the wishes of parents in this regard. Views, comments and questions from parents and carers are welcomed.

Dissemination and Formulation of the Policy

Dissemination

All teaching staff will be given a copy of the RSE policy and it will be available to access from our school website. Full details of the policy and scheme of work are available on request to the following:

- Parents
- Governors
- Support staff
- Visitors
- LA officers
- OFSTED inspectors
- School Health Service staff
- Family of Schools

Formulation

This policy was formulated following discussion with:

- The Senior Leadership Team
- The PSHE Co-ordinator
- Science Co-ordinator
- The year 6 teacher

Monitoring and Evaluation

This policy will be monitored and evaluated by the PSHE co-ordinator and the views of staff, pupils, parents and governors will be taken into account. The policy will be



reviewed annually to ensure that the RSE programme continues to meet the needs of the pupils and is up to date.

It will be reviewed in line with the school's Raising Attainment Plan (RAP) or as other needs and circumstances arise.



Appendix 1: Relationships education expectations: primary

These are the Department for Education's expectations regarding children's knowledge and learning within Relationships and Health Education. By the end of year 6, children should know:

Families and people who care for 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 other people's 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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're 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 cyber-bullying), 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're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)



Health Education Expectations: Primary

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. 33
- 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).
- That 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

- The 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.
- The 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).
- The principles of planning and preparing a range of healthy meals.
- 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).

Drugs, alcohol and Tobacco

- The 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.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The 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.
- The concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

- The 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.