



Walton & Lees Hill CE Primary School Relationships, Sex and Health Education Policy

POLICY ADOPTED BY FULL GOVERNING BODY: January 2024

Name: Joss Scouler

Position: Chair of Governors

Next Review Date: September 2026

Aims and objectives

Relationships, Sex and Health Education at Walton and Lees Hill CE Primary School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. We aim to ensure that the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts (including online) are taught, alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects: we acknowledge that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. All of this content will support the ethos of Walton and Lees Hill CE Primary School; helping to foster pupil wellbeing and develop resilience. Information will be delivered in an accepting and honest way, which enables young people to contribute and understand at an age-appropriate level.

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. Personal, Social and Emotional Health Education (PSHE) is taught from entry into school through to Year 6.

The objective of RSE is to help and support young people through their physical, emotional, social and moral development. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. RSE continues to promote the spiritual, moral, social, cultural, mental and physical development of pupils, both at school and in society. This will enable children to make informed decisions about their health and well-being (RSE and Health Education, 2019).

Delivery of the RSE curriculum

The majority of the RSE programme will be delivered by class teachers. Occasionally, other agencies/visiting speakers may be invited to input into the programme: all linked agencies and their learning outcomes will be appraised against this policy to ensure that they complement and fit within the planned programme. No visitor will work with pupils in a classroom situation without a teacher present.

Effective teaching in RSE will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils. All teaching in RSE is delivered in a carefully sequenced way, within a planned programme or series of lessons. For this, we use KAPOW.

This comprehensive scheme of learning covers all aspects of relationships and sex education for children in primary school: the scheme encompasses lesson plans and teaching materials for Reception to Year 6, building on learning from previous years and revisiting topics each year to cover them in greater depth. This scheme

includes lesson materials on topics such as keeping clean, families, gender differences, personal space, puberty, relationships and Year 6 units on FGM and Equality and Diversity. Through this scheme of learning, teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations, using the teaching materials alongside age-appropriate stories, videos and real-life resources.

At times, it may be necessary to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, Walton and Lees Hill CE Primary School aims to ensure that all RSE teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Any adaptations to teaching and learning in RSE will be communicated and developed alongside the relevant parents.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. help-lines, websites, leaflets etc.

Relationships Education

The focus of Relationships Education at Walton and Lees Hill CE Primary School is on 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. 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.

From the beginning of primary school, 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 – are taught in these lessons, alongside the wider curriculum (such as online safety and KidSafe).

Similarly, respect for others will 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. From the outset, 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.

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.

Additionally, whilst teaching Relationships Education, teaching about families requires sensitive and welljudged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children and can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively

that some children may have a different structure of support around them; e.g. looked after children or young carers. Teaching materials and books will be selected carefully so as to meet the needs of all pupils. At Walton and Lees Hill CE Primary School, Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. This is also supported by the PSHE curriculum.

Sex Education

Relationships Education is compulsory in all primary schools and this policy sets out what Walton and Lees Hill CE Primary School will teach children about relationships and health, including puberty, alongside what is taught in the National Curriculum for Science. This includes, the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Walton and Lees Hill CE Primary School, we believe that Sex Education is an important feature of preparing primary school children for their transition to secondary schools; supporting pupils' ongoing emotional and physical development effectively. Therefore, we provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Prior to undertaking this teaching, written communication to parents (detailing the content of what will be taught) is shared with all Year 6 parents. Teaching of Sex Education takes account the developmental differences of children, particularly those children with SEND, and all teaching materials used are appropriate with regards to the age and religious backgrounds of pupils. We also recognise and plan for how to meet the needs of any Special Educational Needs or Disabilities.

Parents

The role of parents in the development of their children's understanding about relationships is vital, as parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Walton and Lees Hill CE Primary School, we work closely with parents when delivering these subjects, communicating what will be taught and when.

Parents have the right to withdraw their children from any RSE that falls outside of the statutory RSE curriculum (they cannot withdraw from human reproduction as in NC Science, for example.) Any parents expressing concerns will be invited into school for discussions with the head teacher and teachers responsible for delivering the programme, and to view materials and resources. Part of this dialogue will include providing information to parents on any potential social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Should they still decide to exercise this right school will make provision for the supervision of the child within another classroom. At Walton and Lees Hill CE Primary School, the Head Teacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum.

Outcomes

By the end of Primary School, pupils 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 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.

REVIEW SHEET – Relationships, Sex & Health Education Policy

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate, amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	July 2021
