



Benington Primary School

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

“Keeping children safe, informed and included”

Written	Reviewed	Next Review Date	Author	Adopted by Governors	Adopted by Parents
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How this policy was developed:

Board of Governors:

This policy was developed by Anja Tyler (Head Teacher) and Portia Whiskin (PSHE lead). It has been reviewed and approved by the board of Governors in November 2020.

Parental Consultation

The policy has been completed with consultation from parents in October 2020.

Pupil Consultation

The policy has been completed with consultation from pupils in November 2020.

Introduction

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.

In June 2019 the Department for Education produced a new Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum to mandatory from September 2020. This replaces the Department of Education 'Sex and Relationship Education Guidance' (2000).

By September 2020 Relationships Education was made compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

The new curriculum is split into three sections: Relationships Education, Relationship and Sex Education and Health Education.

At Benington School we want all these subjects put in place as we see them as key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know 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.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that should follow in considering a request from a parent. Under new guidance parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This policy will outline what will be delivered at Benington School in the context of a broad and balanced curriculum. It will be carefully planned to ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils in a sequenced way, within a planned programme or lessons. 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.

As a part of requirements all schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy and schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

Pre COVID this would have been done through working parties, but this was done through online mediums.

CONTENT OF RSE SCHEME

Relationship Education

Definition:

The fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

Under the new curriculum Relationship Education covers the following:

Families and people who care for me:

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. This includes 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 – these are the forerunners of teaching about consent, which takes place in secondary school.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers

amongst other structures.) Care needs to 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.

Caring friendships and respectful relationships

Learning 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. To use our values and Benington Bees to encourage and recognise positive behaviours. To teach about self-esteem and the balance of power. To enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Online relationships

The principles of positive relationships also apply online especially as, by the end of primary school, most children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Content will include 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

Being safe

For children to be able to recognise and to report abuse, including emotional, physical and sexual abuse. Being aware of boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge helps support the safeguarding of children.

Health Education

Definition

An education that promotes an understanding of how to maintain personal health.

Under the new curriculum Health Education covers the following:

Mental Wellbeing

Teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Teaching ways to meditate and reflect from reception.

Internet Safety and its harms

Children to understand that for most people the internet is an integral part of life and has many benefits, 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. Children to be able 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. To understand 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 and where and how to report concerns and get support with issues.

Physical fitness and health

Children to understand 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. Children are aware of the risks associated with an inactive lifestyle and how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

Children to understand what constitutes a healthy diet and the principles of planning and preparing a range of healthy meals. Children to be aware of 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

Children to be aware of the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Children to learn how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body, 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, Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing and the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

Children to be able make a clear and efficient call to emergency services if necessary and concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent body

Children learn the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. All children to understand about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships and Sex Education

Definition:

Exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools

The content set out in this policy covers everything that will be taught about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as 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.

The Department for Education recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should 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.

In additional to covering puberty and the changing adolescent body, particularly from age 9 through to age 11 and the menstrual cycle outlined in health education (above). Year 5/6 will cover: **Sexual relationships, including sexual health:**

- o Children will learn about ways in which the sperm can fertilise an egg to create a baby, know the legal age of consent and what it means. Explain how HIV affects the body's immune system and know how a person can protect themselves from HIV. Understand what FGM is and that it is an illegal practice in this country, know where someone could

get support if they were concerned about their own or another person's safety. Some of these lessons will be delivered in single sex groups.

Content Overview

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 we deliver the Twinkl RSE programme. This has been developed to cover every strand.

Roles and responsibilities

Local governing body (LGB)

The LGB is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see below).

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 components of RSE Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

Delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum

Who

Lessons will be delivered by the classroom teacher. We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable

due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

The PSHE lead will deliver ongoing support and training to all staff to ensure they are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

Some lessons may be delivered this session in single sex groups, depending on class.

This decision will be made at the class teacher's discretion.

When

The DfE guidance states that schools are free to determine how to deliver the content of the curriculum. However, they recommend that schools deliver the programme as a part of the timetabled PSHE programme (weekly or biweekly model). At Benington we will also cover many elements of this curriculum through classroom discussions. These might lead on from a book we've read in class, news or personal events. We believe RSE should underpin the entire curriculum.

At Benington Primary School we will deliver the lessons on a weekly basis rather than block days.

The Growing and Changing (above) part of the curriculum will be delivered in the Summer term.

Curriculum accessibility

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. To support these pupils we will ensure:

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Teachers will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Teachers will tailor content and teaching to meet the specific needs of pupils at different developmental stages.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We will ensure that all of their teaching is sensitive and age appropriate in approach and content.

At the point at which it is appropriate to teach their pupils about LGBT, we will ensure that this content is fully integrated into the children's program of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

Right to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

Currently parents have the right to withdraw their children from all or part of Relationships and Sex Education. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. From September 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships and Health Education.

Under the new guidance by September 2020 parents will be able to withdraw a pupil from the following lesson:

Year 6: Making Babies

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

If parents do decide to withdraw their child, they should inform the Head teacher who will find other provision for the child to engage in during the

lesson. Currently, Head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

We will be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

Monitoring

The delivery of RSE is monitored by the PSHE lead through:

- Work scrutiny
- Learning walks
- Lesson observations
- Seeking pupil and parent voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the headteacher and local governing body.

Requirements on schools in law

The guidance should be read in conjunction with:

Benington School's E Safety Policy

Relationships Education, Relationships and Sex Education (RSE) and Health Education In (Department for Education, 2019)

Keeping Children Safe in Education (statutory guidance)

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

Equality Act 2010

SEND code of practice: 0 to 25 years (statutory guidance)

Alternative Provision (statutory guidance)

Mental Health and Behaviour in Schools (advice for schools)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

Sexual violence and sexual harassment between children in schools
(advice for schools)

The Equality and Human Rights Commission Advice and Guidance
(provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools
(guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

National Citizen Service guidance for schools

Useful resources

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association>

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

NSPCC online training and guidance

Appendix 1:
WITHDRAWAL FORM BENINGTON SCHOOL

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY THE PARENT/CARER			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Is there a specific topic you are concerned about?			
Any other information you would like the school to consider			
Parent/carer signature			

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