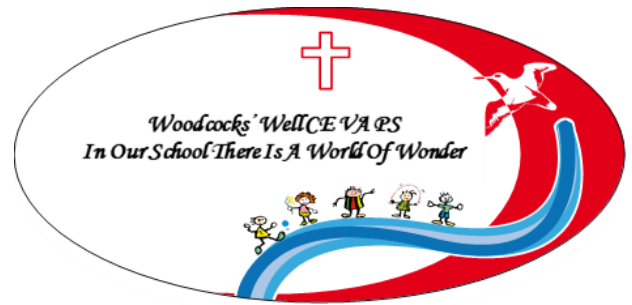


# Relationships, Health and Sex Education Policy

- Amendments to policy: New June 2020
- Policy effective from: Summer 2021
- Review date: Summer 2023
- Learning and Well-being Committee



## Guiding Principles

As a Church of England school, Christian beliefs and values underpin all our policies, curriculum and activities. Through our ethos of the “Fruits of the Spirit” (Galatians 5.22) children are taught the importance of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control and forgiveness.

## Policy Statement

At Woodcocks' Well Primary School we believe that ‘Relationships and Sex Education’ is an important part of meeting the needs of the young people in our care. Our aim is to deliver the content by promoting:

- spiritual and religious education;
- an understanding of family and relationships;
- personal, social and moral understanding;
- how to keep safe.

Our school and governors are committed to ensuring we have the key building blocks in place to teach children about healthy, respectful relationships focussing on family and friendships in all contexts. It will be taught by teachers as part of our PHSE, ICT, Science and PE curriculum. Monitoring and evaluation will be undertaken by the Senior Leadership Team throughout the year and by Governors at Learning and Wellbeing meetings. Foundation Governors will also have wider responsibilities in relation to maintaining and developing the religious ethos of the school.

We also understand that a child’s mental wellbeing is of vital importance as children increasingly face challenges and need the tools to deal with them as they arise. Our Growth Mindset can be seen across the curriculum as we aim to foster resilience.

We aim to bring a wide variety of topics, programmes and resources into the teaching of the subject, ensuring the development of personal attributes including kindness, integrity, generosity and honesty.

These include the following:

- Love and Sex Matters - Diocesan
- <https://www.salisbury.anglican.org/schools/love-and-sex-matters>

- Go-Givers - <https://www.gogivers.org>
- No Outsiders - <https://no-outsiders.com>
- Heartsmart - <https://www.heartsmartprimary.com>

We will also use the following picture books as part of the 'Go Outsiders' programme to explore the relationships side of the curriculum:

### EYFS

You Choose - Nick Sharratt  
 Red Rockets and Rainbow Jelly - sue Heap  
 Hello Hello - Brendan Wenzel  
 The Family Book - Todd Parr  
 Mommy, Mama and Me - Leslea Newman  
 Blue Chameleon - Emily Gravett

### Year 1

Elmer - David McKee  
 Going to the Volcano - Andy Stanton  
 Want to Play Trucks? - Ann Stott  
 Hair, It's a Family Affair - Milo Freeman  
 My World, Your World - Melanie Walsh  
 Errols Garden - Gillian Hibbs

### Year 2

Can I Join Your Club? - John Kelly  
 How To Be A Lion - Ed Vere  
 The Great Big Book of Families - Mary Hoffman  
 Amazing - Steve Antony  
 What The Jackdaw Saw - Julia Donaldson  
 All Are Welcome - Alexandra Penfold

### Year 3

This Is Our House - Michael Rosen  
 We're All Wonders - RJ Palacio  
 Beegu - Alexia Deacon  
 The Truth About Old People - Elijah Ellis  
 The Hueys in the New Jumper - Oliver Jeffers  
 Planet Omar: Accidental Trouble Magnet - Zanib Mian

## Year 4

Along Came a Different - Tom McLaughlin  
Dogs Don't Do Ballet - Anna Kemp  
Red A Crayons Story - Michael Hall  
Aalfred and Aalbert - Moran Hood  
When Sadness Comes To Call - Eva Eland  
Julian Is A Mermaid - Jessica Love

## Year 5

Kenny Lives With Erica and Martina - Olly Pike  
Rose Blanche - Ian McEwan  
Mixed - Arree Chung  
How To Heal A Broken Wing - Bob Graham  
The Girls - Lauren Lee  
And Tango Makes Three - Justin Richardson

## Year 6

King of the Sky - Nicola Davis  
The Only Way Is Badger - Stella J Jones  
Leaf - Sandra Dieckmann  
The Island - Armin Greder  
Introducing Teddy - Jessica Walton  
A Day In The Life Of Marlon Bundo - Marlon Bundo

## Our Aims of Relationships and Sex Education:

- to foster self-esteem, self-awareness and a sense of moral responsibility;
- to acknowledge that RSE, planned or incidental, takes place from an early age in a number of contexts - the home, school and other settings where people live, work and learn;
- to complement and support the role of parents;
- to provide for all children including those with physical, learning or emotional difficulties;
- to acknowledge and work within the context of different faiths, cultures, gender, age and social restraints;
- to conform to current legislation, which considers that formal education should be delivered within a moral framework, where pupils should be helped to appreciate the benefits of stable, family life in all its varying forms and the responsibilities of parenthood;
- to develop attitudes and decision-making skills;
- to be tolerant and non-judgemental of the views and perceptions of others.

### Relationships and Sex Education at our school will:

- be developmental and appropriate to the age and stage of the child;
- put forward factual knowledge and encourage the exploration of facts;
- examine opinions and concepts and encourage discussion;
- encourage awareness, respect and responsibility for oneself and others;
- encourage parental engagement and the sharing of the curriculum;
- compliant with the Equality Act 2010, SEND Code of Practice and the Promotion of British Values.

### Our Goals of Relationships and Sex Education:

By the end of the children's primary school journey, they 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: a 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 own 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;
- 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:**

- 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.

### Physical health and mental wellbeing at our school

Children will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep. They will be given the knowledge and language to understand the normal range of emotions that everyone experiences and how to articulate how they are feeling. They will be taught the benefits of hobbies, interests and participation in their own communities and the rationing of time spent online. We also have our trained ELSA, Play Therapy and SWANS for children who need to access extra support along with our nurture group.

### Our Goals

By the end of the children's primary school journey, they should know -

#### 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;
- 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);
- 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.

## Health 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;
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### Changing Adolescent Body

- 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.

### Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it under the school's safeguarding procedures with the Designated Safeguarding Lead informed. Teachers will respond in the same way if a child indicates that they may have been a victim of abuse. See separate confidentiality and safeguarding policies.

### Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents have the most significant influence in enabling a child to grow and mature to form healthy relationships.

We will work closely with parents sharing the curriculum, answering questions and ensuring good relationships between home and school.

### Right to be excused from sex education



