



Longford  
C of E Primary School

# Relationships Education Relationships and Sex Education and Health Policy

<b>Document Title</b>	<b>Relationships Education, Relationships and Sex Education and Health Policy</b>
<b>Lead Officer:</b>	Headteacher
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<b>Indicate whether the document is for public access or internal access only</b> <i>(Strikethrough text, as appropriate)</i>	A copy is available on the school website  A back-up copy of all Policies is retained by the Clerk to the Longford Board of Governors
<b>Indicate which legislation or statutory guidance document requires this Policy</b>	
<b>Summary/Description:</b>	
This document gives Longford CofE Primary School the guidance to teach its pupils about the understanding and importance of marriage for family life, stable and loving relationships, respect, love and care. This policy is part of the personal, social and health education (PSHE) curriculum in the school.	

## **Relationships Education, Relationships and Sex Education and Health Policy**

### **1. Introduction**

#### **1.1 Legislation:**

In June 2019, the Department for Education published statutory guidance regarding Relationships Education, Relationships and Sex Education and Health Education.

Relationships and Health Education is compulsory in all state funded schools. In primary schools, the related subjects put in place are the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

What is the status of this guidance?

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A. Schools<sup>1</sup> must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.<sup>4</sup> They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

#### **1.2**

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. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

## **2. Aims and objectives**

### **2.1** We teach 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, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- how to keep safe-including the internet and social media, sexual abuse, and what they should do if they are worried about any sexual matters

## **3. Context**

### **3.1** We teach about relationships education, relationships and sex education and health education in the context of the school's aims and values. While relationship, sex and health education in our school means that we give children information about relationships and behaviour, we do this with an awareness of safeguarding, the moral code, and of the values which underpin all our work. We teach relationship, sex and health education on the understanding that:

- it is taught in the context of long standing relationships, marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control

## **4. Organisation**

### **4.1** Schools are free to determine how to deliver the content set out in the guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully 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.

We teach about relationships, sex and health education through different aspects of the curriculum. While we carry out the main education in our personal, social and health education (PSHE) curriculum, we also teach relationships, sex and health education through other subject areas (e.g. Science, Computing and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

- 4.2 In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach the children about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- 4.3 In Science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the Primary Curriculum for Science. In Key Stage 1, 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 fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth. See appendix A below
- 4.4 In Year 5 and 6, we place a particular emphasis on health and sex education, 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. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 4.5 **We write a letter to inform the parents when this is going to be covered** and can arrange a meeting for all parents and carers of children in Years 5 and 6 who want to see the video or coverage and particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

## **5. The role of parents**

- 5.1 The school is well aware that the primary role in children's relationship, sex and health education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about the school's relationship , sex and health education policy and practice;
- answer any questions that parents or carers may have about the education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for relationship and sex education in the school;
- encourage parents and carers to be involved in reviewing the school policy and making modifications to it as necessary;

- inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 5.2 **The guidance 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 head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered.

## **6. The role of other members of the community**

- 6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship, sex and health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our health and sex education programme. Other people that we call on include local clergy, social workers and youth workers.

## **7. Confidentiality**

- 7.1 Teachers conduct relationship, sex and health education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

## **8. The role of the headteacher**

- 8.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our relationships, sex and health education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively, and handle any difficult issues with sensitivity.
- 8.2 The headteacher liaises with external agencies regarding the school relationships, sex and health education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

- 8.3 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

## **9. Monitoring and review**

- 9.1 When reviewing the policy the governing body gives serious consideration to any comments from parents and carers about the relationship, sex and health education programme and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the relationship, sex and health education programme.

### **To be read in conjunction with:**

The guidance should be read in conjunction with:

- 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 and schools
- 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

## Appendix A

### **National Science Curriculum-**

Please read the complete curriculum- see link below.

The curriculum includes:

#### **KS1 Animals including humans:**

Pupils should be taught to:

- ♣ notice that animals, including humans, have offspring which grow into adults
- ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **KS2 Animals including humans:**

Pupils should be taught to:

- ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Pupils should be taught to:

- ♣ describe the simple functions of the basic parts of the digestive system in humans
- ♣ identify the different types of teeth in humans and their simple functions
- ♣ construct and interpret a variety of food chains, identifying producers, predators and prey.
- ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ♣ describe the life process of reproduction in some plants and animals.
- ♣ describe the changes as humans develop to old age.

Pupils should be taught to:

- ♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- ♣ describe the ways in which nutrients and water are transported within animals, including humans.

see complete science curriculum-

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