Relationships and Sex Education (RSE) and Health Education Policy

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1. Introduction

Kelvedon Hatch Community Primary School (KHCPS) takes its responsibility to provide relevant, effective and responsible RSE and Health Education to all of its pupils as part of the School's Personal, Social, Health and Citizenship Education (PSHE) curriculum very seriously. KHCPS wants parents/carers and pupils to feel assured that sex education is delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This Policy has been developed in consultation with parents/carers and pupils and staff from KHCPS to ensure that it meets the needs of the KHCPS community. The Policy is available on the KHCPS website and is reviewed and approved annually by the Discovery Educational Trust (DET) Trust Board (TB).

2. Policy Aims

Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education, KHCPS aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development, and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships, ensure that pupils know how and when to ask for help, and where to access support. By the end of their education, KHCPS hopes that pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

3. Definitions

3.1   Relationships and Sex Education

Relationships Education is about pupils being taught about different relationships including about friendships, family, and the people that can help them. Respect for others is also taught in an age appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching includes different types of family that provide a nurturing environment for children, including, for example, single parent families, families headed by grandparents, adoptive parents and Lesbian Gay Bi and Trans (LGBT) parents/carers. The purpose of this is to ensure that there is no stigmatisation of different families, and to show that people come from different backgrounds.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

4. Roles and Responsibilities

4.1   Local Governors

Local Governors monitor and evaluate the impact of the Policy by reviewing pupils' progress in achieving the expected educational outcomes. They hold the Headteacher (HT) to account for the implementation of the Policy.

4.2   Headteacher

The HT ensures that RSE and Health Education is taught consistently across KHCPS and reports back to the Local School Committee (LSC) on educational outcomes. The HT ensures that senior staff receive regular professional development training in how to deliver RSE and Health Education with support from their respective Senior Leadership Team (SLT) member, and ensure that staff are supported and up to date with policy changes. The HT ensures that RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics), and that the quality of provision is subject to regular and effective self-evaluation. The HT ensures that teaching is age appropriate, delivered in ways that are accessible to all pupils with Special Educational Needs and Disabilities (SEND), and that the subjects are resourced, staffed and timetabled appropriately. The HT ensures that teaching delivered by any external organisation is age-appropriate and accessible for pupils, liaises with parents/carers regarding any concerns or opinions regarding RSE and Health Education provision, and manages parental/carer requests for withdrawal of pupils from non-statutory, non-science components of RSE.

4.3   Staff

Teachers of RSE and Health Education ensure that they are up to date with school policy and curriculum requirements regarding sex education, and attend and engage in professional development training. Teachers encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

4.4   Parents/Carers

KHCPS expects parents/carers to share the responsibility of sex education, and to support their children's personal, social and emotional development. KHCPS encourages parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents/carers are also encouraged to seek additional support in this from KHCPS where they feel it is needed.

4.5   Pupils

Pupils are expected to attend sex education classes that are in their timetable, and to take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and KHCPS expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE and Health Education, listening in class, being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class are key to effective provision. Pupils, who regularly fail to follow these standards of behaviour, are dealt with under the KHCPS Behaviour Policy.

KHCPS also hopes that pupils feel comfortable to talk to a member of staff, in confidence, regarding any concerns that they have in school related to relationships, sex education or otherwise.

5. Implementation and Curriculum

It is important that KHCPS implements the RSE and Health Education Policy consistently throughout the School and provides effective provision throughout classrooms. KHCPS encourages teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of the KHCPS curriculum, the aim is to explore different attitudes, values and social labels, and develop skills that will enable KHCPS pupils to make informed decisions regarding RSE and Health Education. It is important that pupils know the difference between fact, opinion and belief. RSE and Health Education is delivered in Science and PSHE. KHCPS understands that different pupils of the same age may develop at different stages and staff are able to plan provision to consider these differences. Appendix 1 sets out the themes that are taught to pupils before the end of primary as part of the PSHE curriculum. At KHCPS, the SCARF PSHE curriculum is followed by all classes. SCARF also has resources for parents/carers: Family SCARF (coramlifeeducation.org.uk)

Given the age of primary pupils, the focus of the curriculum is around relationships of pupils with their family members, friends and online relationships.

KHCPS provides sex education beyond the National Curriculum for Science, with details on content included in Appendix 1.

By the end of their primary education, KHCPS expects pupils to know the health education information set out at Appendix 1.

5.1 Dealing with Difficult Questions

Staff training includes sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill-

equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE Leader or Designated Safeguarding Lead (DSL).

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff use to support this are:

- an anonymous question box; this enables pupils to feel more comfortable to ask questions without being identified;
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. KHCPS hopes that this gives pupils the sense that they are in a safe zone to speak freely about sex and relationships.

5.2 Pupils with Special Educational Needs

KHCPS works hard to ensure that all aspects of its curriculum are inclusive and supports the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and Health Education.

KHCPS uses a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods, e.g. contraceptive card game;
- group and paired activities;
- practical activities;
- use of expert guest speakers;
- using DVDs or video.

5.3 Withdrawal from Relationships and Sex Education

KHCPS hopes that parents/carers feel comfortable with, and understand the importance of, the education provided to their children as described in this Policy.

Parents/carers of children in primary school have the right to withdraw their child from sex education, and should state this in writing to the HT.

Before withdrawing or making a request, KHCPS strongly urges parents/carers to carefully consider their decision, as RSE is a vital part of the KHCPS curriculum and supports child development. Parents/carers cannot withdraw their child from RSE or Health Education or the elements on human growth and reproduction, which fall under the National Curriculum for science.

If a pupil is excused from sex education, KHCPS ensures that the pupil receives appropriate, purposeful education during the period of withdrawal.

5.4 Complaints

Parents/carers, who have complaints or concerns regarding the RSE and Health Education curriculum should contact KHCPS and follow the DET Complaints Policy and Procedure.

5.5 Equal Opportunities

KHCPS has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views are challenged, and equality promoted. Any bullying that relates to sexual behaviour, or perceived sexual orientation, is dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the KHCPS Anti-Bullying Policy and the KHCPS Behaviour Policy.

5.6 Safeguarding and Confidentiality

KHCPS hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life, either at school or at home. Training around confidentiality is provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the KHCPS child protection and safeguarding procedure is followed.

- If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this is dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL to decide what is in the best interest of the child.

5.7 Harmful Sexual Behaviour

The curriculum that KHCPS follows teaches about the impact that discriminatory behaviour has. An appendix of objectives relating to this area for each Year Group is supplied to all staff.

KHCPS regularly (at least yearly) holds a separate discussion and workshop with all Key Stage 2 children, asking them to make a personal and class pledge to challenge any behaviour that is discriminatory (sexual, gender, race etc).

Refer also to the DET Harmful Sexual Behaviour/Child-on-Child Abuse Policy.

6. Monitoring, Review and Evaluation

The educational and personal needs of KHCPS pupils develop in line with varying societal pressures and economic change. The KHCPS aim is to provide RSE and Health Education that

is relevant and tailored to meet the needs of KHCPS pupils, depending on their age and stage of personal development. For this reason, KHCPS reviews the RSE and Health Education curriculum annually, and informs parents/carers of any revisions to its policy or curriculum.

KHCPS aims to monitor the effectiveness of its RSE and Health Education provision through:

- annual feedback from pupils;
- annual feedback from parents/carers;
- feedback from staff;
- classroom observations.

KHCPS reviews this Policy annually, evaluating its effectiveness by considering feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information received from national reports and curriculum reviews.

7. Support

KHCPS hopes that pupils feel safe in school to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE and Health Education. KHCPS promotes an ethos of inclusion and acceptance throughout all areas of school activity and hopes that pupils respond to this by feeling comfortable to ask questions and continue their learning both inside and outside of the classroom.

Parents/carers should contact their child's class teacher for one-on-one support on providing effective RSE and Health Education at home and may also find information provided on the SCARF website useful: [Family SCARF (coramlifeeducation.org.uk)](https://www.coramlifeeducation.org.uk)

Appendix 1: RSE and Health Education Curriculum

Science Curriculum

The National Curriculum for science covers:

- naming the main external parts of the human body;
- the human body as it grows from birth to old age (including puberty);
- processes of reproduction and growth in animals;
- reproduction in some plants.

PSHE Curriculum

At KHCPS, the SCARF PSHE curriculum is followed throughout the School. Skills progression linked to themes that will be taught can be tracked on the charts below.

Early Years Foundation Stage (Year R)

EYFS Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self-Regulation ELG Children at the expected level of development will:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG Children at the expected level of development will:

Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and my Relationships	Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how.	Recognise that people have different ways of expressing their feelings To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour or teasing. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities.	To know that feelings and emotions help a person cope with difficult times. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. To recognise which strategies are appropriate for particular situations. To listen to and debate ideas and opinions with others with respect and courtesy To recognise why friends may fall out and how to resolve issues.	To know that feelings can vary by intensity, person and change over time. To know and understand the qualities of a 'positive, healthy relationship'. To know when it's appropriate to say no and how. To know the strategies and skills needed for collaborative work. To recognise bullying or pressured behaviour.	To learn characteristics and skills in assertiveness To apply their collaborative skills to friendships and assertiveness. To learn ways to resolve conflict in an assertive, calm and fair manner. To identify which things make a relationship unhealthy and who to talk to if they need help. To recognise emotional needs according to circumstance and any risk factors that could affect them.	To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. To practice and use strategies in compromise and negotiation within a collaborative task or activity. To consider the types of touch that are safe, legal and that I am comfortable with. To name assertive behaviours and recognise peer influence or pressured behaviour. To be aware of the variety in behaviour, which is dependent on group dynamic, peer pressure, emotional needs and circumstance.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Valuing Differences	To know the key differences between teasing, being unkind and bullying.

To recognise that everyone is different and will have different thoughts and ideas.

To celebrate and begin to show empathy for those who are different.

To identify those who are special to them (and their special qualities).

To identify ways in which we can show kindness towards others and how that makes them feel. | To identify differences and similarities between others.

To recognise and explain how a person's behaviour can affect other people.

To learn and use different ways to show good listening.

Explain how it feels to be part of a group and left out of a group.

To recognise and talk about acts of kindness and how they can impact others. | Recognise that there are many different types of families.

Identify the different communities that they belong to

To learn ways of showing respect through language and communication.

To identify different origins, national, regional, ethnic and religious backgrounds

To recognise and explain why bullying can be caused by prejudice. | To identify different origins, national, regional, ethnic and religious backgrounds

To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

To recognise potential consequences of aggressive behaviour

To define the word respect.

Understand and identify stereotypes, including those promoted in the media. | To describe the benefits of living in a diverse society

To develop an understanding of discrimination and its injustice, and describe these using examples.

To understand that the information we see online, either text or images, is not always true or accurate;

To reflect on the impact social media puts pressure on peoples' life choices.

To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour. | To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences

To know that all people are unique but that we have far more in common with each other than what is different about us to understand and explain the term prejudice.

To define what is meant by the term stereotype.

To describe different types of friendships and relationships and their differing positive qualities. |

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping Myself Safe	To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. To recognise emotions and physical feelings associated with feeling unsafe. To learn the PANTS rule and which parts of my body are private. To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines.	To explain simple issues of safety and responsibility about medicines and their use. To identify situations in which they would feel safe or unsafe. To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	To identify risk factors in given situations To define the words danger and risk and explain the difference between the two. To define the word 'drug' and understand that nicotine and alcohol are both drugs. To recognise potential risks associated with browsing online. To recognise and describe appropriate behaviour online as well as offline.	To define the words danger and risk and explain the difference between the two. To describe the different types of things that may influence a person to take a risk. To understand and explain the risks that cigarettes and alcohol can have on a person's body. To understand that influences can be both positive and negative. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.	To reflect on risk and the different factors and outcomes that might influence a decision. To reflect on the consequences of not keeping personal information private and the risks of social media. To explore categorisation of drugs, the risks associated with medicines. To learn some key facts and information about drugs and medicines. To recognise the features of face to face and online bullying and the strategies that deal with it.	To explore the risks and legality of communicating and sharing online. To describe and explain how easily images can be spread online. To explain some of the laws, categories and uses of drugs (both medical and nonmedical) To understand the definition of an emotional need and how they can be met. To explore and understand the terms 'conflicting emotions', responsibility and independence.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Rights and Responsibilities	To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To talk about the importance of looking after money. To learn what to do when someone is injured.	To identify strategies in cooperation. To identify strategies in self-regulation. To name ways to stay safe when using the internet. To recognise that they have a responsibility to help care for their immediate and broader environment. To learn about saving and spending money.	To talk about and identify people who help them in school and the community. To learn differences between 'fact' and 'opinion' To discuss, plan and evaluate ways of helping the environment. To learn about saving, spending and essential purchases. To consider how money is earned and the different factors affecting this.	To learn about human rights and responsibilities and how they can impact their community. To recognise that they have a part in caring for and supporting their community. To recognise influences, facts and opinions and doing so in a critical manner. To identify the impact of bystander behaviour and how they can make a difference to a situation. To define terms related to finance and explain how society is supported by the income of others.	To identify, write and discuss issues currently in the media concerning health and wellbeing. To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. To identify the responsibilities to my home, community and environment I might have in the future. To consider what advice to give relating to saving and borrowing money. To define financial terms and explain how others have financial responsibility for the community.	To analyse and reflect on bias in the media. To discuss methods of saving and considerations for spending money. To discuss voluntary and pressure groups and their role in making changes to our communities and environments. To identify or suggest ways that help the environment. To define 'democracy' and explain how laws are made.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being My Best	To recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely To identify strategies to resolve conflict. To give and receive praise	Explain the stages of the learning line showing an understanding of the learning process To understand the importance of good hand and dental hygiene. To recognise what the body needs to have energy and stay well. To identify parts of the body that process food and create energy.	To recognise how different food groups work in our body. To explain how some infectious illnesses are spread from one person to another. To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. To identify my achievements and skills to work on. To explain how skills are developed.	To identify how they and their friends are unique. To recognise that we all make different choices because we are unique. To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)	To describe the four main internal systems of the human body. To understand the actual norms around smoking and the reasons for common misperceptions of these. To identify the skills and qualities that make us successful and achieve our best. To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. To consider the different responsibilities that they and others have for their health and wellbeing.	To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success. To define aspirations and goals. To recognise that we will meet challenges on the way to achieving our goals. To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. To understand risks related to growing up and explain the need to be aware of these.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Growing and Changing	To think of what babies need to stay happy and healthy. To identify the changes they have made since they were a baby. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. To identify some internal organs and systems and those body parts which are private. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.	To give positive feedback to someone. To recognise the range of feelings associated with loss and to discuss things people can do to feel better. To identify the different stages of growth and what people are able to do at these different stages. To identify the human private parts/genitalia and explain that they are used to make a baby. To explain who can see someone's private part, what consent means and how to protect privacy.	To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. To identify the different types of relationships people have and their different purposes and qualities. To identify what makes a positive relationship and what makes a negative relationship. To identify puberty changes. To explain menstruation cycle as something that happens when a sperm does not meet an egg.	To identify the different emotional reactions to different types of change and discuss. To understand how the onset of puberty can have emotional as well as physical impact. To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction. To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.	To describe the intensity of different feelings and strategies to build resilience. To understand the different types of feelings and emotions associated with puberty. To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. To identify the different types of products someone might use during puberty or menstruation. To explain how people might feel at times of change and loss. To consider strategies when coping with this.	To identify types of emotional responses and some strategies for coping with change. To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks. To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.