

Linden Primary School



Relationships, Sex & Health Policy

Status

Statutory X

Recommended

Good Practice

Purpose

“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.” (DfE 2019)

Therefore within school, relationship, sex and health education (RSHE) should contribute to promote the spiritual, moral, cultural, mental and physical development of pupils (at school and within society), preparing pupils for the opportunities, responsibilities and experiences of life.

What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or activity – this would be inappropriate teaching.

This Policy and Guidance takes into consideration DfE guidance:

Section 403 of the [Education Act 1996](#).

Consultation

Staff, governors and parents as appropriate

Links with other policies

Confidentiality Policy

Child Protection & Safeguarding Policy

Monitoring and Evaluation

Annually Every 3 years X Other _____

Headteacher Governing Body X Other _____

Dates

Original Implementation November 2014

Reviewed September 2021

Next Review September 2024

What is relationship education?

Relationship education will focus on teaching the building blocks required in order for children to define what a positive relationship looks like, including friendships, family relationships and relationships with other children and adults.

Relationship education in our school aims to:

- Develop confidence in talking, listening and thinking about feelings
- Talk explicitly about the features of healthy friendships, family dynamics and other relationships children may encounter.
- Make strong links with online safety and how positive relationships apply
- Enable pupils to consider their own mental wellbeing and how friendships can support this
- Teach pupils to recognise and report abuse through the understanding of boundaries and privacy towards their own bodies.
- Develop links with Science curriculum (main external body parts, puberty)
- Cover age appropriate aspects of sex education to support pupils ongoing emotional and physical development.

How is relationship education provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

A planned, progressive programme of study, incorporated in the PSHE Jigsaw scheme of work, gradually and appropriately begins to prepare our children for adult life. Pupils have the opportunities to discuss in groups, complete written work and hold whole class discussions when covering all aspects of relationship education. This helps provide skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults. This is then supported by the GHLL Pink Curriculum where required. Although the main coverage will occur during this unit of work, a vast amount of opportunities are included throughout the year to support pupils emotional and physical well being and the importance of positive relationships. Examples include Wellbeing leaders and skills builder activities.

In line with national recommendations and meeting the National Curriculum objectives, Relationship Education at Linden Primary School will be delivered through the PSHE and Science curriculums. Sex education is taught to each year group, starting in Year 1.

Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Equal opportunities

The school strongly believes that all pupils should have access to a relationship curriculum which is relevant to their individual needs. Where required, direct discussions will be held with parents prior to lessons being taught to address this. Our program aims to respond to the diversity of children's cultures, faiths and family background through high quality teaching that is differentiated and personalised. We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Equal time and provision is allocated to all groups but there may be occasions where certain children are given extra support from staff.

Whole School Approach

Consultation will be held with all stakeholders including staff and governors before the induction of the new RSE lessons as well as reviewing this policy to make any recommendations. A pupil and parent voice will also be obtained to ensure the RSE curriculum meets the needs of the children as well as age appropriate issues within current society. Parent meetings will be held to inform, discuss and look over planned content within RSE lessons. As well as this, letters are sent home to obtain parental engagement on the new coverage. Viewpoints collected from letters sent out to all parents are also considered carefully with conversations held with individuals to discuss further where required. Parents will have the right to withdraw their child from the lessons should they choose to but this must be done in writing to the headteacher. Parents cannot withdraw pupils from aspects which are included in the Science curriculum as this is a compulsory subject.

Teaching of RSE

During the teaching of both Relationship and Sex education lessons the class teacher will deliver the content due to their background knowledge on pupils within their class and their specific needs. As a result of this the SENDco will be included when needed to contact individual parents alongside the Pastoral team.

By the end of primary school pupil will have learnt

(see full overview)

Attitudes and Values

- Learning about the values of family life and stable relationships
- Learning the value of respect, love and caring
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on understanding of differences and with the absence of prejudice
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions
- To manage conflict

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction

Sex Education Pupil Learning Objectives

Objectives will be covered in the 'Changing Me' unit of the Jigsaw Scheme of Work (see below)

Year	Topic	Learning Objectives
Year 1	Life Cycles Changing Me Changing Bodies Boys and Girls Bodies	To identify similarities and differences between themselves and the opposite gender and how they have changed since being a baby. To recognise and name, using the proper terminology, parts of the body and what those parts do i.e. Penis, Vagina and Testicles.
Year 2	Life Cycles Growing From Old to Young Changing Me Boys and Girls Bodies Assertiveness	To know that my body belongs to me. To have considered touches that we like and do not like and to identify people that we can talk to. To know the natural process of growing from young to old, recognising the differences. To recognise and name, using the proper terminology, parts of the body and what those parts do i.e. Penis, Vagina and Testicles.
Year 3	How Babies Grow Babies Outside and Inside Body Changes Family Stereotypes	To understand how babies develop and grow inside a female To recognise changes to both boys and girls inside and out to facilitate

		reproduction To take part in discussions on stereotypes within family life
Year 4	Unique Me Having a Baby Girls and Puberty Accepting Change	To understand that our personally traits are a result of the joining of sperm and an egg To be able to label internal and external body parts of both men and women To describe how a girl's body changes through puberty To be able to accept changes in our appearance, emotions and feelings
Year 5	Self and Body Image Puberty For Girls and Boys Conception Looking Ahead to Teenage Life	To be aware of own self-image To recognise the changes faced by boys and girls during puberty To understand the importance of looking after ourselves To understand that sexual intercourse can lead to conception and that sometimes people need IVF to help
Year 6	Self and Body Image Puberty – girls talk, boy talk Conception to Birth Attraction Transition to Secondary School	To be aware of own self-image To recognise the changes faced by boys and girls during puberty To understand the importance of looking after yourself both physically and emotionally To be confident enough to ask questions regarding puberty To describe how a baby develops from conception to being born To understand how being physically attracted to someone can change the nature of the relationship To identify thoughts and feelings about transition

**All year groups will cover the transition to their new group in the Summer Term.

Teachers aim to ensure class rules are established and embedded throughout the school year, allowing the classroom to feel a safe place for discussions some children may deem challenging. Should questions arise which are deemed to be not age appropriate or teachers are unsure on providing an age appropriate answer, staff are encouraged to return to the issue later or speak to the PSHE lead for support. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they have any concerns. Both relationship and sex education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate.

Confidentiality and Child Protection

Relationship and Sex education will take place in a secure and supportive environment however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff have read and understood the Keeping

Children Safe in Education document as well as being familiar with the procedures for dealing with any disclosures. The school has a separate Child Protection Policy that will be adhered to.

Review and Monitoring

The Relationship and Sex Education Policy is reviewed by the Governors every 3 years and monitored by the PSHE coordinator annually. Once agreed upon, the policy is shared with all staff whilst covering areas of the curriculum that will need to be handled sensitively. During this time CPD opportunities will be given to staff who have changed year groups or may be new to Linden. To ensure the high standard of teaching and learning of the school continues to be met and maintained, the PSHE lead will complete relevant book looks and lesson observations.