Policy for Relationships Education, Sex Education, and Health Education

1. Swanmore Church of England Primary School

2. As children succeed, we succeed... no child is left behind
Swanmore Church of England Primary School's Christian values of Honesty, Charity and Respect strive to develop children into caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

3. We undertake to follow the principles outlined in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

4. This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the **Equality Act 2010**. This school endeavours to advance equality of opportunity and foster good relations for all. www.legislation.gov.uk/ukpga/2010/15/contents

5. If there are any **Safeguarding** issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

6. Define

From September 2020 it is a statutory requirement for schools to have an RSE policy. In establishing its policy the school is required to consult with parents. This document is the School's proposed Policy. As a school we are legally *obliged* to teach Relationships Education, but have *chosen* to teach Sex Education as part of our curriculum.

In Swanmore CE Primary School, RSE is about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice. It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, 'jokes' and the internet.

Our school Christian Values of Honesty, Love and Respect are central to all we do and offer. Relationship, Sex Education (RSE) lays the foundation for factual knowledge and the more sexually explicit information required by young people in later years. At this school, like many others, RSE is about encouraging healthy meaningful relationships and teaching the scientific nature of human and animal reproduction. RSE that starts early in primary school can help protect children and young people from sexual exploitation, unwanted teen pregnancy and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it.

This policy should be read in conjunction with our policies on Child Protection, Safeguarding, Anti-Bullying, E-safety and Equality Policy as well as schemes of work for Science, PSHE and RE.

© The Church of England Education Office November 2019

The policy specifies the school approach to the teaching of relationships education, health education and sex education. The policy reflects the advice and guidance of many professional bodies including the Diocese, Local Authority and Department for Education. Parents have had the opportunity offer feedback through the consultation process.

6. Set out an outline of subject content, how it will be taught and who is responsible.

Details of content and any schemes of work/resources used.

Aims of Relationships and Sex Education

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

The aims of RSE are;

1. To raise children's self-esteem and confidence, particularly in their relationships with others, so that they value themselves and others.
2. To help children develop the skills in language, decision making and assertiveness that they will need to participate with confidence in a range of 21st century social settings and current uses of technology.
3. To help children know how and where to gain information and support.
4. To ensure that children understand how humans grow, change, develop and reproduce.
5. For all children to develop confidence in talking, listening and thinking about feelings and relationships;
6. That all children can name parts of their body and describe how their bodies work;
7. That all children can protect themselves and ask for help and support;
8. That all children are prepared for puberty.

Values in Relationships and Sex Education

Relationships and Sex Education at Swanmore Primary School will be taught in the context of our values; Honesty, Love and Respect. RSE will promote children's self-esteem and emotional well-being, helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others, at home, work and the community.

RSE will be taught using up-to-date and inclusive, age-appropriate materials, in line with this policy. The school will use plans and materials provided by SCARF to deliver the statutory content. Class teachers will deliver the majority of the school programme.

RSE will –

1. Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
2. RSE will be taught to all children (although some children may be withdrawn from the Sex Education element), recognising and being sympathetic to children's differing backgrounds, characteristics, SEND needs and circumstances
3. Support the school's commitment to Equal Opportunities
4. Reflect the moral values contained within the school's mission statement, prospectus and relevant policies
5. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
6. Be provided within a holistic context of emotional and social development across all settings.

© The Church of England Education Office November 2019

The statutory guidance for Relationships Education, detailing what children should know by the end of primary school, is as follows:

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

© The Church of England Education Office November 2019

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

© The Church of England Education Office November 2019

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

© The Church of England Education Office November 2019

The statutory guidance for Health Education, detailing what children should know by the end of primary school, is as follows:

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

© The Church of England Education Office November 2019

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

© The Church of England Education Office November 2019

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

© The Church of England Education Office November 2019

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

© The Church of England Education Office November 2019

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Details on when each element of Relationships Education and Health Education will be covered will be made available to parents through the Knowledge and Skills Progression document. Parents will also be given the opportunity to look at the SCARF materials within school at specified sessions.

The Sex Education curriculum includes both statutory content (from the science curriculum) and optional content, and is taught in the Summer Term across Y4, Y5 and Y6, as detailed below. Parents have the right to withdraw their children from the Y5 and Y6 material, but not from the Y4 material (as puberty is part of the science curriculum). What will be learnt;

	What will be learnt	How it will be taught
Year 4	There are physical differences between males and females. Physical and emotional changes occur during puberty (including menstruation). Puberty happens so that a baby can be made.	One 15 minute DVD programme. A question box to allow anonymity. Classroom activities such as circle time and worksheets.
Year 5	Re-cap the work covered in Year 4. How a baby develops in the womb during pregnancy. How babies are born. The needs of babies before and after birth.	Two 15 minute DVD programmes. A question box to allow anonymity. Classroom activities such as circle time and worksheets to support understanding.
Year 6	Re-cap the work covered in Years 4 and 5 How babies are made. Puberty issues for girls and boys.	Three 15 minute DVD programmes. Girl Talk DVD for girls and Boy Talk DVD for boys. A question box to allow anonymity. Boys and girls split for questions and answers. Classroom activities such as circle time and worksheets

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering RSE it should be common practice that:

- No-one (teacher, student or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- When learning about/discussing the body, correct names for body parts will be used from Year 1 onwards
- Sensitivity will be shown towards those of particular faith and Cultural backgrounds
- If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the Child Protection procedures will be followed.

© The Church of England Education Office November 2019

- **How delivery and content will be made accessible to all pupils including those with special educational needs and disabilities (SEND).**

Teaching will be differentiated and personalised at the starting point to ensure accessibility to all children, including children with SEND.

8. Details of how the subject will be monitored and evaluated

The policy will be reviewed and approved annually by governors, the headteacher and teaching staff.

A copy of the RSE Policy will be available on the school's website & as a paper copy obtained through the school office. Whilst families are the primary educators for their children in this area, our staff are committed to working with parents and carers as their support and engagement with RSE is integral to the effectiveness of the programme. Parents'/carers' views and concerns about RSE will be sought through communication between school and home. Information evenings will be organised for the parents/carers of children of Key Stage 2 and they will be notified when particular aspects of RSE will be taught. Parents and carers are given opportunities to view and discuss any sensitive materials with regard to sex and relationships. Parents have the right to withdraw their children from some or all sex education other than that which is part of the science curriculum. School will plan a replacement curriculum if necessary. Relationships education and Health education are statutory requirements and therefore parents cannot elect to remove their children from these.

9. Confirm date of review of the policy

Date of Policy Issue/Review:	April 2026
Reviewed and approved by Full governing Body:	19th May 2026
Review date:	April 2027

© The Church of England Education Office November 2019