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Relationships and Sex Education and Health Education

This policy will be reviewed three years from September 2020 (September 2023).

Introduction

This policy sets out Linton Primary School's approach to statutory Relationships Education and non-statutory Sex Education. It has been based on the statutory guidance document 'Relationships and Sex Education (RSE) and Health Education (DfE 2019) and the PSHE Association's guidance documents and programme of study for PSHE education.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education.

We believe that for our community, this is a vital part of our PSHE curriculum delivery. It is our aim to equip children with the knowledge, skills and understanding they will need to lead as happy, healthy and successful lives as possible. In the delivery of Relationships and Health Education through our PSHE curriculum 'learning for life' is fundamental. The teaching of Sex Education in primary schools remains non-statutory, with the exception of those elements contained within the science curriculum as detailed in the National Curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education sessions.

Within its statutory guidance document the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Purpose and Aims

- To provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality, friendships and relationships that reflects the needs of our local community
- Explicitly teach pupils the correct vocabulary to describe themselves and their bodies
- Support the development of pupils' 'Skills for Life', with specific reference to: being safe, showing respect, demonstrating responsibility and equality and having the resilience to solve problems
- Support the promotion of the qualities: Perseverance, Resilience, Independence, Tolerance and Truth
- Support the whole school curriculum by contributing new knowledge and skills to Learning for Life

Policy Development

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Section 403 of the Education Act 1996
- Section 80A of the Education Act 2002

The following documentation is also related to this policy:

- 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 behavior between pupils)
- Equality Act 2010 and schools
- Special Educational Needs and Disability 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 education -SMSC)
- National Citizen Service (guidance for schools)

We are aware that as from September 2020 **Relationships Education** must be taught by all primary schools in England and that Health Education will also be compulsory. In both subjects parents will not be able to request for their children to be withdrawn.

We believe that after consultation with parents, this policy meets the needs of pupils and reflects the local community. We recognize the vital role staff, pupils and parents have to play in the process of contributing to this policy.

We are aware that in the development of Relationships Education our main focus is 'on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and with adults.'

Definition

RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, friendships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values within a safe environment. It is not about the promotion of sexual activity.

Curriculum

Relationships Education has the following five areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

Our RSE curriculum is set out as in Appendix 1, however, we may need to adapt it as and when necessary to meet the needs of our children.

Primary health education (relevant to RSE) will focus on:

- How boys and girls bodies change as they grow, including puberty
- The importance of hygiene and safety in taking care of ourselves
- The menstruation cycle and its impact on physical and mental health
- The impact of growth on mental health

Primary relationships education will focus on:

- Different types and forms of relationships
- The diversity of relationships found in the UK
- The role and significance of families, including their diversity
- The role and significance of friendships, including their diversity
- How to form and maintain relationships that are safe and respectful
- The dangers of manipulative relationships and how to seek help

Primary sex education will focus on:

- The function of egg and sperm cells
- How babies grow from conception to birth

We work hard to ensure that pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate. Therefore, at the appropriate time we will teach pupils about LGBT issues not as stand-alone lessons but being fully integrated into programmes of study.

We acknowledge that **Sex Education** is not compulsory in primary schools. We do have in place a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils we teach.

Parents have the right to request that their child be withdrawn from sex education beyond the national curriculum for science. We ensure that when a child is withdrawn then alternative arrangements will be made for that child.

We ensure that we teach the characteristics of good **physical health and mental wellbeing**. We realise that 'mental wellbeing' is a normal part of daily life, in the same way as 'physical health.'

Physical health and mental wellbeing have the following eight areas of study that should be covered by the end of primary school and include detail on what pupils should know:

- Mental well-being
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

We consider Relationships Education, Sex Education and Health Education complement the National Curriculum subjects of Citizenship, Science, Computing and Physical Education. In our planning we look for 'opportunities to draw links between the subjects and integrate teaching where appropriate.'

Delivery

For teachers we provide training on how to handle those difficult questions about sex and sexuality that pupils might ask and which go beyond what is set out within Relationships Education.

We carry out the main sex education teaching in our Personal, Social, Health and Citizenship Education (PSHCE) curriculum. We also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The organisation and management of our sex education programme is undertaken by the Curriculum Leader. The planning and delivery of the programme is undertaken by the Curriculum Leader and class teachers. The delivery of this programme will be flexible and it will be delivered through topics, planned aspects of science, class discussions, circle time, assemblies, and the occasional visit from outside professionals such as the school nurse or a member of the NIES team.

We ensure that all school personnel are trained to manage disclosures of any type and pupils are made aware of how to raise concerns, to make a report and how a report will be handled.

We ensure Relationships Education, Sex Education and Health Education are accessible to all pupils and we believe our flexible differentiated curriculum planning caters for pupils with SEND.

We have high expectations of our pupils and we set appropriate challenging targets. All teaching is assessed and assessments are used to identify those pupils who need extra support or intervention.

We are aware that all aspects of Relationships Education, Sex Education and Health Education will be assessed through consideration of pupils personal development, pupils behaviour, pupils welfare or through their spiritual, moral, social and cultural development.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Roles and Responsibilities

The Governing Body has responsibility for:

- ensuring full compliance with all statutory responsibilities in relation to implementation of RSE at Linton Primary School
- ensuring the school complies with all equalities legislation
- working closely with the Headteacher / Curriculum Leader
- ensure that everyone connected with the school is aware of this policy
- the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- place a high priority on Relationships Education, Sex Education and Health Education
- ensure that these subjects are set in the 'context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school
- consider how teaching in the school supports the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy
- grant a request received in writing, to withdraw a pupil from any sex education other than as part of the science curriculum where it is believed the parents have made appropriate alternative arrangements to inform their children appropriately
- provide appropriate, purposeful education for any pupil who has been excused from sex education
- work in conjunction with teaching staff to ensure all school personnel, pupils and parents are aware of and comply with this policy
- create an ethos that is based on the United Nations Convention on the Rights of the Child where pupils understand the importance of equality and respect the rights of others
- use whole school assemblies well to promote the school ethos
- work closely with the whole school community to promote the principles of RSE
- work closely with the School Council and to hear their views and opinions
- encourage pupils to form and to express their views
- provide leadership and vision in respect of equality
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

The Curriculum Leader (currently the Headteacher) will:

- develop a differentiated curriculum
- work closely with staff to coordinate with the following other curriculum subject areas: Citizenship, Science, Computing and PE to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils

- ensure that the teaching delivered by a specialist teacher fits with the planned programme
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- provide an environment that is fun, stimulating and challenging to all pupils
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- equip children with a range of skills and a desire for lifelong learning
- ensure appropriate coverage of the curriculum
- provide support and advice
- monitor pupil progress
- ensure sufficient and up to date resources are in place
- provide training for all staff on induction and when the need arises regarding this
- make effective use of relevant research and information to improve this policy
- keep up to date with new developments

School Staff will:

- comply with all aspects of this policy
- know how to manage disclosures of any type
- know how to maintain an appropriate level of confidentiality
- maintain high standards of ethics and behaviour within and outside school
- work in partnership parents and carers
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community

Role of the Designated Safeguarding Lead (currently the Headteacher, with the Class 2 teacher being the deputy)

The Designated Safeguarding Lead will:

- ensure all school personnel are trained to manage disclosures of any type
- ensure pupils are made aware of how to raise concerns, to make a report and how a report will be handled
- ensure school personnel are trained to deal with sensitive issues
- be made aware of the proposed content of lessons that are safeguarding related as they might have local knowledge that could be of value

Pupils will:

- be aware of and comply with this policy
- know how to raise a concern and know how any report will be handled whether it is about them or a friend or peer
- treat others, their work and equipment with respect
- support the school rules and routines necessary to ensure the smooth running of the school
- liaise with the school council

Parents / Carers will:

- be aware of and comply with this policy
- be made aware of the following questions and answers as compiled by the DfE
- work in partnership with the school
- comply with this policy for the benefit of their children
- make any requests to withdraw their child/ren from Sex Education sessions, in writing
- support the school in rules and routines that are necessary to ensure the smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- written communications with home such as newsletters, emails and texts
- Headteacher reports to the Governing Body
- information displays

Training

All school personnel:

- receive training which specifically relates to this policy and is appropriate to their role in delivering its content
- will receive periodic training so that they are kept up to date with new information

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Curriculum Leader / Headteacher and relevant members of the Governing Body.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:	Mrs Samantha Mason	Date:	
Chair of Governing Body:	Mrs Elaine Wood	Date:	

By the End of Primary School:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, 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 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 marriage¹³ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful Relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signed	