



## RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

**'Relationships education** at primary school focuses on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.' Department for Education

**Sex education**, tailored to the age and the physical and emotional maturity of pupils is recommended by the Department for Education. Schools are to determine the content of sex education at primary school. Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. By the time pupils leave primary school, we teach pupils the facts about human reproduction and define sex education in this way. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

**'Health education** at primary school focuses on the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.' Department for Education

## A WHOLE-SCHOOL PSHE PROGRAMME

We teach the statutory relationships and health education within our whole-school PSHE Programme. We have carefully planned our PSHE curriculum to ensure it is sequential and structured, building in developmental progression by revisiting themes in each year group so learning is age appropriate and continually enhances prior learning. We follow guidance from the NYCC PSHE curriculum entitlement framework whereby the children learn life skills through the key themes of:

<b>Me and My Future</b>	Autumn term
Becoming an Active Citizen	Autumn term
<b>Me and My Relationships</b>	Spring term
<b>Keeping Myself Safe</b>	Spring term
<b>My Healthy Lifestyle</b>	Summer term

We have reviewed the entitlement framework, identifying the learning that is most relevant to pupils that attend our schools. These are highlighted in bold in the document available on the curriculum page of our website.

## COMPULSORY EDUCATION AND THE RIGHT TO BE EXCUSED

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

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory relationships and sex education.

## WORKING WITH FAMILIES

*'The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.'* Department for Education

We aim to work in partnership with families, value their views and keep them informed of provision. If a parent has any concerns about the provision then time should be taken to address their concerns. Families can be invited to review the resources and can contact their child's teacher or the headteacher with any queries or concerns.

## EQUALITY

Our equality policy is central to our PSHE teaching. The Department for Education states, *'Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...'*

*At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.'*

## SAFEGUARDING AND CONFIDENTIALITY

RSHE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

## FURTHER INFORMATION

This policy has been written in accordance with the Department for Education document *Relationships Education, Relationships and Sex Education (RSE) and Health Education - statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*.

## POLICY REVIEW AND APPROVAL

This policy was approved by governors in summer term 2024. This policy will be reviewed annually.