

Oak Hill C of E Primary School

Relationships and Sex Education Policy

This policy was written in consultation with staff and governors

Agreed by Governors: January 2020

Review Date: January 2023



AIMS

At Oak Hill School each child is treated as an individual with personal needs. We aim to give the children stability and security and an environment in which they feel able to express their views and opinions. We aim to teach the pupils self-respect, honesty, fairness and politeness.

Sex and relationships education is defined as: ‘...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health...’ (DFES guidance 0116/2000)

We have both boys and girls aged between 4 and 11. Most of our Sex and Relationships education is taught through our PSHCE lessons. These are usually taught in mixed age groupings i.e. Reception, Y1/2, Y3/4 and Y5/6. No pupil will be excluded from these lessons unless their parent/guardian specifically requests this in writing.

OBJECTIVES

There are three main objectives: attitudes and values, personal and social skills and knowledge and understanding.

Attitudes and Values

Learning the importance of values and individual conscience and moral considerations.

Learning the value of family life, marriage and stable and loving relationships.

Learning the value of respect, love and care.

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 an understanding of difference and with an absence of prejudice.

Developing appreciation of the consequences of choices made.

Managing conflict.

Knowledge and Understanding

Learning and understanding physical development at appropriate stages.

Understanding reproduction and life cycles in animals including humans.

Learning about sexuality and contraception.

DEFINITION OF RELATIONSHIPS EDUCATION

The focus of Relationship's Education at Oak Hill CE primary school is on teaching 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.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, our teachers 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. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, our teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about

making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

ORGANISATION

Sex and relationships issues are primarily taught during PSHCE and lessons. (See PSHCE Policy and Scheme of Work).

In Reception the children will be taught about relationships through the Early Years Foundation Stage Curriculum, particularly the Personal, Social and Emotional element. Pupils will be working towards the Early Learning Goals.

In KS1 pupils will be taught:

- Respect for each other
- How to manage conflict
- To recognise what they like and dislike, what is fair and unfair and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise their feelings and deal with them in a positive way
- How to make simple choices that improve their health and well being
- To maintain personal hygiene
- How some diseases spread and can be controlled. (Staff will explain to the children the importance of not touching other people's blood because it may contain germs and that adults wear rubber gloves when dealing with accidents so that germs are not spread)
- About how people grow from young to old and how their needs change as they do so
- To recognise how their behaviour may affect other people
- To identify and respect differences and similarities between people
- That families and friends should care for each other

This will be taught in a variety of ways including Circle time, videos and taped programmes. Some of the sex and relationships education may also be taught during R.E. lessons and may be covered during our daily Act of Worship.

Some aspects of the sex and relationships education will be taught during science lessons. These include:

- How animals, including humans, move feed, grow, use their senses and reproduce.
- Naming all the external parts of the body.
- That humans can produce offspring and that these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

In KS2 delivery of sex and relationships education will be primarily through PSHCE and citizenship and science lessons.

In Personal, Social, Health and Citizenship Education (PSHCE) the pupils will be taught:

- To talk and write about their opinions and explain their views on issues that affect themselves and society.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements seeing mistakes, making amends and setting personal goals.
- To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- About how the body changes as they approach puberty.
- To be aware of the different types of relationships, including marriage and those between friends and families and to develop the skills necessary to be effective in relationships.

- Where individuals, families and groups can get help and support.

Some aspects will be taught during science lessons. These include:

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Individual teachers organise their own PSHCE and science teaching to cover Sex and Relationships. The pupils may be taught as a whole class, in mixed ability and gender groups, in single gender groups or individually.

It is important to remember that for certain cultures, teaching about sex and relationships is only acceptable in single sex groups, parents are welcome to come and discuss this with the Headteacher.

Relationships Education is predominantly focused on teaching healthy relationships but we believe it is also important for the children in Years 5 and 6 to begin developing an understanding of Sex education. Sex education is not compulsory at Primary School (see parental withdrawal for information on withdrawing a child from sex education). In Y5/6, during the summer term, there will be a series of lessons about sex and relationships. The pupils will watch programmes on DVD which will provide them with information around some of the following topics:

- Keeping healthy – the need to keep clean, eat well, take exercise, sleep well and relax.
- Development sequence baby-child-adult. Puberty - everyone is different.
- Growth of the baby inside the womb and its birth.
- Like comes from like.
- Puberty and conception
- Body changes at puberty are normal and natural parts of growing to be an adult
- Both man and woman are necessary for a baby to be conceived.
- Menstruation and sanitary protection.

This session is followed by a chance for small groups of pupils (usually same sex groups) to discuss with their teacher or another adult (Governor, Parent) any aspects that they are concerned about.

Prior to these sessions the Headteacher will write to the parents of the pupils in the Y5/6 class and explain the programme of lessons. The letter will also remind parents that they can withdraw their children from the lessons if they so wish. Parents will also be invited to view the video.

KS1 and Lower KS2 (Years 3 and 4) will be taught as part of the pupils work on being healthy and the need to take care to wash hands thoroughly and not to touch other people's blood because of the diseases it may carry.

LESBIAN, GAY, BISEXUAL AND TRANSGENDER EDUCATION

At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone 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.

By the end of primary school

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

	<ul style="list-style-type: none"> • 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

PHYSICAL AND MENTAL WELLBEING

A focus at Oak Hill CE Primary School is placed on teaching the characteristics of good physical health and mental wellbeing. Teachers teach 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.

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.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the end of Primary School

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing 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. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise 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, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other

	<p>nutritional content).</p> <ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. • 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 and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

PARENTAL WITHDRAWAL

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request we believe it is good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice also includes the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

RESPONSIBLE PERSON

The person responsible for monitoring the teaching of Relationship and Sex Education is the Headteacher, working closely with the PSHCE lead.

SAFEGUARDING

At the heart of these RSE there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Good practice would be to involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, schools should be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images. Teacher Guidance: preparing to teach about mental health and emotional wellbeing provides useful support for teachers in handling this material.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

MONITORING OF THE POLICY

Safeguarding children procedures are in place.

This Policy links with relevant Policies – S.E.N., Anti-Bullying, PSHCE, Science, Equal Opportunities and Safeguarding Children and Child Protection.

SUGGESTED RESOURCES

Teaching resources

There are many excellent resources available, free of charge, which schools can draw on when delivering these subjects. Schools should assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their needs, where relevant, schools should use resources that are medically accurate. Schools should also consider drawing on the expertise of the main subject associations who often quality assure third party resources. We also recognise that schools use resources from representative bodies (e.g. many Catholic and other schools draw on the model curricula provided by the Catholic Education Service.)

Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, as this can be reassuring for parents, and enables them to continue the conversations started in class at home.

This is for illustrative purposes and is not an exhaustive list.

Relationships Education

[Safeguarding: NSPCC PANTS rule with film.](#)

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on [Sexwise's website](#) which teachers may find helpful for their knowledge.

Abuse in relationships: [Disrespect NoBody](#) from the Home Office and Government Equalities Office.

Consent: [PSHE Association lesson plans](#) from the PSHE association.

[LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.](#)

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from [Public Health England website with videos made by young people and resources tested with teachers.](#)

[Example model secondary curricula from Catholic education.](#)

Mental health

[Mental health and emotional wellbeing lesson plans from PSHE Association.](#)

[MindEd educational resources](#) on children and young people's mental health.

Online safety

[Education for a Connected World](#) is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

[Sexting advice from UKCCIS for schools](#) on preventative education and managing reports of sexting.

[Thinkuknow is the education programme from National Crime Agency \(NCA\) and Child Exploitation Online Programme \(CEOP\)](#), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

[PSHE Association Programme of study for KS1-5](#)

Drugs and alcohol

[Planning effective drug and alcohol education](#) from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation

[Practical advice and information from Educate Against Hate](#) for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum

[Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning

Data to understand the health and wellbeing needs of the local school-age population

[Public Health England's Child and Maternal Health Intelligence Network](#) brings together a range of publicly available data, information, [reports](#), tools and resources on child and maternal health into one easily accessible hub.

It includes [school-age health profiles](#) and [young people's health profiles](#).

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

There are also [early years health profiles](#).