

# Graham James Primary Academy



## Relationships, Sex & Health Education (RSHE) Policy

Approved - Autumn Term 2022

Review - Autumn 2024



# GRAHAM JAMES PRIMARY ACADEMY

## Relationship & Sex Education Policy

### Aims and objectives

At Graham James Primary Academy, we aim always to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential. We are proud of our Relationships, Sex & Health Education (RSHE) Programme & see it as an important way of helping children to make sense of growing up as well as some of the bigger questions in life. We believe that our Relationships, Sex & Health programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships.

This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood.

Relationship & Sex education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

We believe that our Relationships, Sex & Health Education programme of study should be empowering for all pupils, regardless of gender, gender identity, sexuality, ethnicity, faith, ability and disability. It must also promote gender as well as LGBT equality; challenge all discrimination as well as ensure that our children understand that there are a variety of relationships & family patterns in the modern world.

### Definition of RSHE

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

### RSE at Graham James Primary Academy

By the end of primary school, all pupils should know:

<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>▪ that families are important for children growing up because they can give love, security and stability.</li> <li>▪ 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.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>▪ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>▪ how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>▪ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>▪ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ the conventions of courtesy and manners.</li> <li>▪ the importance of self-respect and how this links to their own happiness.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>▪ the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>▪ that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>▪ how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>▪ 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.</li> <li>▪ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>▪ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>▪ how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>▪ where to get advice e.g. family, school and/or other sources.</li> </ul>

## Delivery of RSE at Graham James Primary Academy

At Graham James Primary Academy, we believe that Effective Sex & Relationships Education should be:

- an integral part of the PSHE, Science & ICT curriculum & is delivered as part of those curriculums.
- provided early: before puberty, before feelings of sexual attraction and before young people develop sexual relationships.
- is taught together within class groups, although children may be separated as and when appropriate.
- is the entitlement of each child in school.
- is covered with great sensitivity & provides opportunity for children to reflect, ask questions and to discuss their views on this vital aspect of life & learning.
- offers a positive and open view of sex and sexuality and supports sexual self-acceptance
- enhanced (where possible) by working with external organisations (e.g. NHS) whereby specialist knowledge and different ways of engaging with young people can be applied (See section below – 'Working with external agencies')

## Working with external agencies

- The use of an external visitor/s will always aim to enhance the teaching and learning of RSE at Graham James Primary Academy.
- As with any visitor, Graham James Primary Academy are responsible for ensuring that they check the visitor or visiting organisation's credentials (of note - a staff member of GJPA will be present throughout)
- Graham James will ensure that the teaching delivered by the visitor fits with our planned programme and fits within this policy.
- A member of GJPA staff will quality assure the content in order to make sure it is age-appropriate and accessible for all pupils, making sure that it meets the full range of pupils' needs (e.g. special educational needs).
- External visitors will be made aware of our safeguarding policy/ 'cause for concern' process in case any disclosures are made during a RSE linked session.

## The important role of parents/ carers and the wider community

**The role of parents in the development of their childrens 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.**

## Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Parents' right to withdraw

Parents do not have the right to withdraw their child from relationship education. Parents have the right to withdraw their child from the non-statutory/non science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Head Teacher (Mrs Petra Back). Alternative work will be given to pupils who are withdrawn from sex education.

## Training

Staff are trained on the delivery of RSHE as part of our continuing professional development (CPD) programme.

The Head Teacher/ Senior Leadership Team/ PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead, Phase Leaders and the Head Teacher through: learning walks, pupil voice and work sampling.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead, Head Teacher and the Curriculum committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by the Governing Body.

## **Child protection**

If any disclosure occurs during a health-based lesson and concerns are raised, teachers will follow the schools procedures for Child Protection (see Safeguarding Policy).

Teachers have a duty of care and so any incident or potential incident (e.g. involving abuse) must be treated as a Child Protection issue.

## **Confidentiality**

Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

## **Keeping safe online**

RSHE has an important link to e-safety which is taught in schools as part of the ICT curriculum.

It is vital for RSHE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.



**Graham James Primary Academy - Long term curriculum overview:**

<b>EYFS</b>						
The following early years goals are prerequisite skills for PSHE in KS1.						
<b>Personal, Social and Emotional Development (ELG- Self regulation)</b>	<b>Personal, Social and Emotional Development (ELG- Managing self)</b>	<b>Personal, Social and Emotional Development (ELG – Building relationships)</b>	<b>Physical development (ELG – Gross Motor Skills)</b>	<b>Understanding the World (ELG- People, Culture Communities)</b>	<b>Understanding the World (ELG-The Natural World)</b>	<b>Understanding the World (ELG – Past and Present)</b>
<p>Children to understand their own feelings and begin to understand how it makes others feel. Children to start to regulate their behaviour accordingly.</p> <p>Children to be able to set simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>Children are able to pay attention and focus on what their teacher is saying and be able to engage in activity and follow instructions involving several actions.</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children are able to manage their own basic hygiene and personal needs, this includes dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>Children will be able to negotiate space and use obstacles safely taking into consideration themselves and others.</p> <p>Children to demonstrate strength, balance and coordination when playing.</p> <p>Children should be able to hold a pencil properly, use small tools including scissors, paint brushes and cutlery.</p>	<p>Children to be able to describe their environment using observations and listening to stories.</p> <p>Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children will be able to explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>To be able to know similarity and differences between the natural world around them and contrasting environments and draw on their own experiences about what has been taught to them.</p> <p>Understand some processes and changes in the natural world around them – including seasons and changing in states of matter.</p>	<p>Children should be able to talk about the lives of the people around them and their roles in society.</p> <p>Know similarities and differences between things in the past and now.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>



	Relationships			Living in the wider world			Health and Wellbeing		
	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well being	Growing and changing	Keeping safe
<b>Year 1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; weather safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Year 2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year (transition)	Safety in different environments, risk and safety at home; emergencies
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentially; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle, oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Making friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; weather safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental well-being	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships, civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources, sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media