

Relationships and Sex Education (RSE) and Health Education

(see also PSHE Policy, Safeguarding Policy, Assessment Policy, Health and Safety Policy, Equality Act 2010)

Relationships education can be defined as: teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

From September 2020, all primary pupils will receive relationships education, the content of which is set out in 'Government guidance on Relationships and Sex Education (RSE) (2019 'what pupils should know'. (See appendix)

*Parents do not have a right to withdraw their child from relationships education or health education. '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'. Statutory Government Guidance- I added this section as the Government Guidance states you must explain why

Sex education is not compulsory for primary school pupils and is not built into the Mill Hill programme of study.

Aims and Objectives

At Mill Hill Primary School, through relationships, sex and health education, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Our aims are to enable the children:

- To have access to the key building blocks of healthy, respectful relationships.
- To learn how to deal with relationships within family and friendship groups.
- To know how to stay safe within relationships including those online.
- To understand how to stay healthy both physically and mentally.
- To give pupils the knowledge and capability to take care of themselves and receive support if a problem arises.
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Teaching and learning styles

The teaching of RSE is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

The teaching of RSE will be delivered by trained teaching staff, as part of a timetabled PSHE programme or complement learning within other National Curriculum areas such as science, computing and PE . Such an example is the national curriculum for science which includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils in a carefully sequenced way, within a planned programme for lessons. Teaching will include sufficient, well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

There may be teaching opportunities using outside agencies or third parties who will be invited in to school in order to offer enhanced learning. These will be carefully planned and content will be agreed prior to delivery. All third parties will be subject to relevant policy and safeguarding procedures.

Pupils may have the opportunity to receive enhanced learning by undertaking an educational visit. These will be carefully planned and content will be agreed prior to delivery. All third parties will be subject to relevant policy and safeguarding procedures.

RSE and Health Education curriculum planning

At Mill Hill Primary, RSE and Health Education has been formulated and agreed with communication between parents, governors, senior leadership team and staff. RSE and Health Education provision is planned primarily using a Programme of Study which is based upon a thematic approach. This is a comprehensive programme which integrates, but is not limited to, Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The programme of study provides learning opportunities for Key Stages 1 and 2, based upon core themes:

Core Theme 1: Health and wellbeing

Core theme 2: Relationships

Core Theme 3: Living In the Wider World.

The statutory guidance is comprehensively covered by learning opportunities across all three themes. Even though much of “Living in the Wider World” is not covered in statutory requirements, the theme as a whole remains vitally important for pupils’ personal development and economic wellbeing.

The Foundation Stage

We teach Relationships and Health Education in the Early Years provision as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the objectives of Relationships and Health Education learning to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We recognise those goals to include: healthy lifestyles, growing and changing, keeping safe, feelings and emotions, healthy relationships and valuing differences.

Teaching Relationships and Health Education and Inclusion

At Mill Hill Primary School, we teach RSE and Health Education to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children, including those who may have communication and interaction, cognition and learning, SEMH, sensory and/or physical needs. When teaching RSE and Health Education we take into account the targets set for the children in their SENd Support Plan. Teachers need to take into consideration many factors when planning RSE and Health Education sessions and need to tailor each session to take into account individuals' circumstances and backgrounds. These will include ethnicity, sexual orientation and disabilities.

Assessment for learning

Assessment needs to value and recognise what pupils have learned and remembered as well as to increase motivation and inform future learning needs. A variety of approaches to the assessment of individual achievement will therefore need to be practiced by teachers. Personal attributes, so central to RSE and Health Education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in RSE and Health Education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in RSE and Health Education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in RSE and Health Education to be about grades, or about passing or failing. The model of assessment that is most meaningful in RSE and Health Education is ipsative assessment. Ipsative assessment compares where

a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). Such baseline assessments may include: questioning, discussion, brainstorming, role-play, story boards, quiz, questionnaire etc.

Achievements of pupils in RSE and Health Education are reported to parents at the end of each year.

Roles and responsibilities

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

The Curriculum Leader will:

- develop a differentiated curriculum;
- work closely with subject coordinators in Science, Computing R.E and P.E. 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 strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;

Monitoring and review

The coordination and planning of the RSE and Health Education curriculum is under the guidance of the senior leadership team in consultation with parents. The PSHE leader will:

- support colleagues in their teaching, by keeping informed about current developments in RSE and Health Education;
- meet with the head teacher to discuss and evaluate the strengths and weaknesses in RSE and Health Education and indicates areas for further improvement;
- use specially allocated regular management time, as directed by the Senior Leadership Team, to review the subject.

This policy will be reviewed in one year

Signed: _____ Chair of Governors

_____ Head Teacher

Date May 2021

Appendix 1

Relationship Education Statutory Requirements

By the end of primary school:

Families and people who care for me	<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.
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<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. • 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

	<p>destructive.</p> <ul style="list-style-type: none"> • 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
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Physical health and mental wellbeing:Primary

By the end of primary school:

<p>Mental wellbeing</p>	<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. <p>how to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> •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.
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	<ul style="list-style-type: none"> •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.
<p>Internet safety and harms</p>	<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 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.
<p>Physical health and fitness</p>	<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.

	<ul style="list-style-type: none"> • 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 nutritional content). • 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 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.
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