Vicarage Park CE Primary School

Relationships (including Sex) and Health Education Policy

September 2023

Contents

Rationale

This policy is based on the <u>statutory guidance</u> provided to schools by the Department for Education (June 2019) who recognise that *'today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'.*

Definitions

Relationships Education

At Vicarage Park we aim to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.
This begins with pupils understanding what each of those separate relationships are and how to show respect to those people through our whole school vision and values.
Teachers will talk explicitly about the features of healthy relationships, family relationships and other relationships that children of primary school age are likely to encounter.
Teachers will also help them in recognising less positive relationships. This also applies to online relationships.
Teaching about families will always be done sensitively and with a knowledge of the pupils in mind. As a school we use the Stonewall approach of 'Different Families-Same love'. As part of this we will use the terminology LGBTQ- Lesbian, Gay, Bisexual, Transgender and Questioning, if and as appropriate. Questioning is the term used for someone who is unsure and questions their sexuality. We believe that all children deserve an education which reflects the world we live in, and teaches them to celebrate and embrace diversity

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.

Sex Education

Sex education is not compulsory in primary schools, however, staff at Vicarage Park cover aspects of this through the science curriculum and have been successfully delivering well-received specific sex education lessons on puberty and reproduction in years 5 and 6 for a number of years. We are committed to continuing this to 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.

Puberty including menstruation will be covered in Health Education, as far as possible, before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Teachers conduct sex education lessons in a sensitive manner. If a child makes a reference to being involved, or likely to be involved in sexual activity, as part of the lessons, this will be dealt with under the school's safeguarding responsibilities and procedure.

Physical Health and Wellbeing Education

The aim of teaching the pupils of Vicarage Park about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue for themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
The focus in primary school will be on teaching the characteristics of good physical health and mental wellbeing. Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Pupils will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This will 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.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important for us to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Pupils will also be taught the benefits of hobbies, interests and participation in their own communities. This teaching will 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 through charity work and volunteering, are beneficial for health and wellbeing.
Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Upper Key Stage 2, pupils will be taught why social media, computer games and online gaming have age restrictions and will be equipped to manage common difficulties encountered online.

Effective teaching will help to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Staff will engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk to pupils about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Aims

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The following aims complement those of the Science and PSHE curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To recognise the part social media can play

We will work towards these aims in partnership with parents and carers.

Outcomes for Pupils

The DfE document states the following outcomes for pupils by the end of Primary School:
Relationships Education

Families and people who care for me	Pupils should know
	• 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 marriage[13] 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	Pupils should know • 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	Pupils should know • 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.

Online relationships	Pupils should know • 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.

Health Education:

Mental wellbeing	Pupils should know
	• 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	Pupils should know
	• 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	Pupils should know
	• 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	Pupils should know
	• 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	Pupils should know
	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know
	• 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	Pupils should know:
	• 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	Pupils should know: • 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.

Teaching and Learning including delivery of the Curriculum

To ensure we cover all aspects as set out by the DfE document, at Vicarage Park we teach RSHE through different aspects of the curriculum and carry out the main teaching in our Science, PSHE, Computing and PE curriculum.

Vicarage Park Science Curriculum:

In EYFS children learn:
- What a life cycle is
- Through on-going personal, social and emotional development they develop the skills to form relationships
- Think about relationships with others.

In Key Stage 1 children learn:
- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:
- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In years 5 and 6 we place more emphasis on Sex Education, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects everyone. We always teach these with due regard for the emotional development of the children.

Vicarage Park PSHE Curriculum:

In EYFS children learn:
- About past and present events in their own lives and in the lives of family members (UW)
- To talk about ways to keep healthy and safe (PD)
- To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (PD)

In Key Stage 1 children learn:
- About managing personal hygiene
- Identify and respect similarities and differences between boys and girls
- Know that they have rights over their own bodies
- Recognise physical changes since birth
- Understanding when not to keep adults' secrets
- Understand that it is acceptable to say 'No'
- Identifying different relationships they have and why they are important

In Key Stage 2 children learn:
- Show awareness of changes that take place as they grow
- Recognise that when the body changes during puberty it can affect feelings and behaviour
- Know about, recognise and understand changes that occur during puberty
- The importance of personal hygiene
- Recognise how new relationships might develop
- Recognise when physical contact is acceptable and unacceptable.
- Managing changing emotions and recognise how they can impact on relationships

Vicarage Park Computing Curriculum:-

See Appendix 1

Parental Involvement

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.
In promoting this objective we:
- Inform parents about the school's RSHE policy and practice
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

Under the new guidance, from September 2020, RSHE is a statutory subject in the National Curriculum. Parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science but schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum**.

Pupils' Questions

Teachers will reply to, and answer, childrens' questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Requirements on Schools in Law: Teaching Children with SEND

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, gender and religion or beliefs. Vicarage Park will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for RSHE provision.

RSHE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs. At Vicarage Park high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful about preparing the pupils for adulthood as set out in the SEND code of practice. When teaching these subjects to those with SEND we use resources recommended by outside agencies who work with the pupils at our school. The text ' Growing and Knowing' and social stories provide a useful way of teaching children about a variety of aspects included in sex and relationships education, e.g. friendship, bullying, acceptable public behaviour and touch, personal hygiene, periods or who to talk to if you are sad or scared.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Visiting speakers

Through our collaboration with outside agencies such as the NSPCC/Kidsafe, the police and the Junior Citizenship workshop. All sessions run by a visiting speaker will be attended by a teacher familiar with the policy. Parents will always be informed if pupils are involved in assemblies or workshops linked to the RSHE curriculum.

The school will also make use of the resources and support from the Local Authority Public Health site: https://www.cumbria.gov.uk/ph5to19/ .

Monitoring and Evaluation

The monitoring and evaluation of the delivery of the provision for RSHE will be completed by Mrs Green as Deputy Headteacher as well as by subject leaders as part of their role. Reports will be provided to the Governing Board through termly meetings.

This policy has been produced through consultation with staff and governors and approved by the Full Governing Board. The policy will be reviewed on a 4 yearly cycle or as required due to changes. The policy and practice of RSHE provision will be communicated to parents through information leaflets, sessions, the school website etc.

APPENDIX 1

Online safety at Vicarage Park

The following are the relevant National Curriculum objectives for Computing in each Keystage.

Area	Key Stage 1 Aims	Key Stage 2 Aims
Digital Literacy (DL)	1. Recognise common uses of information technology beyond school 2. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	3. Understand the opportunities [networks] offer for communication and collaboration 4. Be discerning in evaluating digital content 5. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

At Vicarage Park we use the Knowsley City Learning Centres Computing Schemes of Work. eSafety is delivered through the projects covered. The following is an overview of the progression of eSafety knowledge and skills in each Key Stage.

Digital Citizenship & Technology (eSafety) Summary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping personal information safe	Keeping personal information safe Stranger danger Asking a trusted adult for help	Keeping personal information safe Stranger danger. Who can we trust with our information? Asking a trusted adult for help	Awareness of online risks Protecting our identities online. Who can be trusted and and who can we share personal information with online	Awareness of online risks Protecting our identities online. Who can be trusted and and who can we share personal information with online The importance of secure passwords.	Risks of using the internet and ways of protecting themselves. What is meant by a public and a private profile?	Recognising what is acceptable and unacceptable behaviour when using technologies and online services. Demonstrating responsible use of technologies and online services, and know a range of ways to report concerns

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sending emails and messages safely	Sending emails and messages safely	Communicating appropriately online. Collaborating online responsibly.	Use of social networks. Age restrictions. Commenting responsibly	Awareness of social networking sites and are able to protect themselves if they choose to use them.	Understanding what is meant by a 'Digital Footprint' Evaluating their use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online
		Introducing on-line life and what it is? Including gaming e.g. Minecraft What to do if concerned about content or contact.	Identifying the risks on online gaming and know how to protect themselves Computer viruses	Identifying the risks on online gaming and know how to protect themselves Computer viruses, in-app purchases.	Identifying the risks on online gaming and know how to protect themselves Computer viruses, in-app purchases, downloads	Identifying the risks on online gaming and know how to protect themselves Computer viruses, in-app purchases, downloads, scams/phishing What am I sharing? Sexting, embarrassing images/information, Grooming

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		What is Cyber Bullying? What would you do? The importance of safe and respectful communication	Identifying cyberbullying and its consequences. Reporting concerns	Identifying cyberbullying and its consequences. Reporting concerns To suggest ways young people can behave positively in cyberspace	Online chat. Identifying who they should and shouldn't talk to online	Understanding the impact on a child's life that cyberbullying can have?
			Evaluating reliability of information online.	Evaluating reliability of information online.	Evaluating reliability of information online. Understanding that not everything on the internet is true and that they should check several sources to verify information.	Evaluating reliability of information online. Understanding that not everything on the internet is true and that they should check several sources to verify information.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Introduce children to copyright and explain what it is and why we have it Teach children how to search for copyright free materials	Copyright and plagiarism	Copyright and plagiarism