



STRATFORD RURAL SCHOOLS FEDERATION

LOXLEY C OF E COMMUNITY PRIMARY SCHOOL
SNITTERFIELD PRIMARY SCHOOL
WILMCOTE C OF E PRIMARY SCHOOL

Small schools, big ambitions...

FEDERATION POLICY FOR RELATIONSHIPS, HEALTH & SEX EDUCATION

This version	November 2020
Adopted by the Governing Body	03/02/2021
Reviewed	December 2022
Adopted by the Governing Body	14/12/2022

This policy is due to be reviewed in December 2023. However, schools are awaiting updated DfE guidance which is due in Spring 2024. A full review will take place at that point.

This policy is adapted from a model policy from The Key for School Leaders, and a model policy from Coram Life Education.

Aims

The aims of relationships, health and sex education (RHSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As maintained primary schools we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Whereas we are not **required** to provide sex education we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

The schools within our federation teach RHSE as set out in this policy.

Definitions

Relationships Education – children learn about different relationships, including families and friendships. They learn about the features of positive relationships, including such matters as being a good friend, respecting people who are different from oneself and online safety. They learn about different types of families and the power of healthy relationships.

Health Education – children learn about healthy lifestyles, including physical and mental health, healthy eating, risks around drugs, alcohol and tobacco and the changes in the human body during adolescence, including menstruation.

Sex Education – age appropriate content is shared which includes growing up, changing bodies and feelings, and how a baby is conceived and born.

Content and delivery

The schools use the Coram SCARF Life Education scheme for PHSE lessons, which include the elements of RHSE. This scheme covers all the statutory requirements across the teaching units and across all classes in school. Many of the elements are revisited multiple times; always having regard to the age of the children being taught. Please see the statutory end of primary requirements in Appendix 1.

Biological aspects of RHSE are taught within the science curriculum, and other aspects may also be included in religious education (RE).

Relationships and Sex Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

Health Education includes:

- Mental Wellbeing
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents, LGBT families, foster parents and other structures).

Roles and Responsibilities

The **Governing Body** will approve the policy and may request updates from teaching staff and/or the Heads of School.

The **Heads of School** will ensure that the requirements are being covered in their schools. They will also manage parental liaison and deal with any requests to withdraw children from the non-statutory or non-science components of RHSE.

Class teachers will deliver RHSE teaching in a sensitive way, modelling positive attitudes and responding to their pupils as necessary. They will ensure that all components are covered and they will monitor the progress of pupils in their class. Staff have access to the training videos on the Coram website which will enable them to deliver RHSE with confidence.

Pupils are expected to fully engage in lessons and treat others with respect and sensitivity.

Monitoring and Evaluation

The schools in the federation have elected to record learning in class collaborative books or individual exercise books for each learning unit. Periodically Heads of School and the federation subject leader will conduct monitoring activities such as book scrutinies, discussions with children or assessment grids.

Pupil assessment will be carried out in line with internal assessment arrangements.

Reviews of this policy will take place every 2 years.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE lessons (see Appendix 3).

Schools will actively inform parents when sex education is to be taught and advise them of their right to withdraw their children from these lessons. Parents must put their request in writing, preferably using the form found at Appendix 2 of this policy. All requests should be sent to the Head of School in good time. Heads of School may choose to discuss this decision with parents to ensure that the decision is made in the best interests of the child. We recognise that good communication

and opportunities for parents to discuss their concerns helps increase parental confidence in the curriculum.

Children being withdrawn from sex education must not be kept off school for the day during which it will be taught; they will be given alternative work out of class for the duration of the lesson in which the sex education content is being delivered.

Appendix 1: By the end of primary school children should know...

Relationships – 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 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. <p>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.</p> <ul style="list-style-type: none"> • 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. • 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 Health and Mental 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).
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	<ul style="list-style-type: none"> • 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 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	Pupils should know: <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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Appendix 2: Parental request form – withdrawal from sex education

TO BE COMPLETED BY PARENTS			
Child's Name		Year Group	
Parent's Name		Date	
Reasons for withdrawing from sex education (within relationships and sex education)			
Any other information you would like the school to consider			
Parent's signature			
TO BE COMPLETED BY THE HEAD OF SCHOOL			
Notes from meeting with parents/Agreed actions			
School signature			

Appendix 3: Statutory content covered in the Science curriculum

Children **cannot** be withdrawn from the content covered in the Science curriculum.

National Curriculum 2014

Key Stage 1 (Years 1 and 2)

Statutory content

Pupils should be taught to notice that animals, including humans, have offspring which grow into adults

Non-statutory content/Guidance

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 (Years 3 – 6)

Statutory content

Pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; and to describe the life process of reproduction in some plants and animals.

Non-statutory content

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.