



RSE and Health Education Policy
Whole school including EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: September 2023

Date of next review: September 2024

Context

This policy responds to the Department for Education's statutory guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. From September 2021, this requires that Relationships Education be taught to primary years and Relationships and Sex Education to secondary years. While we are for these purposes a primary school, we nevertheless deliver some aspects of sex education in Years 5 and 6 as part of the science curriculum.

This policy should be read in conjunction with our PSHE Policy and our curriculum for science.

Definition of Relationships and Sex Education

"It is 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. It is not about the promotion of sexual activity – this would be inappropriate teaching." (Department for Education and Employment, SRE Guidance, 2000).

Why teach RSE?

We believe it is important to teach RSE to this age group because children and young people want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship.

In Years 1 and 2 it will be laying the foundations of understanding about growth and respect for one another.

In Years 3 to 6 it prepares learners for the changes experienced during puberty.

What is the role of parents?

Our school is conscious of the fact that the primary role in children's sex and relationship education 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 cooperation.



Consultation with parents and staff

A draft policy was sent to all parents in the second half of the Autumn term 2020 and comments were invited and responded to where appropriate. This policy is published on the school website and parents are aware that they are able to comment on it should they wish to do so. Parents are informed of this policy at the start of each Autumn Term and before the resource 'Yasmine and Tom' is used in the Summer Term. Parents in Years 5 and 6 are told ahead of time when aspects of sex education are to be covered in science lessons.

This policy was discussed by staff at Key Stage meetings in the Autumn term 2020 and its contents reflects the views as recorded in the Key Stage Minutes of November 2020.

How RSE and Health Education are delivered

The oversight of this teaching will be led by the Head of PSHCE with the assistance of the DSL and the Head. A significant portion of relevant content is delivered through assemblies, science lessons and RE lessons. External speakers may be used to enhance provision.

There are times when children will ask school staff questions that they feel uncomfortable in answering. In these situations, the staff member should seek advice from the Head of PSHCE or DSL or another senior colleague as to if and how to answer them.

We use the resource SCARF (Coram Education) to support and extend our PSHCE curriculum. Children meet Harold, our giraffe puppet mascot ('Healthy Harold'). They have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, and friendships and their influence. They begin to understand the impact of their choices and behaviours on every aspect of their health and wellbeing – and learn the skills and information needed to make positive, informed health choices.

Right to be excused from Relationships and RSE lessons

There is no right to withdraw children from Relationships Education, nor do parents have the right to withdraw their children from sex education lessons where those lessons form part of the science curriculum. Parents do have the right to withdraw children from elements of the RSE curriculum but this applies to secondary schools only and is therefore not relevant to PGP.

Content

What will my child learn in SCARF lessons?

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum. They are:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.



Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

RSE Specific Lesson Content

RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

4-5 year-olds: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

5-6 year olds: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

7-8 year-olds: introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships



unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse and managing pressure online.

The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction).

SCARF is a spiral curriculum and so previous lessons would have covered hygiene, bacteria and the importance of hand washing, this naturally leads on to discussions about different viruses.

What can parents do to support my child's learning at home?

The statutory guidance is clear in recognising that a parent/carer is a child's primary educator in these matters. There are many things parents can do to support their child's understanding and encourage them to ask questions. Here are some:

If you feel it is time to talk to your child about growing up and the changes they are likely to experience it's best to offer it in small chunks, rather than do it in one go, often known as 'The Talk'. This gives children time to digest the new information and ask you further questions as they develop more understanding.

If your child asks you questions try to stay calm, and not worry if you don't know the answer. There are plenty of websites that you can use together to help you find the answers to their questions in a factual, honest, age appropriate way (see details below for resources on our website).

Use everyday opportunities to bring up the topic; things you see on TV or hear on the radio can be great conversation starters to talk about topics such as relationships, sex and body image. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them.

If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse, but knowing the correct words for their genitals will help them report abuse if it did ever happen.

By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years.

Visit the specially created [Coram Life Education SCARF webpage](#) for more information.

Assessment of RSE

All year groups report on RSE. In the autumn and spring end-of-term reports the children are given grades for attainment and effort. The attainment grade is awarded in line with the teachers' formative assessment aligned with all statutory curriculum objectives for RSE. In the end-of-year report (appendix 5), the teacher writes a full comment for overall progress and attainment in RSE.

Approval and updating of this policy

This policy is approved by the Proprietor and is subject to annual review in September of each year.

To evaluate the success and effect of this policy, we use the following:



- Worry boxes
- Pupil welfare questionnaires
- Monitoring the appearance, behaviour and wellbeing of pupils.

Monitoring of Policy

Implementation of the policy will be monitored in lesson observations, work scrutiny and in conversation/surveys of the pupils. Concerns or comments raised by parents or staff in connection with this policy will be recorded by the Head and acted upon accordingly. Records of such comments and concerns will be kept by the Head (see Head's safeguarding folder).

Complementary school policies, practices and documentation

- Safeguarding Policy
- PSHCE Policy
- Staff Handbook
- Anti-Bullying Policy
- Whistleblowing Policy
- Equal Opportunities Policy
- E-safety policy
- Science Curriculum