

Wilburton CE Primary School



Relationships and Health Education Policy

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1. Aim

The aim of Relationships and Health Education at our school is:

To be able to take good decisions about one's own health, wellbeing and safety.

2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. We also teach additional sex education content outlined in this policy.

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

At Wilburton CE Primary School we teach Relationships, Health and Sex Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the headteacher pulled together all relevant information including relevant national and local guidance
 2. Staff consultation – school staff have shaped and developed this policy, using external support and resources, such as Mental Health training and resources. All school staff were given the opportunity to look at the final policy and make recommendations
 3. Governor consultation – this policy has been shared with governors and approved.
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4. Parent consultation – the policy has been shared with parents and their views sought. Suggested amendments have been considered by the school.
5. Ratification – once amendments were made, the policy was shared again with governors and ratified.

4. Definitions

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Children are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we learn how to treat each other with kindness, consideration and respect.

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Sex Education aims to support pupils' ongoing emotional and physical development effectively. We aim 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

5. Curriculum

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe
- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation and with information on parents, pupils and staff, taking into account the age, needs, prior experiences and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

All of the above curriculum content is a statutory part of the National Curriculum. We also teach additional Sex Education, which is non-statutory.

Sex Education at Wilburton CE Primary School will focus on:

- Preparing boys and girls for the changes that adolescence brings

➤ How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1 and outcomes in Appendix 2.

6. Delivery of Relationships, Health and Sex Education

Relationships and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum.

Health Education is also taught through school Collective Worship/Assembly themes, daily mindfulness and physical exercise, and weekly breathing activities.

Biological aspects of Relationships and Health Education are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Dealing with Questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.

Below are guidelines we encourage:

- If a question is too personal, the teacher will remind the pupil of our respectful ethos.
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to talk to the child about it on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.
- If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.
- Children will be enabled to write anonymous questions to put in a class box in order to avoid embarrassment and ensure this part of their learning is as open as possible.
- Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, or one which is beyond the year group objectives, provision will be made to meet the individual child's needs.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve this policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that Relationships, Health and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Sex Education

7.3 Staff

Class teachers are responsible for:

- Delivering Relationships, Health and Sex Education in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Sex Education.

Staff do not have the right to opt out of teaching Relationships, Health and Sex Education. Staff who have concerns about teaching content are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in Relationships, Health and Sex Education and, when discussing issues, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.

Parents have the right to withdraw their children from the non-statutory components of sex education.

Requests for withdrawal should be discussed with the Headteacher or put in writing and addressed to the headteacher. (there is an example form in Appendix 3).

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of Relationships, Health and Sex Education and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses and mental health practitioners, to provide support and training to staff teaching Relationships, Health and Sex Education.

10. Monitoring arrangements

The delivery of Relationships, Health and Sex Education is monitored by the Senior Leadership Team through planning scrutinies, staff discussions and support, learning walks and discussions with pupils.

Pupils' understanding is monitored by class teachers.

This policy will be reviewed by the Senior Leadership Team, every three years. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships, health and sex education curriculum map

HALF-TERM	TOPIC (YEARS 1-6)
Autumn 1	Mental Wellbeing
Autumn 2	Respectful Relationships and Caring Friendships (including anti-bullying week)
Spring 1	Internet safety and harms, and online relationships (including Safer Internet Day)
Spring 2	Year A: Basic First Aid, Health and Prevention, and Sleep Year B: Drugs, alcohol and tobacco
Summer 1	Year A: KS1: Good to be Me (SEAL), Belonging and Community KS2: Families and People who Care for Me Year B: Service
Summer 2	KS1: Human body parts Lower KS2: Growing up (plus Year 4 girls session on menstrual cycle with Year 5/6) Upper KS2: Changing adolescent body and menstruation (with additional session for girls) Preparation for the transition for the next school year. Plus the school's additional content for Sex Education

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing (Autumn 1)	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • the benefits of physical exercise, time outdoors 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 • 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 • 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 • 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)
Caring friendships (Autumn 2)	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships (Autumn 2)	<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 destructive the importance of permission-seeking and giving in relationships with friends, peers and adults that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support <p>Includes Anti-Bullying Week</p>
Internet safety and harms (Spring 1)	<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 <p>Includes Safer Internet Day</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships (Spring 1)	<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
Basic first aid (Year A, Spring 2)	<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries (Wellbeing Week) • how to make a clear and efficient call to emergency services if necessary
Health and prevention (Year A, Spring 2)	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (children aged 3 to 5 need 10 to 13 hours; children aged 6 to 12 need 9 to 12 hours; young people aged 13 to 18 need 8 to 10 hours) • how and when to seek support including which adults to speak to in school if they are worried about their health • 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
Drugs, alcohol and tobacco (Year B, Spring 2)	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Good to be Me, Community and Belonging (KS1, Year A, Summer 1)	<ul style="list-style-type: none"> • to recognise, name and deal with their feelings in a positive way; • to think about themselves, learn from their experiences and recognise what they are good at; • how to set a simple goal; • to contribute to the life of the class and the school; • to listen to other people and work and play cooperatively; • to identify and respect the differences and similarities between people; • to consider social and moral dilemmas that they come across in everyday life. <p>Good to Be Me Resource</p>

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me (KS2 only, Year A, Summer 1)	<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 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
Service (Year B, Summer 1)	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
Being safe (Summer 2)	<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, for example family, school or other sources <p>We make use of</p> <p>In order to keep children safe from any inappropriate sexual behaviour and abuse we use the NSPCC recommended programme 'PANTS'. This will be delivered to Years 1 to 6. It covers:</p> <ul style="list-style-type: none"> The underwear rule Your body belongs to you Good and bad touch People you can trust

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body (KS2, Summer 2)	<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 <p><i>In Year 3, children are introduced to the word 'puberty' as the process of a child's body growing into an adult's body. Using biological terminology the children begin to learn about the changes that happen to the body during puberty, both outside and inside and why these changes are necessary so that their bodies can make babies when they grow up.</i></p> <p><i>Girls from Year 4, and all children from Year 5, learn how girls' bodies change in order for them to be able to have babies as an adult and that menstruation (having periods) is a natural part of this. They will learn about sanitary protection.</i></p> <p><i>From Year 5, children continue to learn about how boys' and girls' bodies change during puberty (including changes to sex organs), changing hygiene needs and discuss how they might feel about this.</i></p>
Sex Education: Human Body (Year 1/2, Summer 2)	<ul style="list-style-type: none"> to recognise the main external parts of the bodies of humans, including agreed names for sexual parts. <p><i>Children in Year 1/2 begin to understand the life cycles of animals and humans. They discuss the different ways that they have changed since they were a baby including the different ways their body has changed. The children learn the biological names for all body parts including penis and vagina. They also talk about the names different families also have for these body parts.</i></p>
Sex Education: Human Body (Year 3/4/5, Summer 2)	<ul style="list-style-type: none"> to recognise the main external parts of the bodies of humans, including scientific names for sexual parts be able to use the scientific terms penis, testicles, breast, vagina, vulva and explain which parts are male and which are female. <p><i>In Year 3/4 children learn that in animals, including humans, it is usually the female that has a baby. They begin to understand how babies grow in the mother's uterus and once born, what a baby needs to live and grow.</i></p> <p><i>From Year 5, children learn that being attracted to others is a natural part of growing up. The meanings of terms such as 'gay' are clarified as they arise.</i></p>
Sex Education (Year 6, Summer 2)	<ul style="list-style-type: none"> to know about the facts of the human lifecycle, including sexual intercourse be able to describe the main stages of how a baby is made, using scientific vocabulary. <p><i>Vocabulary</i></p> <p><i>Male external parts: penis, testicle, scrotum, anus, pubic hair, opening to the urethra</i></p> <p><i>Female external parts: outer labia, inner labia, clitoris, pubic hair, anus, vulva, opening to the urethra, opening to the vagina</i></p> <p><i>Male internal parts: testicle, sperm duct, penis, bladder, spine, urethra, pubic bone, anus, opening to urethra, prostate gland, scrotum</i></p> <p><i>Female internal parts: vagina, ovary, endometrium, fallopian tube, uterus, cervix, opening to vagina</i></p> <p><i>Children also learn about wet dreams and involuntary ejaculation.</i></p>

TOPIC	PUPILS SHOULD KNOW
	<p><i>The children use their knowledge to answer questions and give advice to their peers about worries and concerns they have about getting older. They continue to learn about the importance of looking after themselves physically and emotionally. More advanced terminology is explained to the children as it arises.</i></p> <p><i>Children learn that babies are usually made during sexual intercourse but sometimes people need IVF to help them have a baby.</i></p> <p><i>Script - How a baby is made:</i></p> <p><i>When two people love each other, one way they show their love for each other is to have sex. Sex is about cuddling, kissing and being close together. Some people call having sex 'making love' because it is a very special way to show your love for someone.</i></p> <p><i>Sometimes a man and a woman who love each other choose to have a baby together. To make a baby they have sex. They get very close to each other and cuddle and kiss. The man slides his penis into the woman's vagina.</i></p> <p><i>After a while, sperm comes out of the man's penis in a liquid called semen. This is called 'ejaculation'. When a man ejaculates, millions of tiny sperm are released. The sperm travel into the woman's vagina.</i></p> <p><i>The sperm travel through the cervix and into the uterus. Sperm have long wiggly tails and they swim, pushing themselves along with their tails.</i></p> <p><i>The sperm travel into the Fallopian tubes. It takes them several hours to get all the way from the vagina to the Fallopian tubes. Some sperm are not as strong a fit as the others, so only about 200 sperm get as far as the Fallopian tube.</i></p> <p><i>For a baby to start, an egg needs to be ready in the Fallopian tube. The woman's ovaries release one egg every 28 days or so. The egg is just the size of a full stop.</i></p> <p><i>If there is an egg ready in one of the Fallopian tubes, one sperm breaks through the outer skin of the egg. As it joins the egg, its tail falls off. Only the fastest, strongest sperm can get into the egg, because as soon as it has entered the egg, the egg creates a shield, so no more sperm are allowed in.</i></p> <p><i>The sperm and the egg fuse together and make a new cell that is a mixture of the mother and the father.</i></p> <p><i>The new cell divides and grows to make a little bundle of cells which travels down the Fallopian tube to the uterus. It takes between 5 and 7 days to get to the uterus. By the time it gets to the uterus, the one cell has become a little ball of 100 cells.</i></p> <p><i>The little ball of cells is now called a zygote and it attaches itself to the endometrium. The ball of cells keeps dividing and growing. A baby is now developing.</i></p>

Appendix 3: Parent form: withdrawal from sex education (optional template)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	