



# **Relationships, Health and Sex Education Policy**

Reviewed: September 2024 – Local Governing Body

Parent Consultation: Expected Spring 2025

Next Review: September 2026

## **Countess Gytha Primary School Relationships, Health and Sex Education Policy**

This policy has been written with the underlying principles of inclusivity and equality, both of which Countess Gytha Primary School champions.

### **Introduction**

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' published by the DfE in June 2019. The policy has been drafted by a working party of the School Governors following consultations in school, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. It has been updated to take into account the new statutory requirement for schools to include relationships education as a larger part of its overall relationships and sex education delivery (2019) and we expect to review it in light of any further statutory or non-statutory guidance provided by the Department for Education. Parents were invited to consult and partake in conversations around the policy in August 2021 and consulted for a second time in March 2023, the next planned consultation will be spring 2025.

All teachers have their own copy of the policy. In addition, a copy is published online and held in the Office. Copies can be made available on request.

### **Rationale**

As a School, we believe that effective Relationships and Health Education (RHE) is essential if our pupils, as they grow, are to make responsible and well-informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in-place such a policy implemented by school staff and overseen by the school's Local Governing Body.

We believe RHE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education programme (delivered through SCARF) and supplemented by Science and other subjects of our wider curriculum.

### **Definition of Relationship. Health and Sex Education**

Relationships and health education (RHE) and separately, sex education, will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RHE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available when necessary.

### **Aims and Objectives**

The school aims to provide our pupils with an appropriate RHE programme that is tailored to their physical and emotional maturity. It should enable

them to make positive choices about their physical, sexual and emotional health, both now and in the future. We believe that high quality RHE will be achieved by providing a curriculum, environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focused; and where they have confidence and trust in the knowledge, ability, and skills of their teachers. Through using the SCARF scheme of work to support the teaching of RHE it will enable the children to achieve all aims and objectives by the end of primary.

By the end of their time at Countess Gytha, children should know:

#### Families and people who care for me

- That families, including those of same sex parenting, 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, including those marriages of same sex couples and civil partnerships, represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Marriage can only be legally entered into from 18 years of age (The Marriage and Civil Partnership ((Minimum Age)) Act 2022).
- 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

- 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

- The importance of respecting others, even when they are 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 and or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults
- In line with the Government's Tackling Domestic Abuse Plan (2022), children should be aware of the impact upon relationships, wellbeing and safety of individuals when relationships become disrespectful and in some cases how this becomes instances of Domestic Abuse.

### Online relationships

- 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

- 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.

### Mental Wellbeing

- 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).
- Understanding that mental health can affect people as widely as physical health and that the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet Safety and Harms

- 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

- 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 activity such as garden sport 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

- 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

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Health and Prevention

- 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 hand washing.
- The facts and science relating to allergies, immunisation and vaccination.

### Basic First Aid

- 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

- As part of the science curriculum, children will learn key facts about puberty and the changing adolescent body, including physical and emotional changes which fit into the wider human lifecycle.

## Sex Education

- The DfE recommends and the school believes that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships and human life-cycles.; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase of education. Additionally, children will also learn about menstrual wellbeing including the key facts about the menstrual cycle.

## **Moral Framework**

Our aims and values as a school are central to the principles of this policy:

### **1. CURRICULUM**

To enable every child to achieve the highest standard of work and learning of which they are capable, which will help them to have a good start in life, so that they are able to achieve social and economic well-being.

### **2. HEALTH AND WELL BEING**

To help our children enjoy good health and a healthy life-style and to ensure they know how to stay safe.

### **3. ETHOS**

To promote qualities of tolerance, respect and awareness in a community where everyone feels appreciated, protected and safe, and is able to develop and flourish as an individual.

### **4. PARTNERSHIP**

To work together with parents. To contribute to the life of the community, both locally and nationally.

### **5. ENVIRONMENT**

To create a stimulating environment in and around the school, which will help develop lively and enquiring minds, positive and responsible attitudes and will promote aesthetic and spiritual awareness.

## **Working with Parents**

The school is committed to working in close partnership with parents and guardians who are key in teaching their children relationships and health education as well as sex education at the appropriate time. Parents and guardians are invited to view the teaching materials and resources that will be used, currently from Coram's-SCARF and can do so by contacting the school office.

As a school, we recognise the importance of working with parents when fulfilling our obligations towards the following statement, '*All schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy.*' DfE

June 2019

A parent or guardian who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the PSHE Coordinator in the first instance and if still not satisfied, discuss further with the Headteacher.

Parents have the right to withdraw their children from all or part of those aspects of the RSE programme which are not part of the statutory National Curriculum Science Orders but may not withdraw their children from relationships education. The PSHE Coordinator can explain which teaching objectives are statutory and those which can be withdrawn from (non-statutory).

If a withdrawal is requested, alternative arrangements will be made for individual pupils in consultation with the headteacher. An arrangement made in writing will result.

### **Content and Organisation**

The organisation of RHE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE, Computing and PSHE, including SCARF. Occasionally, issues about RHE may arise spontaneously in other lessons, where it is not the main focus of the lesson. This is not considered to be part of the planned RHE programme and as such parents or guardians cannot withdraw pupils in these circumstances.

Children at Countess Gytha will be taught in separate year groups, despite being organised in mixed age at other times. The intention is for all our pupils to achieve the age-related learning outcomes every year as set out in the SCARF scheme of work, enabling the children to meet their end of primary expectations set out by the DfE.

Where visitors are invited to deliver aspects of the RHE programme, they will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

### **Monitoring and Evaluation**

The RHE policy is monitored and evaluated through an annual review process involving teachers, PSHE Co-ordinator, Leadership Team, and the Governing Body.

The delivery of RHE will be also monitored and evaluated through lesson observation, questionnaires, and work sampling.

### **Governors**

A designated Governor as part of the Local Governing Body (LGB) have a detailed understanding of the policy and provide a link to the full Governing Body including Trustees and Directors with regard to RHE provision in the school.

### **Equal Opportunities**

RHE is inclusive of all children; each has an equal entitlement to good quality RHE. The programme will be delivered in line with the school's Equal



Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

### The Sexual Offences Act 2003

All RHE content will have due regard for the Sexual Offence Act (2003). The Act outlines the law relating to the abuse of children by those in a position of trust. It is an offence for a person aged 18 or over to intentionally behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child. This applies to any person over the age of 18 working with a position of trust in an educational establishment. The offence covers all children under 18, however it is principally designed to protect young people aged 16 and 17 who, even though they are over the age of consent for sexual activity, are considered to be vulnerable to sexual abuse and exploitation from particular classes of persons who hold a position of trust or authority in relation to them.

### **Specific Issues**

#### Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RHE.

#### Language and Ground Rules in Lessons

All staff teaching RHE will set ground rules in their classes. For example:

- \* No one (teacher or child) will have to answer a personal question.
- \* No one will be forced to take part in a discussion.
- \* The only language used will be easily understood and acceptable to everyone in the class.
- \* Only the correct names for body parts will be used.
- \* Meanings of words will be explained in a sensible and factual way.

Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

#### Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/guardians;

- If a child makes a disclosure that causes the teacher concern, then the teacher will follow the school's child protection procedures.

### Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Countess Gytha Primary School, we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons or where appropriate, staff members of both sexes will be present in lessons.

### Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils.

### Confidentiality

*'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school, which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'*

*'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.'*  
(*'Sex and Relationship Education Guidance'*, DfEE, Ref 0016/2000. p.30)

The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or guardians. If the school deems it necessary, they will contact a child's parents to discuss the disclosure further. Child Protection issues will always be addressed as necessary following all due regard for the interests of the child and in line with statutory guidance.

### Links with other policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- Confidentiality procedures
- Science policy
- P.E.
- R.E.

- P.S.H.E. and Citizenship
- Online safety policy

Signed: David Gordon

Position held: PSHE Co-ordinator

Date: September 2024

#### Appendix 1

##### **Learning outcomes**

The following statements are offered as illustration of learning outcomes for RHE for each each year group, in readiness for completing all learning outcomes by the end of primary. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RHE. They draw on DfE and other guidance on the curriculum subjects of Science and RHE, as well as reflecting elements of the non-statutory framework for PSHE.

All SCARF lesson plans have been organised into six key themes:

- Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Year/Half-termly unit titles	1 - Me and my Relationships	2 - Valuing Difference	3 - Keeping Myself Safe	4 - Rights and Responsibilities	5 - Being my Best	6 - Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Pants are Private (NSPCC)
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent Pants are Private (NSPCC) Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks (alcohol) Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying	Recognising and celebrating difference (including religions)	Managing risk Understanding the norms of drug use	Making a difference (different ways of	Having choices and making	Managing difficult feelings

	Assertive skills	and cultural difference) Understanding and challenging stereotypes	(cigarette and alcohol use) Influences Online safety	helping others or the environment) Media influence Decisions about spending money	decisions about my health Taking care of my environment My skills and interests	Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

The following contacts are available for further information and advise on the content of this document and on Relationships and Health Education in general:

**Advisor for Relationship & Sex Education  
Somerset LEA.  
telephone 01458 860482**

**Fiona Moir**

**Somerset Healthy Schools Co-ordinator  
Somerset LEA  
[fxmoir@somerset.gov.co.uk](mailto:fxmoir@somerset.gov.co.uk)  
telephone 01823 357253**

**Sex Education Forum**

**National Children's Bureau,  
8 Wakley Street, London EC1V 7QE  
[www.ncb.org.uk](http://www.ncb.org.uk)  
telephone 0207 843 6000**

**Brook Advisory Service**

**[www.brook.org.uk](http://www.brook.org.uk)  
[admin@brook.org.uk](mailto:admin@brook.org.uk)**

**Wired For Health**

**[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)**