



North Park Primary School

Relationship and Sex Education

Health and Wellbeing

Policy and Guidance

Amended 2021

North Park Primary School – Policy for Relationship and Sex Education, Health and Wellbeing

This policy was developed in response to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Sex and Relationship Education Guidance DfES 2000,
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century 2013
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)

This policy should be considered alongside the following:

- E-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (Keeping Children Safe in Education)
- Equal Opportunities
- PSHCE Guidance

The consultation process involved:

- Review of policy and curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Development Service,
- Consultation, agreement and implementation with, of policy by school governors

What Is Relationship and Sex Education and what is the rationale for teaching this in primary schools?

At North Park Primary School, we aim to promote personal wellbeing and development at every opportunity. We want to put in place the building blocks of healthy, respectful relationships, linked with family and friendships, in all contexts, as well as online.

Relationships Education is compulsory in primary schools, as well as Health Education. At North Park we aim to deliver areas as defined in DFE guidance and build on the foundations laid by parents and carers as primary educators in many of these matters; we will give children in our school the opportunity to build on the wider learning about good physical and mental health, wellbeing, nutrition, friendship, citizenship, character, rights and responsibilities, feelings and emotions, valuing difference, living in the wider world; we will deliver relationships and health education to ensure children develop as confident, happy individuals.

Relationships and health education links with our school values and aims. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes to help children be confident in making informed decisions about their wellbeing as they grow and mature, and to help them navigate decision making in their lives, developing skills and resilience in facing and overcoming challenges and risks.

In primary schools the main focus of teaching is around teaching the building blocks of positive relationships, particularly family, friendships, and relationships with other children and adults.

Children will learn about and have planned opportunities to explore:

- What is a relationship?
- Friendships
- Family relationships and differences in families
- People who can help and support us

- Skills and qualities needed to navigate relationships; kindness, consideration, sharing and turn-taking; Respect, honesty and truthfulness; permission giving and seeking
- Privacy and boundaries in play and relationships, including online; understanding of rights in relation to this; how to report concerns and seek advice
- Navigating disagreement and less positive relationships and behaviour; learning about safety, healthy choices and recognising risks; positive relationships online and e-safety; trust, courage, resilience, a sense of justice
- Respecting other's differences and opinions
- Positive emotional and mental wellbeing; how relationships contribute to this and to physical health and wellbeing; feelings and emotions and the ability to self-regulate and demonstrate self-control

Principles and Values

North Park Primary School believes that Relationships and Sex Education (RSE) should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Equality

The school is committed to ensuring we celebrate difference and promote equality in all we do. Our school welcomes everyone from all walks of life. Everyone must welcome and celebrate all others in school.

Everyone is treated equally regardless of their:

- Age
- Disability
- Gender or gender identity
- Race or nationality
- Religion or belief
- Pregnancy
- Marriage
- Sexual orientation.

Equal opportunities underpin the work done within both the explicit and implicit curriculum, and across all curriculum areas, including the delivery of the SRE curriculum.

Aims

North Park Primary School aims to ensure all children have access to a well-planned, progressive curriculum that teaches them about relationships, sex education, physical health and mental wellbeing.

The curriculum is delivered through:

- PSHCE lessons – the children will know these as 'Me and my world'. Relationships and health and mental wellbeing are fundamental stands within the PSHCE curriculum. This is delivered in weekly lessons, planned progressively, as well as being embedded throughout whole school assemblies, family groups, etc. Children also learn about first aid, drugs, alcohol and tobacco, health lifestyles, hygiene and cleanliness. See the **PSHCE policy** for more details.
- Science lessons – lessons about growth, life cycles, changes and puberty are included within the Science curriculum; healthy diet and healthy living.
- Discrete puberty talks (sex education)
- PE – physical health
- IT lessons – online safety

Relationships

By the time children leave primary school they will know about:

Families and People Who Care for Me

- 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

- 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 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.

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 e.g. family, school and/or other sources.

Sex Education

Sex education in primary schools is not compulsory. Primary schools must teach children about relationships, including puberty. The national curriculum for science also includes content in related areas, such as:

- The main external body parts in humans
- The human body as it grows from birth to old age, including puberty,
- Reproduction in some plants and animals

These aspects are statutory. However, it is for schools themselves to determine what additional aspects of sex education we choose to deliver in the primary years. At North Park Primary we believe it is important to ensure our provision is suitable to;

- Age
- Emotional and physical maturity
- Religious and cultural background
- Special educational needs and disabilities

We also believe that it is important to support pupils as they prepare to transition to secondary education and as they begin to face changes to their bodies and emotions because of the changes that adolescence brings. We will draw upon the foundations laid in national curriculum science lessons about how a baby is born and conceived and deliver direct talks as follows:

- Year 5 and 6 girls talk addressing body changes and menstruation; this could be an alarming and worrying time for girls if they are not prepared and supported in school. Pupils will be taught key facts about the menstrual cycle, including products available and the impact on physical and emotional health. School makes sure that girls understand the sensitivity staff will have and arrangements in place in school to support them.
- Talks from health professionals such as the school nurse, where available

Parents will be kept fully informed as to when these talks will take place. Should they prefer to take the responsibility for aspects of this element of education themselves, parents have the **right to withdraw** their children from the part of the sex and relationship education not included in the statutory National Curriculum (e.g. Science lessons). We will make alternative arrangements in such cases but parents are encouraged to discuss their concerns and / or decisions with the Head teacher at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

Lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Physical Health and Mental Wellbeing

By the time they leave primary school pupils should know about:

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).

- 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

- 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 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

- 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 handwashing.
- 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

- 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.

Inclusion

Ethnic, Cultural and Religious Groups; We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs; We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity, Gender Identity and Sexual Orientation; We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Confidentiality and Safeguarding

Keeping Children Safe in Education (DFE) sets out that schools should teach children about safeguarding and relationships health and wellbeing education is at the heart of this.

Good practice in school allows open forums for discussion in a safe and supportive way. This includes teaching children about how to raise concerns and worries. Should any child raise matters which give concern, these will be reported to the designated safeguarding lead, in line with school policy. It will be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

This guidance should be read in conjunction with DFE, LA DSCP and School safeguarding procedures.

Assessment, Monitoring and Evaluation

The school has the same high expectations of the quality of pupil's work across all lessons, and activities are planned progressively and based upon skills and knowledge children acquire as they progress through school. Regular feedback is provided to pupils in line with school policies; teachers will capture information about pupils' skills, knowledge and attitudes from written work, discussion and observation. Work will be planned and differentiated to offer support where required and to challenge as appropriate.

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of lessons, in the context of the overall school plans for monitoring the quality of teaching and learning. The provision for relationships health and wellbeing falls within the subjects, as detailed, and is monitored within these lessons as appropriate.

The Governing body is responsible for overseeing, reviewing and organising the revision of this policy and curriculum, as well as its part in the overall SMSC provision offered in school.