

Relationships, Health and Sex Education

Our children and young people are growing up in an increasingly complex world and living their lives seamlessly on and off line. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. DfES statutory Guidance now states that from September 2020 (delayed until April 2021, due to COVID) Relationships and Health Education (RSE) is compulsory for all pupils from reception to Year 6. At St Christopher's we have been teaching Relationships and Health Education for many years as part of our PSHE programme. Sex Education, beyond what is covered in the National Curriculum for Science, is not compulsory in Primary Schools and the content in this policy therefore focuses on Relationships and Health Education. However, before our pupils move onto Secondary school, usually towards the end of Year 6, we deliver a specific and age-appropriate session called Puberty and Growing-up; it is important that they are well informed for themselves and prepared for Sex Education before they transition to Secondary School. Further details on this session are always communicated to parents in advance.

This policy states what we have been covering and will continue to cover. This policy takes account of the requirements of the Guidance in the context of our school. It should be considered alongside our other policies:

- : • PSHE Policy and Curriculum
- Science scheme of work
- Safeguarding Policy
- E-safety Policy
- Acceptable Use of ICT Policy
- Anti-Bullying Policy
- SEND Policy

Aims of the Policy

St Christopher's aims to meet the needs of all pupils through the provision of a balanced, comprehensive and coordinated curriculum within which teaching about relationships can occur. We take a whole school approach to supporting pupils to be safe, happy and prepared for life beyond school. Teaching will take place during PSHE lessons, Science lessons, Assemblies and through discussion of moral and ethical issues across the curriculum. The teaching will be tailored to the age and stage of development of the children. We recognise that parents are the key people in helping their children cope with the emotional and physical aspects of growing up within the culture and ethos of their family unit, teaching their children about relationships and preparing them for the challenges and responsibilities of being an adult. At St Christopher's, we believe that it is our role to compliment and reinforce what pupils learn at home. St Christopher's has a Christian ethos,

however, our pupils come from a variety of different faiths and cultural backgrounds. We are committed to the provision of Relationships and Health Education to all of our pupils. We aim to respond to the diversity of children's cultures, faiths and family backgrounds and we comply with the provisions of the Equality Act 2010. We take account of our SEND Policy; resources and teaching are adapted to meet the needs of pupils with SEND. The content of the Relationships and Health Education programme at St Christopher's will be monitored and evaluated by the Headmistress and the teachers delivering the relevant curriculum, in consultation with the Board of Directors.

Right to withdraw from Relationships, Health and Sex Education

In line with government guidance, Relationship and Health Education is compulsory for all primary aged children. There is no right to withdraw from Relationships Education or Health Education. In Year 6, a parent's wishes to withdraw their child from Sex Education will automatically be granted, other than content that is covered as part of the science curriculum. On granting any such request, the school will advise a meeting with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The meeting will also inform the parents of the social and emotional effects of their child being withdrawn as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. This meeting will be documented. This process is the same for pupils with SEND. However, there may be exceptional circumstances where a pupil's specific needs arising from their SEND needs to be taken in to account when making the decision. If a pupil is withdrawn from Sex Education, it is our responsibility to ensure that they receive appropriate, purposeful education during the period of withdrawal.

Working with external agencies

In some circumstances external organisations are invited into St Christopher's to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Visitor credentials will be checked. We will ensure that the content is age-appropriate and accessible for all our pupils. We will also agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with the School's safeguarding Policy.

How we deliver Relationships, Health and Sex Education at St Christopher's.

PSHE lessons are timetabled for around one hour, weekly for the whole year group. Relevant topics are also covered through our RS syllabus, our Science Curriculum and regular school assemblies. The PSHE curriculum is ever changing to respond to the demands of the specific year groups and relevant issues. *Please refer to the PSHE Policy.*

Managing difficult questions

Pupils in Reception – Year 6 will often ask teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Health Education. At St

Christopher's, we handle these questions in a factual manner on a need-to-know basis. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Our teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and we offer the potential for discussion on a one-to-one basis or as is deemed appropriate.

Relationships Education, Reception – Year 6

The focus is 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, by the end of Year 6, many children will already be using the internet. When teaching relationships content, we address online safety and appropriate behaviour in a way that is relevant to pupils' lives. We include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs taking to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal

attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways including by providing planned opportunities to complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school:

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| <p>Family and people who care for me</p> | <p>Pupils should know</p> <p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> |
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| <p>Caring friendships</p> | <p>Pupils should know</p> |
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| | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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.</p> |
| <p>Respectful relationships</p> | <p>Pupils should know</p> <p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.</p> |

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| | <p>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> <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> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adult</p> |
| <p>Online relationships</p> | <p>Pupils should know</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> |

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| | How information and data is shared and used online. |
| Being Safe | <p>Pupils should know</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> |

Resources

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

