

# Sundridge & Brasted CEP School

## Relationship Education, Health Education and Sex Education Policy



**Approved by:** Tom Hardwick

**Date:** March 2024

**Last reviewed on:** March 2023

**Next review due by:** March 2025

# Relationship Education, Health Education and Sex Education Policy

At Sundridge & Brasted CE Primary School, we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community, and support them to shine! "You are the light of the world. A town built on a hill cannot be hidden."(Matthew 5 verse 14, New International Version)

We welcome everyone to our school community, whether of Christian faith, other faith or of no faith at all. We recognise that each person has unique gifts and seek to enable them to fulfil their God-given potential. "See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation)

**Distinctive Christian values: Honesty, Kindness, Respect, Responsibility, Forgiveness & Love**

## Introduction

**This policy should be read in conjunction with our PSHE (Personal, Social, Health and Economic Education) Policy.** It reflects the Equalities Act 2010, as the School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A). This Policy should also be read along with the School's Safeguarding Policy.

The Statutory Guidance for Relationships, Sex and Health Education may be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This Policy takes effect from March 2023 and will be reviewed annually by the Governing Body.

Additionally, as a **Church School**, our approach is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

## Who this Policy is for

This policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at Sundridge & Brasted CE Primary School.

The policy applies particularly to all teachers and others with responsibility for teaching these subjects. Teachers and others must consult this policy and ensure that their teaching is in line with its intent and its expectations.

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## Definitions, scope and intent

Sundridge & Brasted Primary School teaches the content set out in the Statutory Guidance for Relationships Education (Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as collective worship or assemblies or visiting speakers.

Sundridge & Brasted Primary School also teaches some selected aspects of sex education and these are set out in the appropriate section in this policy below.

This policy does not cover the Science National Curriculum content, where the science of animal and human reproduction are taught in Key Stage 2.

Relationships and Health Education may overlap in content terms with the School's work with pupils in Spiritual, Moral, Social and Cultural Education (SMSC), the promotion of Fundamental British Values (tolerance and respect for others, the rule of law, democracy and individual liberty), Religious Education and Citizenship.

## Withdrawal from sex education

In addition to Relationships Education, The National Curriculum for science is a **statutory** requirement for all pupils, including some aspects that relate to relationships, health and sex education:

At Key Stage 1 pupils should:

- *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*
- *notice that animals, including humans, have offspring which grow into adults.*

At Upper Key Stage 2, pupils should:

- *describe the life process of reproduction in some plants and animals.*
- *describe the changes as humans develop to old age. (including puberty)*
- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*

Because these elements are part of the statutory science curriculum, parents **do not** have the right to withdraw their children from these lessons.

Although Sex Education is not compulsory at Primary School, we believe it is important to prepare children, if possible in advance, for some of the changes they will experience through puberty and also to look ahead to more adult relationships. This specific teaching is largely aimed at Year 6, although some children may begin to experience personal changes linked to puberty ahead of this, meaning that introductory content (such as the key facts about puberty) will be taught from year 4. If deemed necessary, we may change our approach, based on the DFE's recommendation that primary schools have a sex education programme tailored to the age and physical maturity of their pupils. The teaching will include:

- The key facts about puberty and the changing adolescent body, particularly between the ages of 9 – 11, including both physical and emotional changes
- Menstrual well-being, including the main facts about the menstrual cycle
- The human life cycle from conception to birth, taking into account development and other differences.

The most detailed coverage of this is delivered through a year 6 'sex education day', and it is this that parents have the right to withdraw their child from if they would wish to do so. If a parent wishes to exercise the right to withdraw, having read this policy, they are invited wherever possible to firstly make an appointment with the Headteacher to make their request in person. Following this, **they should complete the withdrawal form, found in appendix C of this policy.** Once the request is made, it is not necessary for parents to repeat the request – it is deemed to be effective until withdrawn in writing by parents. However, the school reserves the right to contact parents annually or more frequently to check whether they still wish their child to be withdrawn.

## Relationship Education, Health Education and Sex Education Policy

Below you will find our PSHE overview, which is inclusive of RSE. As RSE is encompassed within the wider PSHE curriculum, **please refer to the PSHE policy for further details surrounding how content is delivered within lessons, assessed and recorded.**

### Relationships Education and Health Education Curriculum as part of PSHE

The content set out for teaching Relationships Education and Health Education is delivered in the following year groups and in the following modes. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'Relationships Education' or "Health Education" but may instead be referred to as PSHE, as it is included within this subject. At times, content will also be encountered under other subject headings.

We are currently using the long term plans from the PSHE Association which have been updated to include the Statutory Guidance.

#### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

### **Special Educational Needs and Disabilities (SEND)**

The school is committed to ensuring that all pupils, including those with identified SEND, experience Relationships Education, Health Education (and sex education) which is appropriate both to their needs and their readiness for learning. Where pupils have SEND which means they need a tailored approach either to ensure teaching is effective or to adapt or sequence content to meet their specific needs, the School will undertake to meet their needs effectively. This will either be through appropriate differentiation or support in class, or in some cases may involve some teaching which happens outside the classroom context.

### **Wider PSHE**

In addition to the curriculum overview provided above for Relationships Education, Health Education (and Sex Education), Sundridge & Brasted Primary School also teaches wider topics under the broader heading of PSHE (Personal, Social, Health and Economic Education):

- Growth Mindset & Resilience
- Zones of Regulation

### **LGBT (Lesbian, Gay, Bisexual, Transgender)**

At Sundridge & Brasted Primary School, it is our objective that Relationships Education helps to promote awareness of diversity and respect for it, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances. To this end, LGBT relationships are referenced at various points in the Relationships Education curriculum from Year 3 onwards, specifically in the following ways:

- Year 3 onwards: pupils are made aware that some families may have single parents or LGBT parents, and children in these families are equally entitled to respect
- Year 4 onwards: that bullying or name calling on the basis of actual or perceived sexuality or gender identity is wrong; that LGBT based stereotypes are wrong
- Year 5 onwards: that LGBT couples under British law may marry or enter into civil partnerships and live happy and fulfilled family lives.

The School recognises that all people are created in God's image and values and nurtures every child accordingly. Particular regard is had to the Church of England document *Valuing All God's Children* [https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

## **Religious backgrounds and perspectives**

Sundridge & Brasted Primary School is a Church of England school. As such, we will teach pupils in particular the perspectives of the main Christian traditions on Relationships (and Sex) alongside teaching pupils their responsibilities, rights and freedoms under British law.

Sundridge & Brasted Primary School recognises that careful framing of some issues will be needed to ensure the right balance is maintained. This is particularly the case on LGBT relationships. The School's 'anchor text' on this issue is:

*“The majority of people who follow the teachings of Christianity [and/or other faiths] may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. The law in this country allows and respects the right of people to live in families such as this. However, the law also gives people the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children together. That family is also allowed under the law in this country and we respect the rights of people to live in different families.”*

*“If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.”*

## **Visiting speakers**

Where visiting speakers are invited or employed to address aspects of these subjects either in class or in other contexts, the School accepts full responsibility for what is said or taught. This responsibility will be discharged by careful due diligence on any visiting speakers in advance of any sessions, including reviewing texts and presentations to be used in advance. The school will ensure that appropriate safeguarding precautions are taken on such occasions, and that any visiting speakers know how to handle any disclosure which may arise or how to report any concerns they may have relating to safeguarding. The school reserves the right to terminate with immediate effect any session run by an external speaker which does not align with the school's ethos or approach.

## **Virtues and character education**

Sundridge & Brasted Primary School recognises that Relationships Education is most likely to be successful when aligned with a whole school ethos which is respectful, inclusive and consciously develops the character of its pupils. We note the Non-statutory Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/849654/Character\\_Education\\_Framework\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf) published by the Department for Education on Character Education and are committed to evaluating our strengths and identifying areas for development in the light of the Character Benchmarks identified in this Non-statutory Guidance.

### **Assessment and evaluation**

Sundridge & Brasted Primary School approaches assessment and evaluation in this subject in the following ways. Assessment in these subjects is needed to ensure teachers know how well pupils have learnt what is intended for teaching. In cases where such assessment indicates less understanding or knowledge than intended, the teacher will put in place additional teaching or practice as required. Assessment can also be used in some cases to provide teachers with a 'baseline' at the start of a topic or lesson (identifying how much pupils already know before the teaching starts) which can be useful both for teachers and pupils. Assessment itself also supports pupils in the learning and application of essential knowledge: the act of recalling or thinking about an unfamiliar application of knowledge strengthens the cognitive function.

The outline curriculum plan in this Policy informs stakeholders including parents of the subject matter covered. There will be no further reporting to parents on individual pupils' performance in these subjects, although their attitudes and conduct in lessons in these subjects may contribute to overall reporting on these issues.

## Appendix A

- Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run.
- The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.
- State-funded schools are required, in discharging their functions, to have due regard to the need to:
  - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
  - advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, they may choose to do so in teaching their pupils about respect for difference and in the context of other requirements, such as promoting fundamental British values and the spiritual, moral, social and cultural development of pupils.
- Section 149 of the Equality Act sets out the public sector equality duty, which applies to all state funded schools. In summary, the PSED requires such schools, in their decision-making, to have due regard to the need to:
  - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
  - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
  - Foster good relations between people who share a relevant protected characteristic and those who do not
- For the purposes of the second and third bullets, relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Please see the [PSED](#), for further detail as well as the guidance for schools, [Public Sector Equality Duty Guidance for Schools in England](#) (2014)



**Appendix B: Guidance on what pupils should know by the end of primary school, found in: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.**

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

**Relationship education – pupils should know:**

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

**Health education – pupils should know:**

<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

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<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<p><b>Health and prevention</b></p>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<p><b>Basic first aid</b></p>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p><b>Changing adolescent body</b></p>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Appendix C: Parent form to request withdrawal from non-statutory Sex Education**

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	
Headteacher Signature	