

SPRINGMEAD SCHOOL – RELATIONSHIPS AND SEX EDUCATION EDUCATION POLICY –

1. INTRODUCTION

- 1.1 The government set guidance in the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance document July 2019 to ensure all children are receiving the same level of education in these areas. This is compulsory from September 2020. ‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. 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’ (DFE)

2. AIMS AND OBJECTIVES

- 2.1 By the time children finish primary school they should:
- know about families and people who care for them;
 - understand what makes a caring friendship;
 - understand what makes a respectful relationship;
 - understand the importance of safe online relationships and how to be safe online;
 - know how to be safe online and in world;
 - understand the importance of how to preserve mental health;
 - know about health and physical fitness;
 - understand how to eat healthily and the importance of this to their well-being;
 - know the impact of drugs, alcohol and tobacco;
 - know how to identify health issues and what can be done to stay healthy;
 - know basic first aid and how to make an emergency call;
 - know how and why their bodies change during adolescents;
 - know the names of the male and female body parts (Year Two);
 - know the names of the male and female body parts and explain their function (Year Four);
 - describe how and why boys and girls bodies change during puberty (Year Four and Six);
 - describe the process of reproduction and birth (Year Four and Six).

3. ORGANISATION

- 3.1 Nursery will lay the foundations for Relationships and Sex Education (RSE) and Health Education (HE). The school will work together with nursery to develop a progression of knowledge and understanding and demonstrate a consistent approach to teaching and modelling for the children.
- 3.2 RSE and HE will be taught throughout the school from Reception to Year Six. Children will be taught about positive relationships with families, peers and other adults.
- 3.3 It will be linked closely to ICT lessons, the children will be taught about online relationships, internet safety and the risks about communicating with unknown people. This will be supported by an annual visit from the police who talk to children in Year Two and Six. There will also be a talk for parents and staff about online safety each year presented by the Safe Schools and Communities Team Police officers.

- 3.4 At an appropriate level, all children will be taught about being safe in their environment and online.
- 3.5 It will be linked to specific sessions. We will cover the objectives about mental health and teach strategies to help children both now and in the future.
- 3.6 In the School, PE staff will teach children about the importance of health and physical fitness. They will also talk about healthy eating. In the Lower School this will link to Science (Year Two Animals including humans objectives) and PSHEE lessons. Healthy eating also can be taught through the cooking and nutrition objectives in Design and Technology lessons in Year 5.
- 3.7 Only Years Five & Six will be taught about the negative impact of drugs, alcohol and tobacco through designated PSHEE lessons.
- 3.8 All children will be taught about making a call to the emergency services and School children will be taught basic first aid.
- 3.9 Years Two, Four and Six will be taught prescribed lessons about puberty and reproduction. The staff will deliver a set lesson using approved resources. This is taught in addition to the Science objectives which are covered in Year Two and Five. Parents have the right withdraw their child from lessons linked to reproduction unless it is taught as part of the science curriculum.
- 3.10 Parents will be informed of the Sex Education programme and a copy of the lessons and resources will be available. A letter informing parents about the lessons will go out before the programme is delivered.
- 3.11 Some of the Relationships and Health Education objectives will be identified and listed for staff to include in their teacher led assemblies each year. This chart updated by the teachers, showing the date of the assembly and the member of staff who led the assembly. This will be reviewed termly by the Headteacher.

4. THE ROLE OF PARENTS IN SEX EDUCATION

- 4.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.
- 4.2 We will ensure that:
 - the RSE policy will be made available to all parents/carers on the school's website and upon request in a paper format from the School office;
 - any questions that parents may have about the sex education of their child are dealt with before the curriculum is delivered to their child;
 - any issue that parents raise with teachers or the Headteacher about this policy or the arrangements for sex education in the school will be taken seriously;
 - that requests for withdrawal from Sex Education will be granted;
 - detailed information about the lessons being delivered is available.
 - parents are aware that the lessons plans will be followed and not deviated from however, the staff will encourage children to ask their parents if they have any further questions;
 - resources will be held in the school office if parents require support with answering any of their children's questions.
- 4.3 We believe that, through this mutual exchange of knowledge and information, children will benefit from being given a consistent message about their changing body and their increasing responsibilities.

5. THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

- 5.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationships, health and sex education including the local police and medical professionals.

6. CONFIDENTIALITY

- 6.1 Teachers will conduct RSE and PSHE lessons in a sensitive and confidential manner. However, if a child makes a reference to being involved, or likely to be involved in any children protection issues, the teacher will take the matter seriously and deal with it in line with the School Safeguarding and Child Protection Policy and Procedures, including Allegations against Adults. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. (In these circumstances the teacher will talk to the child as a matter of urgency. The teacher will share this information with the DSL. The Headteacher, in the role of DSL, will then deal with the matter in consultation with health care professionals as detailed in the Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults).

7. THE ROLE OF THE HEADTEACHER

- 7.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity and appropriate support.
- 7.2 The Headteacher, where appropriate, liaises with external agencies regarding the school RSE and HE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 7.3 The Headteacher monitors this policy on a regular basis and discusses it with the members of staff involved in its implementation.

8. MONITORING AND REVIEW

- 8.1 The RSE Policy is reviewed on an annual basis. If the policy needs modification, amendments are made after discussion with staff.
- 8.2 Serious consideration is given to any comments from parents about the programme and a record is made of all such comments and their outcomes.

Relationships, Health and Wider World Education

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 1	<p>'What groups and communities do we belong to and what is the purpose of rules?'</p> <p><u>Class rules</u> Children will discuss class rules together with their peers and their teacher. We will talk about ways we can look after each other and keep each other safe.</p> <p><u>Groups and communities</u> Children will discuss the groups and communities they belong to and discuss how these might differ or be the same.</p>	<p>'What is the same and different about us?'</p> <p><u>All about us</u> Children will discuss the similarities and differences between themselves and others. They will identify what makes them unique.</p> <p><u>Setting Goals</u> Children will consider their strengths and weaknesses. They will recognise what they are good at and will understand how to set simple targets.</p> <p><u>Dealing with change or loss</u> We will talk about how change is part of everyone's lives. Children will discuss change or loss they have encountered. They will talk about how it made them feel and discuss ways in which to cope with their emotions.</p>	<p>'What helps us stay healthy?'</p> <p><u>Healthy Diet</u> Children will learn the importance of a healthy diet and what constitutes a healthy meal.</p> <p><u>Physical Health</u> Children will discuss the importance of physical activity, sleep and rest as part of a healthy lifestyle.</p> <p><u>Hygiene</u> We will discuss the way in which bacteria and germs can spread and how good hygiene can prevent us from being ill. We will highlight the importance of hand washing, and teach the children the most effective way to wash our hands.</p> <p><u>Medicine</u> Children will reflect on the role of medicines in helping us recover from illness but they will understand that certain medicines can make us unwell if not used correctly.</p>	<p>'What can we do with money?'</p> <p><u>How do we get it?</u> Children will consider where money comes from.</p> <p><u>How do we manage it?</u> We will discuss how money is kept and about how we manage it.</p> <p><u>What is it used for?</u> Children will identify what money is used for. We will discuss the differences between 'wants' and 'needs' and consider things that money is crucial for.</p>	<p>'Who helps to keep us safe?'</p> <p><u>Jobs</u> Children will discuss the jobs of those closest to them, and talk about their role in our community. We will discuss the roles of people who keep us safe.</p> <p><u>Emergencies</u> We will talk about the roles of people who work in the emergency services and how to get their help. Children will understand how and when to ask for assistance should they feel unsafe or hurt.</p>	<p>'How can we look after each other and the world?'</p> <p><u>Our Impact</u> Children will consider the impact of their actions on those around them, and the wider effects of choices they make.</p> <p><u>Caring</u> Children will be encouraged to think about how they can care for animals and the environment they live in</p>
			keep money safe.			

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 3	<p>'How can we be a good friend?'</p> <p><u>Importance of friendship</u> Children will consider the value in healthy and positive relationships. They will be encouraged to consider when a relationship is making them feel unhappy or unsafe and where to ask for help.</p> <p><u>Online relationships</u> We will discuss how the same principles apply to online relationships as face-to-face relationships and the importance of respect, even when we may be anonymous. Children will think about what sort of boundaries are appropriate in friendships, including in the digital context.</p>	<p>'What keeps us safe?'</p> <p><u>Keeping safe at home & school</u> Children will understand their responsibilities, rights and duties.</p> <p><u>Rules and the law</u> We will discuss the rules and laws that keep people safe, both in school and in our community.</p> <p><u>Antisocial behaviour</u> Children will understand what anti-social behaviour is and how it can affect people.</p> <p><u>Age restrictions</u> Children will understand why social media, some computer games and online gaming is age restricted. They will know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>'What are families like?'</p> <p><u>Different Families</u> Children will understand that families can look different. We will consider single parents, same sex parents, step-parents, blended families, foster and adoptive parents. We will discuss features of a positive family life and how care is demonstrated in families.</p> <p><u>Marriage</u> Children will know that marriage (can be same sex) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><u>Change and loss</u> Children will consider the kinds of change that happen in life and the feelings associated with this. Children will recognise that throughout the course of their lives, they too, will change and can set personal targets in order to affect change.</p>	<p>'What makes a community?'</p> <p><u>Communities</u> Children will consider the groups and communities they belong to.</p> <p><u>Values and Customs</u> Children will understand that people across the world have different values and customs.</p> <p><u>Similarities and differences</u> Children will appreciate that everybody is unique. They will know that there are ways in which we are the same as other people.</p> <p><u>Our Environment</u> We will discuss the sustainability of the environment across the world and the children will consider how they can play a part in protecting it.</p> <p><u>Money</u> Children will understand that money forms a vital part of life. They will understand what is meant by 'interest' and 'loan'.</p>	<p>'Why should we keep active and sleep well?'</p> <p><u>Healthy Eating</u> Children will understand what constitutes a healthy diet, including understanding calories and other nutritional content. They will understand the characteristics and risks of a poor diet.</p> <p><u>Health and Prevention</u> Children will understand the importance of sleep, dental health and simple hygiene routines. They will understand what is meant by a habit and will consider what drugs are common in everyday life (medicines, caffeine, alcohol and tobacco).</p> <p><u>Physical Health and fitness</u> We will discuss the importance of an active lifestyle and consider the positive impact of building regular exercise into daily and weekly routines. Children will understand how and when to seek support if they are worried about their health.</p> <p><u>Balance</u> Children will understand the importance of striking a balance, particularly between online and offline life</p>	<p>'How can we manage risk in different places?'</p> <p><u>Assessing Risk in different situations</u> Children will understand how to manage risk in familiar situations (water, fire, sun, sea).</p> <p><u>Influence of Peers</u> Children will understand the notion of 'peer pressure' and will be tooled with strategies to resist putting themselves in unsafe situations in order to please others.</p> <p><u>Staying safe online</u> We will discuss the risks of being online. Children will know that sometimes people behave differently online. They will know that the images in the media do not necessarily reflect reality. They will understand how information and data is shared and used online.</p>

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 4	<p>'What strengths, skills and interests do we have?'</p> <p><u>Self-Worth</u> Children will know the importance of self-respect and how this links to their own happiness.</p> <p><u>Social Media</u> We will discuss why social media, some computer games and online games are age restricted. Children will know that the internet can be a negative place where online abuse, trolling and bullying can take place, which can have an impact on mental health.</p> <p><u>Media Images</u> Children will know that images in the media do not necessarily reflect reality and will be tooled with ways in which to manage their consumption of these.</p>	<p>'Why should we eat well and look after our health?'</p> <p><u>Physical health and fitness</u> Children understand the mental and physical benefits of an active lifestyle. They will be aware of the risks associated with an inactive lifestyle and they will understand what is meant by a habit.</p> <p><u>Healthy eating</u> We will discuss what constitutes a healthy diet and children will know the characteristics of a poor diet and the risks associated with that.</p> <p><u>Health and prevention</u> Children will begin to recognise the early signs of physical illness. They will learn the facts and science relating to allergies, immunisation and vaccination. We will consider how simple hygiene routines can prevent the spread of bacteria and viruses. Children will be aware of drugs that are common in everyday life and are aware of how to get help in an emergency.</p>	<p>'How can we manage our feelings?'</p> <p><u>Range of emotions</u> Children will understand that they may experience conflicting emotions. They will learn when they might need to listen to their emotions and will be tooled with strategies to overcome them. They will understand that emotions, in particular, may be heightened throughout puberty.</p> <p><u>Negative Pressure</u> We will discuss the kinds of negative pressure children may feel and how they can manage it.</p> <p><u>Change</u> Children will understand that they will experience different kinds of change in life. They will be aware of the feelings associated with change and how they can manage these.</p>	<p>'How do we treat others with respect?'</p> <p><u>Relationships</u> Children will recognise that friendships and relationships should be respectful. They will understand that the principles of online relationships should be the same as face-to-face relationships, but will acknowledge that people sometimes behave differently online. Children should be able to critically consider their friendships, including an awareness of the risks associated with people they have never met.</p> <p><u>Rights, responsibilities and duties</u> Children will recognise that they have responsibilities, rights and duties. They will understand that people can disagree but will be tooled with strategies to resolve differences in an amicable manner.</p> <p><u>Similarities and Differences</u> Children will be prompted to notice that everybody is unique. They will consider what it means to be part of a community and about differing values and customs around the world.</p>	<p>'How can our choices make a difference to our lives, the lives of others and the environment?'</p> <p><u>Sustainability</u> We will discuss the impact of our actions on others and the environment. We will consider the sustainability of the environment across the world and think about ways in which we can help. They will understand what it means to be 'enterprising'.</p> <p><u>Money</u> Children will consider where money comes from and what it is for. They will understand what is meant by 'interest' and 'loan'.</p> <p><u>Personal targets</u> Children will understand that they can set personal targets for the future and consider steps in order to achieve them.</p>	<p>'What do we know about puberty, reproduction, gender identities and relationships?'</p> <p><u>Reproduction</u> Children will learn about human reproduction.</p> <p><u>Puberty</u> They will learn how their body will, and emotions may change as they approach and move through puberty.</p> <p><u>Civil partnership and marriage</u> Children will recognise that civil partnerships and marriage are examples of stable, loving relationships and a demonstration of the commitment between two people who love and care for each other.</p> <p><u>Sex, gender and sexual orientation</u> We will discuss the difference between sex, gender identity and sexual orientation.</p>

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 5	<p>'What makes up a person's identity?'</p> <p><u>Stereotypes</u> Children will consider what a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p><u>Self-respect and respecting identities</u> We will discuss the importance of self-respect and how this links with our happiness. We will consider how we should respect other people's identities, even if they differ from our own.</p> <p><u>Personal Goals and Aspirations</u> Children will consider different ways of achieving goals and having high aspiration, how to set goals and meet them effectively.</p> <p><u>Social Media</u> We will talk about how social media can be harmful, we will consider why there are age restrictions on these platforms, as well as online gaming platforms too.</p> <p><u>Values and customs</u> Children will be encouraged to consider the lives, values and customs of people living in other places and reflect on how these are similar or different to their own lives.</p> <p><u>Human rights – Rights of the child</u> We will discuss the importance of human rights (and the Rights of the child) and about the UN declaration on the rights of the child.</p>	<p>'How can we responsibly manage new situations?'</p> <p><u>Emotions</u> Children will be able to describe the range and intensity of their feelings and will be tooled with strategies to manage conflicting or complex emotions. Children will recognise that change and transition can feel uncomfortable. We will relate this to the process of grieving and bereavement.</p> <p><u>Responsibility and independence</u> We will talk about our communities and the responsibilities, rights and duties of the individuals within them. We will consider the law and think about resolving conflicts. Children will appreciate a range of national, regional, religious and ethnic identities of people living in the UK.</p> <p><u>Being Responsible online</u> Children will be encouraged to think about the way people, including themselves, might behave online. They will be asked to critically consider their online friendships and will learn how information and data is shared online.</p> <p><u>Sustainability</u> We will discuss the changing world we live in and talk about our responsibility to the planet too.</p>	<p>'What jobs would we like?'</p> <p><u>Jobs</u> Children will consider different job roles, they will look at jobs in the community.</p> <p><u>Finance</u> We will discuss how finance plays an important part in our lives. Children will consider the idea of the 'consumer' and discuss how to be a critical consumer.</p> <p><u>Tax, Interest, Loans and Debt</u> Children will learn what is meant by 'interest', 'loan', 'debt' and 'tax'. They will understand the importance of managing money.</p> <p><u>Enterprise</u> We will consider what it takes to set up an enterprise and what enterprise means for work and society.</p> <p><u>The Law</u> Children will also be asked to consider how laws and rules are made. We will consider what anti-social behaviour is and how it can affect people.</p>	<p>'How can friends communicate safely?'</p> <p><u>Online safety</u> Children will understand what it means to be safe online. They will understand how to recognise risks, harmful content and contact and how to report it.</p> <p><u>Mobile Phones</u> We will teach children how to keep safe and well when using a mobile phone.</p> <p><u>Information</u> Children will understand how information online is presented. They will understand that information from search engines is ranked, selected and targeted,</p>	<p>'How can drugs common to everyday life affect health?'</p> <p><u>Physical health and fitness</u> Children will understand the mental and physical benefits of an active lifestyle. They will realise the importance of regular exercise and the risks of an inactive lifestyle. They will understand how and when to seek support if they are worried about their health.</p> <p><u>Healthy eating</u> We will consider the importance of a healthy life style. Children will understand the characteristics a healthy meal. They will know how the spread of infection can be prevented.</p> <p><u>Health and prevention</u> Children will know about safe and unsafe sun exposure. They will learn about viruses, bacteria and germs and recognise the importance of good hygiene.</p> <p><u>Legal and illegal drugs</u> We will talk about habits and about some of the risks and effects of legal and illegal substances. This will include medicines, alcohol and tobacco.</p>	<p>'How can we help in an accident or an emergency?'</p> <p><u>First Aid</u> Children will learn and understand concepts of basic first-aid. They will learn how to deal with common injuries, including head injuries. They will learn the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</p>

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 6	<p>'Why is our health important and how do we maintain good health?'</p> <p><u>Physical health and fitness</u> Children will consider the importance of exercise and the benefits of an active lifestyle. They will understand the risks associated with inactivity. We will consider how and when to seek support if the children are worried about their health.</p> <p><u>Healthy eating</u> We will discuss what constitutes a healthy diet, and understand the risks associated with unhealthy eating. Children will consider or the spread of infection can be prevented.</p> <p><u>Drugs, alcohol and tobacco</u> Children will learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p>	<p>'What is respect and how do we show it?'</p> <p><u>Self-respect</u> We will look into ways in which self-respect links to our own happiness. Children will consider the benefits of having high aspirations for themselves and celebrating personal goals.</p> <p><u>Respecting others</u> Children will continue to understand the importance of respecting others, including those in positions of particular authority. We will consider the lives, values and customs of people living in the UK and in other places in the world and will teach children that we can disagree with others, whilst still demonstrating a level of respect.</p> <p><u>Respect online</u> We will encourage children to consider how online relationships and interactions may differ from face-to-face contact. Children will understand the importance of respect for others online including when they are anonymous.</p>	<p>'How can we keep ourselves safe online?'</p> <p><u>Keeping safe online</u> Children will be encouraged to consider the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. They will understand that people sometimes behave differently online and may pretend to be someone they are not. Children will be able to critically consider their online friendships and will understand how information and data is shared and used.</p> <p><u>Social Media</u> We will discuss why social media and computer games are age restricted. Children will understand that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place. They will consider how images in the media can distort reality. We will teach the children how to keep safe and well when using a mobile phone.</p>	<p>'What do we know about the world we live in?'</p> <p><u>The law</u> Children will understand the significance of the law, and we will discuss how to respond to anti-social and aggressive behaviours. We will discuss anti-social behaviour and how to handle, challenge or respond to anti-social or aggressive behaviour. Children will consider what it means to be part of a community and appreciate the range of national, regional, religious and ethnic identities of people living in the UK. They will learn about the lives, values and customs of people living in other places.</p> <p><u>Money</u> We will consider what is meant by the terms interest, loan, debt and tax. Children will understand the importance of looking after money and how they can be critical consumers. We will also think about the notion of 'enterprise' and what this means for work and society.</p> <p><u>Human Rights</u> As well as understanding the importance of the law, children will also consider the importance of human rights and the rights of the child.</p>	<p>'What can different relationships look like?'</p> <p><u>Marriage/Civil Partnerships</u> Children will understand that civil partnerships and marriage are examples of stable, loving relationships. They will learn that forcing anyone to marry is a crime. We will look into the differences between sex, gender identity and sexual orientation.</p> <p><u>Healthy relationships</u> We will encourage the children to be aware of the different types of relationships. We will consider what forms a healthy relationship and teach the children to recognise an unhealthy relationship, and who to talk to if they need support.</p>	<p>'How do we change as we grow?'</p> <p><u>Puberty</u> Children will learn how their body will, and emotions may, change as they approach and move through puberty. We will teach the children how to take care of their body and they will understand the right to protect their body.</p> <p><u>Changing adolescent body</u> Children will understand key facts about puberty, about menstrual wellbeing, including key facts about the menstrual cycle.</p> <p><u>Secrets and confidentiality</u> We will be looking at the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to break confidence or share a secret.</p>