



Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy (RSHE)

Name of School: Cockton Hill Junior School



This policy was developed in response to:

- Sex and Relationship Guidance DfES 2000,
- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- 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)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safe Guarding Guidance (2018)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- E-safety/Online Policy
- Anti-bullying
- Respectful Relationships/ Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- United Nations Convention for the Rights of the Child – particularly articles 12, 24, 19 and 34.

The Consultation Process Has Involved:

- PSHCE Lead undertaken LA training
- Pupil focus groups / school council
- Consultation and engagement with parents / carers including a parental questionnaire (this was virtual due to Covid-19 restrictions).
- Review of Relationships and Sex Education (RSE) curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. Family Health Workers, Education Development Service,
- Consultation, agreement and implementation of policy by school governors

What is Relationships Education? (Including Relationships and Sex Education)

Relationships and Sex Education (RSE) is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships. It includes is lifelong learning about physical, sexual, 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.

There should be a clear progression of what is taught from RSE in primary school through to RSE in secondary school.

Principles and Values

In addition Cockton Hill Junior School believes that 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 supports 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 listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity 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 prime educators 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

Relationship Education (Including Relationships and Sex Education) in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships
- learning about the nurture of children
- Learning the value of and demonstrating respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision making
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults
- Challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- Learning to manage emotions within relationships confidently and sensitively, including off and online
- Developing positive self-esteem and confidence
- Developing and demonstrating self-respect and empathy for others
- Making informed choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults
- How to report concerns or abuse, and the vocabulary and confidence needed to do so

Knowledge and Understanding

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- Learning about reproduction (Science curriculum), human sexuality, gender identity, personal health, emotions and relationships
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies

Aims and Objectives

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within personal relationships
- avoid being pressured into uncomfortable or dangerous situations
- communicate effectively by developing the appropriate language for sex and relationship issues
- have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary

Organisation and Content of RSHE Education

Cockton Hill Junior School specifically delivers Relationships Education and Relationship and Sex Education through its PSHCE Programme (named We Believe), RE, Computing, PE and Science lessons. We seek to draw links between RSHE and other curriculum subjects wherever possible.

Much of the relationship's education (including relationship and sex education) at Cockton Hill Junior School takes place within PSHCE lessons. Teachers generally deliver the PSHCE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as 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 group/classroom agreement 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. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Parents will be informed of each Year Groups curriculum content. An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 1. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 1. A summary of the content that will be taught during each Year Group is outlined at Appendix 3.

Sex Education

The DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At Cockton Hill Junior School we want to ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born.

Parents are consulted on the organisation and delivery of our sex education curriculum and are given the opportunity to feedback on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education. All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity.

The words which will be used are: penis, vagina, testicle, scrotum, breasts and pubic hair.

A summary of the content that is currently taught is outlined at Appendix 4.

External Partners

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum. Before delivery of the session we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupils' needs. We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

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 relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

Working with parents/carers and the wider community

Here at Cockton Hill Junior School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

Parents are consulted in the development and delivery of the curriculum through:

- Questionnaires and surveys
- Meetings
- Newsletters and letters
- Website

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Pupil's right to be excused from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses.

Safeguarding reports of abuse and confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, identifying the young person,

and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

Ratified May 2021 and to be reviewed annually

Appendix 1

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

By the end of primary school, pupils will know:

7. How important friendships are in making us feel happy and secure, and how people choose and make friends.
8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
10. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
11. How to recognise who to trust and who not to trust.
12. How to judge when a friendship is making them feel unhappy or uncomfortable.
13. How to manage conflict.
14. How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

15. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
16. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
17. The conventions of courtesy and manners.
18. The importance of self-respect and how this links to their own happiness.
19. That in school and 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.
20. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
21. What a stereotype is, and how they can be unfair, negative or destructive.

22. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

23. That people sometimes behave differently online, including pretending to be someone they are not.

24. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.

25. The rules and principles for keeping safe online.

26. How to recognise harmful content and contact online, and how to report these.

27. How to critically consider their online friendships and sources of information.

28. The risks associated with people they have never met.

29. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

30. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.

31. About the concept of privacy and the implications of it for both children and adults.

32. That it is not always right to keep secrets if they relate to being safe.

33. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

34. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.

35. How to recognise and report feelings of being unsafe or feeling bad about any adult.

36. How to ask for advice or help for themselves and others, and to keep trying until they are heard.

37. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

38. Where to seek advice, for example, from their family, their school and other sources.

Appendix 2

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.

2. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.

3. The scale of emotions that humans experience in response to different experiences and situations.

4. 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.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. The benefits of physical exercise, time outdoors, community participation, and voluntary and service based activity on mental wellbeing and happiness.
7. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
8. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
9. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
10. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
11. That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

12. That for most people, the internet is an integral part of life and has many benefits.
13. About the benefits of rationing time spent online.
14. The risks of excessive time spent on electronic devices.
15. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
16. How to consider the effect of their online actions on others.
17. How to recognise and display respectful behaviour online.
18. The importance of keeping personal information private.
19. Why social media, some computer games and online gaming, for example, are age-restricted.
20. 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.
21. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
22. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

23. The characteristics and mental and physical benefits of an active lifestyle.
24. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
25. The risks associated with an inactive lifestyle, including obesity.
26. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

27. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
28. The principles of planning and preparing a range of healthy meals.
29. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

31. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
32. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
33. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
34. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
35. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
36. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

37. How to make a clear and efficient call to emergency services if necessary.
38. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

39. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
40. About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 3

| Term | Autumn | | | Spring | | | Summer | | |
|---------------|--|---|---|--|--|--|---|--|---|
| Core Theme | Relationships | | | Living in the Wider World | | | Health and Wellbeing | | |
| Topics | Families and Friendships | Safe Relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and Work | Physical health and wellbeing | Growing and Changing | Keeping Safe |
| Year 3 | Roles of different people; families; feeling cared for; What makes a family; features of family life | Recognising privacy; staying safe; seeking permission; Personal boundaries; safely responding to others; the impact of hurtful behaviour | How behaviour affects others; being polite and respectful; Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | What rules are; caring for others' needs; looking after the environment; The value of rules and laws; rights, freedoms and responsibilities | Using the internet and digital devices; communicating online; How the internet is used; assessing information online | Strengths and interests; jobs in the community; Different jobs and skills; job stereotypes; setting personal goals | Keeping healthy; food and exercise, hygiene routines; sun safety; Health choices and habits; what affects feelings; expressing feelings | Recognising what makes them unique and special; feelings; managing when things go wrong; Personal strengths and achievements; managing and reframing setbacks; naming body parts | How rules and age restrictions help us; keeping safe online; Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Making friends; feeling lonely and getting help; Positive friendships, including online | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour; Responding to hurtful behaviour; managing confidentiality; recognising risks online | Recognising things in common and differences; playing and working cooperatively; sharing opinions; Respecting differences and similarities; discussing difference sensitively | Belonging to a group; roles and responsibilities; being the same and different in the community; What makes a community; shared responsibilities | How data is shared and used; The internet in everyday life; online content and information | What money is; needs and wants; looking after money; Making decisions about money; using and keeping money safe | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help; Maintaining a balanced lifestyle; oral hygiene and dental care | Growing older; naming body parts; Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Safety in different environments; risk and safety at home; emergencies; Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing; physical and emotional changes in puberty | Keeping safe in different situations, including responding in emergencies, first aid. |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

Appendix 4

Outline of Sex education

Sex Education, aside from what is taught through the National Curriculum for Science, is only taught in Year 6.

The content of Sex Education in Year 6 is planned for, and based around, preparing our children for the statutory Sex Education objectives which will be taught in secondary schools, as outlined in the statutory government guidance (2019).

Year 6

Exploring the human life-cycle

The main external parts of the male and female bodies and their functions

How a baby is conceived and born