

Policy for Relationships Education, Relationships and Sex Education (RSE), and Health education

This policy complies with The Equality Act 2010 and Relationships Education, Relationships and Sex Education (RSE), and Health education 2019 under 34 and 35 of the Children and Social work Act 2017, Equality Act 2010
This policy should be read in conjunction with the Fosse Bank PSHE policy.

Written September 2020 AC
Next review date: September 2021
Annual Governor review in November

Introduction

Consultation with Parents: Following an invitation to all parents, the Headmistress held a meeting with a group of parents with children of different ages and agreed that:

- a) children would be taught age appropriately;
- b) children's questions would be answered appropriately for their age, and prior knowledge, taking into account, any pupils with SEND.
- c) any unexpected questions which were felt to be in advance of the child's age would be discussed with the parent.

Parents do not have the right to withdraw children from Relationships Education but parents of children in Years 5 and 6 do have the right to withdraw children from Sex Education taught in those years. Please see further down this document to see how this is taught.

Rational:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

At Fosse Bank the emphasis will continue to be on the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We are clear that parents are the prime educators for

children on many of these matters and aim to complement what is taught at home, whether overtly or just by being part of a family. We aim to help prepare pupils for the opportunities, responsibilities and experiences of adult life by promoting the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

How will this be taught?

RSE will be taught through a variety of lessons including Circle Time for younger children, PSHE (Personal, social, health and economic education) science and computing, much of it also naturally occurring as part of the ethos of the school. The content of the RSE curriculum is listed below.

Pupils are generally taught these subjects by their class teacher, as they know the children well, with some aspects being taught by specialist teachers e.g. science or sports teachers.

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Relationship Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
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	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Carng friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
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	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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<p>Sex Education</p> <p>In Year 5 and 6</p>
<p>In Year 5 pupils are taught about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We teach the children in Year 5 about puberty, with a useful video which parents are invited to watch first. It includes first-hand experience from teenagers who have been through puberty, to dispel any myths that pupils may have picked up, and cartoon characters to avoid embarrassment. Boys and girls watch and discuss material about puberty in boys and girls, but separately. After this/these lessons there is always the opportunity to put questions anonymously into a box for teachers to answer in follow up lessons.</p>

In Year 6 we ensure that both boys and girls are prepared for the changes that adolescence brings for boys and for girls 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 have the right to request that their child be withdrawn from some or all of sex education. In practice, the member of staff teaching Year 5 and Year, will always give parents the opportunity to watch material proposed for the children on a published date, and be able to answer questions about how puberty, for instance, is taught.