

# RELATIONSHIP & SEX EDUCATION POLICY



Date: September 2022

Date for review: September 2024

## St Day and Carharrack Community School

*We are the **CHANGE-MAKERS** of OUR WORLD!*

### OUR VISION

**ENJOYING, ENGAGING, EXCELLING**

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

### OUR SCHOOL AIMS:

*to live our vision and values through our behaviours  
It starts with every one of us!*

**People** – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

**Place** - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

**Purpose** - living our values of **ENJOYMENT**, **ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to **be brilliant**

### LIVING OUR VALUES:

#### ENJOYMENT

*Laughing*

*Loving*

*Learning*

#### ENGAGEMENT

*Communicating*

*Collaborating*

*Contributing*

#### EXCELLENCE

*Be your best*

*Be even better*

*Be brilliant*

Chair of Governors: Lora Newman

Signed: 

## **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **PSHE**

At St Day and Carharrack Primary School, we teach Personal, Social, Health Education as a whole-school approach in order to underpin children's development as people. When this is taught effectively and progressively it promotes and supports their learning in all areas of development.

In St Day and Carharrack Primary School we aim to offer a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website which is delivered by all adults in the school following the Cornwall and Isles of Scilly Curriculum (CIOS).

This supports and compliments the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## **Statutory Relationships and Health Education**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Additionally, Health Education is also compulsory in all schools (except independent schools). Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"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."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

[“ All schools must have in place a written policy for Relationships Education and RSE.”](#)

DfE Guidance p.11

At St Day and Carharrack Primary School we value PSHE. Teaching this successfully supports children’s development as human beings, enables them to understand and respect who they are, to empower them with a voice and equip them for life and learning.

We include the statutory **Relationships and Health Education** within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use the CIOS programme, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The diagram at the end of this policy outlines the statutory Relationships and Health Education expectations requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

#### **Our PSHE policy is informed by existing DfE guidance:**

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Cornwall and Isles of Scilly curriculum is aligned to the PSHE Association Programmes of Study for PSHE.

#### [What do we teach when and who teaches it?](#)

##### [Whole-school approach](#)

CIOS covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme for each term and year group taught across the school; the learning deepens and broadens every year.

## Instructional Planner

Relationships, Health, Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Welcome to School	People who care for us	Healthy friendships	Our health	We all have feelings	Managing our time safely online: Jessie & Friends 1 Warning videos
	Emergencies and getting help	Plans: Responsibilities and respect	Our bodies and boundaries – NSPCC PANIS	Healthy food Choices	Good and not so good feelings	
Year 2	Respecting uniqueness	Everyday Safety	Learning About Water	Sharing photos online: Jessie & Friends Sharing pictures 2	Jessie & Friends Playing games 2	Keeping Our teens Clean
	Our communities	Basic First Aid	Harmful Words	Online Interactions and Information sharing: Jessie & Friends Playing games 1	Big feelings	
Year 3	Warts at Work	Road Safety	Physical Activity	The Internet and everyday life. Turn off her's Play	Expressing feelings	Sun Safety
	Spending and Saving money	Learn more Skills	Everyday drugs	Everyday feelings	Strategies to support wellbeing	
Year 4	What makes a good friend	Resolving conflict and managing pressure	Money choices	Safely enjoying the online world. Play like share 1 – Alfie	Play like share 3 – fans	The environment
	Respecting Others	Everyday safety and basic First Aid	Volunteering and citizenship	Keeping personal information private. Play like share 2 – Magnus	Managing feelings	
Year 5	Adverse community	Illness	Puberty 1 – bodies and reproduction	Online content	Mental health and feeling well	Risk & peer pressure
	Respectful relationships	Nutrition & healthy eating	Puberty 2 – body changes	Online content	Managing challenge and change	
Year 6	Different types of families	Keeping your body safe 1	Spending decisions	Online friendships and feeling safe. Share Aware 1 – Alex	Social media	Changing schools
	Healthy / harmful relationships	Consent - Keeping your body safe 2	Exploring risk in relation to gambling	Skills for using the Internet safely. Share Aware 2 – Lucy	Feelings and common mistakes when changing schools	

At **St Day and Carharrack Primary School** PSHE is effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'. An example of a theme might be 'Health and wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'. The context might be healthy and balanced eating in Year 4, and body image and eating disorders in Year 9 through which the key concepts are expanded and the key transferable skills rehearsed and developed. Planned enrichment days may be additionally planned in order to develop and extend our school's planned PSHE education programme further. We allocate 2, 60 minute lessons every half term to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Our PSHE education is further enriched by:

Virtue assemblies and collective worship, visiting speakers, praise and reward systems, Golden Rules (Positive Charter System), through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. This includes aspirational world-wide events. Sometimes lessons may be adapted, repeated or broken down into more manageable chunks throughout the term ensuring nothing is missed and mis-conceptions are corrected.

Class teachers conduct weekly/daily (depending on the topic) circle time sessions to their own classes specific to their year group.

## **Relationships Education**

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the CIOS Programme covers these is explained in the mapping document and Statutory Relationships and Health Education below.

It is important to remember that PSHE learning is linked to other subjects in the curriculum which overlap. For example, pupils may learn about the biology of reproduction or the effects of drugs on people's bodies through the science curriculum, but PSHE gives them the opportunity to consider what this knowledge and understanding means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives. Other linked subjects include citizenship, religious education, ICT and some aspects of literacy. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Health Education**

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the CIOS Programme covers these is explained in the mapping document below in [Statutory Relationships and Health Education](#).

**Also, teaching children about puberty is now a statutory requirement.**

## Sex Education

The DfE Guidance 2019 (p.23) **recommends** that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, '**Sex Education is not compulsory in primary schools**'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should 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'.

At St Day and Carharrack Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction. This is taught through high quality teaching and learning about a broad variety of topics related to **sex** and **sexuality**, exploring values and beliefs about those topics and gaining the skills that are needed to navigate relationships and manage one's own **sexual** health. Relationships Education / RSE education should always be taught as part of broader PSHE education. This way pupils can develop the necessary skills, knowledge and personal attributes as part of a planned programme of regular lessons that also addresses related factors such as media literacy, drugs and alcohol, equality and prejudice and health.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At **St Day and Carharrack Primary School**, as puberty is taught as a statutory requirement of Health Education and covered by our CIOS PSHE Programme in the Year five unit of work, we conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this as follows:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

For EYFS and KS1 children there is no need for parents to request removal from any taught lessons for PSHE.

### Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

## Equality

**This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, " Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area

of the curriculum”.

**At St Day and Carharrack Primary School we** promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

The Governors and staff of St Day and Carharrack Primary School are committed to the principle and practice of equality of opportunity.

We have an inclusive ethos which means all staff, pupils and parents work together to ensure that everyone, regardless of race, gender, sexual orientation, disability or social background can thrive.

Our community is predominately white British but we also serve pupils and their families from other backgrounds. Alongside our commitment to valuing the cultural inheritance of all the pupils in the school, the lack of diversity in our immediate area highlights the need to develop our pupils understanding and appreciation of equality and diversity in both the school and wider British society. One of our key objectives is to increase understanding between religious and non-religious groups through inviting different people to come in and lead workshops with our children and parents.

Through our PSHE, RSE, RE education, we promote British values and ensure our pupils consider and value diversity through celebrating different cultures, in preparation for their experiences in the wider world.

Pupils are taught to respect and celebrate difference and understand that everyone, regardless of race, gender, sexuality or disability has equal value. Staff model respect and understanding in all their dealings. Empathy and care for others are part of our core values.

We carefully monitor the progress of pupils who fall into particular groupings (Free School Meals, Girls, Boys, Special Educational Needs, English as an Additional Language) and put in place strategies within and outside of the class to ensure the educational achievement of all our children.



### DIAGRAM 1.1 Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be 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.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How St Day and Carharrack Primary School provides the solution</b>
<b>Families and people who care for me</b>	<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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</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><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>	All of these aspects are covered in lessons within the CIOS programme of study
<b>Online relationships</b>	<ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li></ul>	All of these aspects are covered in lessons within the CIOS programme



	<ul style="list-style-type: none"> <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>	
<b>Being safe</b>	<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>	All of these aspects are covered in lessons within the CIOS programme of study

### DIAGRAM 1.2 Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How St Day and Carharrack Primary School provides the solution</b>
<b>Mental wellbeing</b>	<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 well-being 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 well-being.</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 well-being or ability to control their emotions (including issues arising online).</li></ul>	<p>All of these aspects are covered in lessons within the CIOS programme of study.</p> <ul style="list-style-type: none"><li>•</li></ul>

	<ul style="list-style-type: none"> <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>	
<b>Internet safety and harms</b>	<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 knowhow 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>	<p>All of these aspects are covered in lessons within the CIOS programme of study</p> <ul style="list-style-type: none"> <li>Integral ICT lessons</li> </ul>
<b>Physical health and fitness</b>	<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>All of these aspects are covered in lessons within the CIOS programme</p> <ul style="list-style-type: none"> <li>Science curriculum</li> </ul>
<b>Healthy eating</b>	<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> </ul>	<p>All of these aspects are covered in lessons within the CIOS programme</p>

	<ul style="list-style-type: none"> <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>	
<b>Drugs, alcohol and tobacco</b>	<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 immunisation and vaccination</li> </ul>	All of these aspects are covered in lessons within the CIOS programme
<b>Basic first aid</b>	<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>	All of these aspects are covered in lessons within the CIOS programme
<b>Changing adolescent body</b>	<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>	All of these aspects are covered in lessons within the CIOS programme

