



Relationship, Sex and Health Education Policy

St Nicholas School is a UNICEF Rights Respecting School and promotes rights respecting values in all its policies



The Governing Body of St Nicholas School formally adopted

This Policy on 13th January 2022

It will be reviewed in January 2023 unless otherwise advised

Signed _____

Headteacher

Signed _____

Chair of Governors

Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the curriculum
4. Consultation with parents
5. Relationships education overview
6. Relationships education per year group
7. Health education overview
8. Health education per year group
9. Relationships and Sex education
10. Delivery of the curriculum
11. Equality and accessibility
12. Curriculum links
13. Withdrawing from the subjects
14. Behaviour
15. Staff training
16. Confidentiality
17. Monitoring quality
18. Monitoring and review

Statement of intent

At St Nicholas School, we understand that all pupils, regardless of their additional needs, must be provided with an education that prepares them for the opportunities, responsibilities and experiences of life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

At St Nicholas School we understand that it is our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum to all our pupils. This policy sets out the framework for our relationships, sex and health curriculum.

1. Legal Framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Harmful Sexual Behaviour Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- E-safety Policy
- Visitor Policy

2. Roles and Responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The relationships, sex and health education subject leaders are responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.

- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Working with the relationships, sex and health education subject leaders to evaluate the quality of provision.

3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- 3.3. For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.

- 3.4. The relationships, sex and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ [guidance](#).
- 3.5. The relationships, sex and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.6. The relationships, sex and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.
- 3.7. We may consult with parents, pupils and staff in the following ways:
 - Questionnaires and surveys
 - Focus groups
 - Meetings
 - Training sessions
 - Newsletters and letters
- 3.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Organising a meeting with the headteacher.
 - Emailing kgoodwin.306@lgflmail.org

- 3.9. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils; considering the developmental level of the majority of our cohort where appropriate.
- 3.10. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. 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
- 4.3. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. This is especially relevant in upper key stage two.
- 4.4. The RSE and PSHE policy are available on the school website and parents are free to share their views on these and any relating policies at any time.

5. Relationships education overview

Families and people who care for me

- 5.1. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:
- That families are important for them 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.
- 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 marriage 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.

Caring friendships

5.2. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

- 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, 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.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

- 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.
- Which 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 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.
- 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.
- What a stereotype is, and how they can be unfair, negative or destructive.

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

Online relationships

5.4. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.5. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

- 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

6. Relationships education per year group

6.1. The school is free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group.

6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

- 6.3. The school plans a progressive curriculum in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

7. Health Education overview

Health education is compulsory for all state-funded primary schools. Independent schools are required to teach health education as part of PHSE education.

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

Mental wellbeing

- 7.2. By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
 - **St Nicholas School utilises The Zones of Regulation as a visual aide to support children's understanding and communication of their emotions.**
 - **Where appropriate this understanding is further supported with possible sensory regulation options in order to return to a calm emotional state.**
- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
 - **At St Nicholas School we support the children to begin to understand different emotions through communication groups, visual aides, social stories and through the daily utilisation of the Zones of Regulation.**
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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.

Internet safety and harms

- 7.3. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a detrimental impact on an individual.
- Where and who to report concerns to in order to get support with issues online if they are feeling unhappy.

Physical health and fitness

7.4. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

- The characteristics and mental and physical benefits of an active lifestyle.
- 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.
- The risks associated with an inactive lifestyle, including obesity.

Healthy eating

7.5. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

- What constitutes a healthy diet, including an appropriate balance of the various food groups.
- The experience of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating.

Drugs alcohol and tobacco

7.6. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

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

Health and prevention

7.7. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- The importance of sufficient good-quality sleep for good health.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

Changing adolescent body

7.8. Allowing for individuals developmental understanding, by the end of primary school, we aim for the majority of pupils to know:

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

8. Health Education per year group

- 8.1. The school is free to determine, within the statutory curriculum content outlined in [section 7](#), what pupils are taught during each year group.
- 8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 8.3. The school plans a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

9. Relationship and Sex Education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, 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.

- 9.1. 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.
- 9.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 9.3. At our school, we do teach pupils sex education beyond what is required of the science curriculum.
- 9.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 3](#) and [section 4](#) of this policy.

- 9.5. Parents are invited to take part in a discussion about what will be taught during relationship and sex education lessons in Years 5 and 6.
- 9.6. The age and development of pupils is always considered when delivering relationship and sex education.

10. Delivery of the Curriculum

- 10.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.
- 10.2. Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 10.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 10.4. At St Nicholas school we do not explicitly teach our pupils about physical sexual relations, however, when we teach about different relationships we will ensure that LGBTQ+ relationships are reflected within the curriculum lessons, rather than delivered as a standalone unit or lesson.
- 10.5. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs.
- 10.6. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 10.7. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.
- 10.8. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 10.9. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 10.10. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

- 10.11. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.
- 10.12. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.
- 10.13. Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the **Child Protection and Safeguarding Policy**.
- 10.14. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
- 10.15. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 10.16. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 10.17. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. This will be handled with sensitivity and followed up by Child Protection and Safeguarding Policy procedures.

11. Equality and accessibility

- 11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:
- Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- 11.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

- 11.3. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 11.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 11.5. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.
- 11.6. The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

12. Curriculum Links

- 12.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 12.2. Relationships, sex and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - **Citizenship** – pupils learn about their responsibilities and the possible consequences of their actions.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

13. Withdrawing from subjects

- 13.1. Relationships, sex and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 13.2. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

- 13.3. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 13.4. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 13.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 13.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 13.7. The parent will be informed in writing of the headteacher's decision.
- 13.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

14. Behaviour

- 14.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 14.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 14.3. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

15. Staff Training

- 15.1. Information will be shared with all staff members to ensure they are up-to-date with any relevant changes within the relationship, sex and health education programme and associated issues.
- 15.2. Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leaders, to ensure they are fully equipped to teach the subjects effectively.
- 15.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

16. Confidentiality

- 16.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 16.2. Teachers will, however, alert the Senior Leadership Team or Designated Safety Lead as appropriate about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 16.3. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

17. Monitoring Quality

- 17.1. The relationships, sex and health education subject leaders are responsible for monitoring the quality of teaching and learning for the subjects.
- 17.2. The relationships, sex and health education subject leaders will conduct subject assessments which will include a mixture of the following -
- Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Work sample collection
 - Lesson planning scrutiny

18. Monitoring and Review

- 18.1. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leaders and headteacher. The next scheduled review date for this policy is July 2022.
- 18.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 18.3. The governing board is responsible for approving this policy.
- 18.4. Any changes made to this policy will be accessible to all staff, parents and, where necessary, pupils.