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| <p style="text-align: center;">Relationships, Sex and Health Education Policy</p> |  |
| <p>DATE OF POLICY: Summer Term 2021</p> | |
| <p>DATE OF NEXT REVIEW: Summer Term 2022</p> | |
| <p>TO BE REVIEWED BY: Full Governing Body</p> | |

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DECOY VALUES

Have a go

Make the right choices

Do your best

Think of others

Our Golden Value

Treat other people as you would like them to treat you

1. Aims

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (DfE *Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*)

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Enable pupils to use the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Equality Act 2010 – Chapter 1 of Part 6 of the Act applies to schools. Schools are required to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Relevant protected characteristics are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and sexual orientation

We are required to teach elements of sex education covered in the science National Curriculum and choose to include some non-statutory elements (see the curriculum detail in Appendix 1).

At Decoy Community Primary School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff have been given the opportunity to look at the policy and provide feedback.
3. Parent/stakeholder consultation –parents/carers and other interested parties have been provided with a copy of the policy, a curriculum overview (Jigsaw) and access to an online survey to provide feedback (no face-to-face consultation due to Covid-19 (March 2020 - present)).
4. Pupil consultation – this takes place throughout the year via the curriculum and other interactions. Adults ask for and gather children’s opinions, listen carefully to their views and make changes that are appropriate.
5. Ratification – once amendments have been made, the policy is shared with governors and ratified.

4. Definition

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships: RSHE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Here at Decoy Community School, we value PSHE.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme which is part of our support for children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

To ensure progression in our curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**
- **Being safe**

We also teach elements of the statutory curriculum through other subject areas e.g. science, PE and RE:

- In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- In PE, children learn about healthy lifestyles and the importance of exercise.
- In science, they learn about life cycles, inheritance and the impact that diet, exercise, drugs and lifestyle has on the way their bodies function.

We also cover part of the RSHE curriculum through other aspects of school life:

- NSPCC Speak Out, Stay Safe assemblies and workshops
- Online safety teaching (planned and incidental)
- Assemblies led by the Senior Leadership Team

For more information about our RSHE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

The Governing Body

The Governing Body will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils and answering questions in an age appropriate manner
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE and providing alternative work for those withdrawn
- Responding to and reporting any safeguarding concerns in line with the Child Protection and Safeguarding Policy

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents'/Carers' right to withdraw

Parents/Carers do not have the right to withdraw their children from relationships education.

Parents/Carers have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

The Headteacher will approve a request to withdraw a pupil from non-statutory components of sex education within RSHE.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Monitoring arrangements

As part of our cycle of monitoring, the curriculum subject leader will talk to pupils and check planning to ensure children receive their regular entitlement to a broad and balanced curriculum and that all of the content, as identified in our curriculum intent statement, is taught.

Appendix 1: Curriculum Map

Curriculum Map

PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning themes that are taught across the school; the learning deepens and broadens every year.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <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. • 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 | <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. |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <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. • 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 | <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. |

| TOPIC | PUPILS SHOULD KNOW |
|------------|--|
| Being safe | <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. |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Mental Wellbeing | <ul style="list-style-type: none"> • 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, nervousness) and scale of emotions that all humans experience in relation 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, 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. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right help is given. |

| TOPIC | PUPILS SHOULD KNOW |
|-----------------------------|--|
| Internet Safety and Harms | <ul style="list-style-type: none"> • 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 and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, 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 negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. |
| Physical Health and Fitness | <ul style="list-style-type: none"> • 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, 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). • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy Eating | <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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). |
| Drugs, Alcohol and Tobacco | <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|--|
| Health and Prevention | <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • 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, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. |
| Basic First Aid | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example, dealing with common injuries, including head injuries. |
| Changing Adolescent Body | <ul style="list-style-type: none"> • 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 including the key facts about the menstrual cycle. |

Appendix 3: Parent form: withdrawal from sex education within RSHE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |