



# Abingdon Primary School

*Respectful, resilient, responsible learners*

## Relationships, Sex and Health Education Policy

**Updated by: Claire Flanders**

**Subject leader: Elizabeth Hammond (Mat leave)/ Lindsey Purslow (covering)**

**Consultation with parents: June 2021**

**Date: June 2021**

**To be reviewed: June 2023**

### Intent

At Abingdon we understand the importance of relationships and sex education (RSE) at our school. We understand that RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The main focus of RSE and the compulsory part established by the Department for Education is 'Relationships', and by we believe that by teaching age appropriate learning around RSE we can:

- Develop the personal skills needed by pupils for them to establish and maintain relationships
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Enable children to make responsible and informed decisions about their health and wellbeing.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Give children an understanding of the importance of health and hygiene, to help them prepare for changes in their body

**We aim for all of our children to leave Abingdon with a clear understanding of what healthy relationships are, and how they are forged and maintained. We want our children to have a positive self-image, high self-esteem and high self-efficacy, to help them succeed in life beyond primary school.**

## **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](#).

We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

The DfE have also issued [statutory guidance](#) for schools which clearly identifies the expectations and statutory responsibilities for schools.

## **Implementation**

### **Policy development**

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

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – The policy was made available to parents on the website for two weeks and they were invited to discuss any points
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Curriculum**

The children have a specific focus on RSE lessons each half term alongside their PSHE curriculum. The lessons are progressive and inclusive for all. The PSHE curriculum will be reviewed and adapted as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

**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

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers)

amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The table below is from the guidance. It states the outcomes of Relationship education that the children need to know by the **end of their primary education**:

(See Appendix 1 for whole school plan/Yearly progression)

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <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> </ul> <hr/> <ul style="list-style-type: none"> <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<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</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> </ul> <p><small><sup>13</sup> 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.</small></p>
<p><b>Caring friends hips</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</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>
---------------------------------	---

<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <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>	<p>Pupils should know</p> <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>
-------------------	---

These outcomes are filtered through our PSHE topics.(See Appendix 1)

**Sex Education** is not compulsory on its own, however, much of the Sex Education curriculum is linked to the science objectives. Therefore as a school we have decided to continue to teach it as we want to prepare our children in an appropriate way, for the changes in their bodies that are being to happen much earlier and that by Year 5 and 6 many of them are dealing with.

The main outcome for primary sex education is:

- Preparing boys and girls for the changes that adolescence brings
- Know the science of how a baby is conceived and born

The main part of this occurs in Year 5 and 6.

Another aspect of RSE is **Mental Health and Wellbeing**. The focus of this in school is teaching the characteristics of good physical health and mental wellbeing. With an understanding that mental wellbeing is a normal part of daily life, in the same way as physical health.

**By the end of primary school:**

<b>Mental wellbeing</b>	Pupils should know <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></ul>
	<ul style="list-style-type: none"><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 wellbeing 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 wellbeing.</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 wellbeing or ability to control their emotions (including issues arising online).</li><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>	<p>Pupils should know</p> <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 know how 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>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <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>
<b>Healthy eating</b>	<p>Pupils should know</p> <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> <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>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

<b>Health and prevention</b>	<p>Pupils should know</p> <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 allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <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>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <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>

Although many of the highlighted objectives are taught through other subjects – each year school will have a Keeping Safe Week which will focus on some of these aspects as well as online safety. School also celebrates Mental Health Week, Wellbeing Week and AntiBullying Week each year, which also help to consolidate many of these objectives.

On top of our PSHE curriculum which covers many of the Relationships Education Outcomes, we also provide stand-alone lessons to ensure all aspects of Sex Education and mental health and Wellbeing are covered. See Appendix 2

At Abingdon RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equality and objectives Policy
- Health and Safety Policy

- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

### **SEND and Inclusion**

Abingdon Primary School is an **inclusive** school where we have always placed a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth. At Abingdon we provide for all children so that they achieve as highly as they can according to their individual abilities. We will identify which pupils or groups of pupils who are under-achieving and take steps to improve their attainment. Gifted children are also identified and suitable learning challenges provided.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the **non-statutory/non-science** components of sex education within RSE. Requests for withdrawal should be put in writing (appendix 2 – template) and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education. (See appendix 3 for compulsory science objectives)

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Child Protection**

If any disclosure occurs during a health-based lesson and concerns are raised, teachers will follow the school's procedure for Child Protection.

Teachers have a duty of care and so any incident or potential incident (e.g. involving abuse) must be treated as a Child Protection issue.

### **Confidentiality**

Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

### **Disclosure or suspicion of possible abuse**

Abingdon Primary School has a Child Protection policy and procedure for dealing with child sexual abuse based on LEA guidelines and recommendations. This policy is available on request.

## **Impact**

The delivery of RSE is monitored by the Lead for PSHE, Phase Leaders and the Headteacher through: Learning Walks, pupil voice and work sampling.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.



This policy will be reviewed by PSHE lead and the Curriculum and Standards committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by Governing Board.

RSE has an important link to the safety / acceptable use policy and the Computing policy, which teaches about online safety. It is vital for RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online particularly in the social media world that the children are beginning to be a part of.

**By teaching RSE in the way we do, our children will have completely age appropriate learning, based on their need. It will be progressive and inclusive and taught in a safe environment. It will prepare children for adult life and help promote healthy relationships now and in the future.**

# Appendix 1

Progression grids

## Appendix 2

Reception	Personal, Social and Emotional Development taught through In the Moment Planning		
	<ul style="list-style-type: none"> <li><b>Making relationships</b> – Children play co-cooperatively, they take account of one another’s ideas, form positive relationships with adults and other children.</li> <li><b>Self-confidence and self-awareness</b> – Children are confident to try new activities, confident to speak in a familiar group, say when they do or do not need help.</li> </ul> <p><b>Managing feelings and behaviour</b> – Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable</p>		
	Autumn	Spring	Summer
Year 1	<p>To understand some basic hygiene principles</p> <p>To identify how to stay healthy</p>	<p>To understand that babies become children and then adults</p> <p>To know the differences between boy and girl babies</p> <p>To know how medicines get into our bodies</p> <p>To know why people use medicines</p> <p>To understand that some people need to take medicines all the time to stay healthy</p>	<p>Know there are different types of families</p> <p>Know which people we can ask for help</p> <p>To know when we should take medicines and who should give them to us</p> <p>To know the rules about medicines</p>
Year 2	<p>Understand that some people have fixed ideas about what boys and girls can do</p> <p>Describe the difference between male and female babies</p> <p>to know what is safe or unsafe</p> <p>to know when something is too risky</p>	<p>To be able to describe some differences between male and female animals</p> <p>Understand that making a new life needs a male and a female</p> <p>To know that some things we put into our bodies can harm us</p> <p>To know some rules about keeping safe</p>	<p>Describe the physical differences between males and females</p> <p>Name the male and female body parts</p> <p>To be able to follow safety instructions and rules at home and at school</p>
Year 3	<p>Know some differences and similarities between males and females</p> <p>Name male and female body parts using agreed words</p>	<p>To identify different types of touch that people like and do not like</p> <p>To understand personal space</p> <p>To talk about ways of dealing with unwanted touch</p>	<p>Understand that all families are different and have different family members</p> <p>Identify who to go to for help and support</p> <p>To know the rules and laws to prevent smoking</p>

	<p>To know how smoking affects people</p> <p>To consider why people smoke</p>	<p>To know some of the effects of smoking on the body</p> <p>To know about passive smoking</p>	<p>To be able to make the positive choice not to smoke</p>
Year 4	<p>Describe the main stages in the human lifecycle</p> <p>Describe the body changes that happen when a child grows up</p> <p>To know what alcohol is and how it affects the body</p> <p>To understand that everyone will be affected differently by alcohol</p>	<p>Discuss male and female body parts using agreed words</p> <p>Know some of the changes which happen to the body during puberty</p> <p>To know there are risks to drinking alcohol</p>	<p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults so they are able to reproduce</p> <p>To know some laws about drinking alcohol</p> <p>To consider ways of persuading people to drink alcohol sensibly</p>
Year 5	<p>Explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p> <p>To know about a range of legal and illegal drugs</p> <p>To have some understanding of the effects and risks of illegal drugs</p>	<p>To explore attitudes to drug use</p> <p>To understand that all sorts of people may misuse drugs</p> <p>To challenge myths about drug use</p> <p>Understand how puberty affects the reproductive organs</p> <p>Describe how to manage physical and emotional changes</p>	<p>Explain how to stay clean during puberty</p> <p>Describe how emotions change during puberty</p> <p>Know how to get help and support during puberty</p> <p>To know a range of skills to resist peer pressure</p> <p>To develop some assertiveness skills</p>
Year 6	<p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p> <p>Discuss different types of adult relationships with confidence</p> <p>Know what form of touching is appropriate</p> <p>To know what effect cannabis can have on your health and life</p> <p>To know the legal consequences of using cannabis</p>	<p>Describe the decisions that have to be made before having a baby</p> <p>Know some basic facts about pregnancy and conception</p> <p>To know the effects and risks of volatile substance abuse</p> <p>To know how to get and to give help</p>	<p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p> <p>To have practised communicating with adults</p> <p>To know how to access help and support</p>

### Appendix 3: RSE Progression

## References to National Curriculum Science (2014):

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age.

### RSE in the science curriculum

#### **Key Stage 1 (age 5-7years)**

##### **Year 1 pupils should be taught to:**

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

##### **Year 2 pupils should be taught to:**

Notice that animals, including humans, have offspring which grow into adults

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **Key Stage 2 (age 7-11years)**

##### **Year 5 pupils should be taught to:**

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

##### **Year 6 pupils should be taught to:**

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

.

## Appendix 2: Parent form: withdrawal from sex education within RSE



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 school

Agreed actions by school	
Signed and dated:	

