

## Relationships, Sex and Health Education Policy



Monitoring Responsibility	CEdO Headteacher to format
Next Review Date	July 2025
Approval Body	Curriculum and Standards
Date Ratified	
Chair of Committee Signature	

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## 1. Introduction

Helpringham Primary Academy takes its responsibility to provide relevant, effective, and responsible relationships education to all its pupils as part of the academy's personal, social, health and economic education (PSHEE) curriculum very seriously. Helpringham Primary Academy wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils, and staff from Helpringham Primary Academy to ensure that it meets the academy community. The policy is available on the Academy website and is reviewed and approved by the Trustees annually.

## 2. Policy Aims

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, the Academy aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the Academy hopes pupils will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.

## 3. Definitions

### 3.1 Relationships education

Relationships education is about pupils being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age-appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBT parents among others. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds.

### 3.2 Relationships and sex education (RSE)

**RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build body confidence self-esteem.

The DfE Guidance 2019 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'.

Schools are to determine the content of sex education. 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'. Sex Education is taught through our 'One Decision' PSHE programme and is age appropriate.

## 4. Roles and responsibilities

### 4.1 Headteacher

The Headteacher with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationship, Sex and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationship, Sex and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

### 4.2 Staff

Teachers of Relationship, Sex and Health Education will ensure that they are up to date with academy policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

### 4.3 Parents

The Academy expects parents to share the responsibility of sex education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through academy PSHEE. Parents are also encouraged to seek additional support in this from the academy where they feel it is needed.

### 4.4 Pupils

Pupils are expected to attend sex education classes that are in their academy timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the academy expects pupils to recognise this.

Pupils should support one another with issues that arise through Relationship, Sex and Health Education. Listening in class, being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the **academy behaviour policy** which can be accessed via the school website.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in academy related to relationships, sex education or otherwise.

## 5. Implementation and curriculum

It is important that the Academy implement the Relationship, Sex and Health Education policy consistently throughout the Academy and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum, we aim to explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions regarding Relationship, Sex and Health Education. It is important that pupils know the difference between fact, opinion, and belief.

The Relationships and Health Education will be delivered in PSHEE and Science. The Academy understands that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. Appendix 1 sets out the themes that will be taught to pupils before the end of primary. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends, and online relationships. The Academy does provide sex education beyond the national curriculum for science, with details on content included at the end of Appendix 1.

The Academy wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Academy believes that an integrated, whole-academy approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).

By the end of their primary education the Academy expects pupils to know the information set out at Appendix 2.

### **5.1 Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHEE coordinator.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box: this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

### **5.2 Pupils with special educational needs**

The Academy works hard to ensure that all aspects of the academy curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to Relationship, Sex and Health Education.

The Academy will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g., contraceptive card game
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

## **6. Withdrawal from RSE**

The Academy hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in primary academy have the right to withdraw their child from sex education and should state this in writing and send it to the Headteacher.

Before withdrawing or making a request, the Academy strongly urges parents to carefully consider their decision as sex education is a vital part of the academy curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the National Curriculum for science.

If a pupil is excused from sex education the academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## 7. Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the academy and follow the Trust complaints policy.

## 8. Equal opportunities

The Academy has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. Relationship, Sex and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social, and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the academy's behaviour policy which can be accessed via the school website.

## 9. Safeguarding and confidentiality

We hope to provide a safe and supportive Academy community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at academy or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the academy's **child protection and safeguarding procedure** will be followed. This policy can be accessed on the school website.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Led to decide what is in the best interest of the child.

## 10. Monitoring, review, and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide Relationship, Sex and Health Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the Relationship, Sex and Health Education curriculum yearly and will inform parents of any revisions to the Academy policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from parents
- feedback from staff
- curriculum review.

The Academy will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

## 11. Support

We hope that pupils will feel safe in the academy environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to Relationship, Sex and Health Education. We promote the academy ethos as one of inclusion and acceptance throughout all areas of academy activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. Please contact the school office if you feel you need support.

**This policy will be reviewed annually**

## 12. Appendices

### 12.1 Appendix 1 for Primary RSE: Relationships Education Primary Stage Curriculum and Outcomes

<p><b><i>Families and people who care for me</i></b></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 academy 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</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><b><i>Caring friendships</i></b></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>
<p><b><i>Respectful relationships</i></b></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 academy 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> </ul>



<p><b>Respectful Relationships (contin)</b></p>	<ul style="list-style-type: none"> <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>
<p><b>Online relationships</b></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>
<p><b>Being safe</b></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, academy and/or other sources</li> </ul>

**The [National] Curriculum for Science covers:**

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

## 12.2 Appendix 2: Health Education for Primary Stage Curriculum and Outcomes

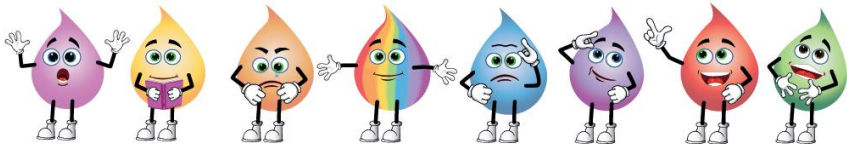
<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that 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 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 academy 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>
<p><b>Internet safety and harms</b></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>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> </ul>

	<ul style="list-style-type: none"> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to academy, 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 academy if they are worried about their health</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> <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>• 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>	<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>	<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>	<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>

Appendix 1: Curriculum map

Relationships, Sex and health education curriculum map

	Year A	Year B
Autumn	Health and wellbeing	Health and wellbeing
Nursery/ Reception	Green stays in hospital Green's Greens Purple is poorly Yellow learns about germs Rainbow's food journey Red visits the dentist Red needs the toilet  Blue Dilema Drops	Green gets glasses Orange brushes her teeth Purple the passenger Yellow's Bedtime Pink's screentime Red's hearing aid Red's Nut Allergy  Green Dilema Drops
Year 1/2	Road safety  Tying shoelaces  Healthy eating	Hazard Watch: Is it safe to eat or drink? Is it safe to play with?  Washing hands  Brushing teeth
Year 3/4	Staying safe  Medicine  Leaning out of windows	Cycle safety  Healthy living
Year 5/6	Peer pressure  Smoking	Water safety  Alcohol



Spring	Relationships/Feelings and emotions	Relationships/Feelings and emotions
<b>Nursery/ Reception</b>	Blue's best friend Blue's Indoor Voice Green's Daddy Moves Out Orange sleeps over Why does purple play differently? Rainbow feels angry Pink goes to school Pink has a new brother Pink Dilema Drops	Blue learns to share Green is moving up a year Orange feels worried Orange helps out Yellow play fights Pink misses Mummy Pink feels sad  Purple Dilema Drops
<b>Year 1/2</b>	Bullying  Friendships  Jealousy	Body language  Anger  Worry
<b>Year 3/4</b>	Appropriate Touch  Jealousy	Touch  Grief
<b>Year 5/6</b>	Worry  Anger	Puberty  Conception  *Science – Timeline to show growth in humans as they grow from birth to old age.

Summer	Living in the wider world	Living in the wider world
<b>Nursery/ Reception</b>	Blue explores road safety Purple's Pet Bird Yellow wants to play with orange Rainbow visits the seaside Rainbow's Day Out  Red dilemma Drops Rainbow dilemma drops x2	Blue gets lost Purple watches the news Yellow goes on holiday Rainbow helps at home Red goes swimming  Yellow dilemma drops
<b>Year 1/2</b>	Practice makes perfect  Online bullying  Image sharing	Helping someone in need  Water spillage  Growing/Living in our world
<b>Year 3/4</b>	Stealing  Computer safety documentary  Making friends online  Working in our world. Look after our world	Coming home on time  Online bullying  Chores at home  Breaking down Barriers
<b>Year 5/6</b>	Looking out for others  Image sharing  Enterprise  Inclusion and Acceptance	Stealing  Making friends online  In App purchases  British Values



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