



# Darlinghurst

## ACADEMY

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy**

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## **Background**

The UK government has passed The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, which made Relationships Education compulsory for all pupils receiving primary education. These Regulations also made Health Education compulsory in all schools except Independent Schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The Department for Education also published guidance as to the content of the Relationship Education and Health Education. As a result from September 2020, all state-funded primary schools will have to deliver two new subjects "Relationships Education" and "Health Education". These subjects should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Primary Schools can also decide whether they also teach 'Sex Education' in addition to that already being addressed as part of the Science Curriculum.

### **The Aims of this policy are to**

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help children to develop feelings of self-respect, confidence and empathy
- Enable children to recognise their own value and self-worth including aspects of dignity and restraint
- Nurture a responsible attitude towards personal relationships
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviours

Children's learning about Relationships Education, is mutually supportive of, and contributes to learning about Health Education, which includes physical health and mental well-being. Physical health and mental well-being are interlinked, and it is important that pupils understand that good physical health contributes to good mental well-being.

The aim of teaching pupils about physical health and mental well-being is to give them the information that they need to make good decisions about their own health and well-being, promote pupils' ability to regulate their emotions and to reduce stigma attached to mental health issues.

Children's learning in Relationships Education and Health Education will support the wider work of the academy in helping to foster pupil well-being, develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

### **Definitions**

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of children and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education in an age appropriate way. It involves a combination of sharing information and exploring issues and values. It is NOT about the promotion of sexual activity.

### **Delivery of Relationships Education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The academy environment will reflect, value and celebrate the diversity of friendships and relationships. Pupils will be taught through lessons, delivered by academy staff how to recognise their own feelings in relation to certain situations and understand how their own actions can affect others and vice versa as well as the skills to know that sometimes we may feel angry or upset.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by academy staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

### **Scope of the curriculum**

The Department for Education (DfE) has set out guidance on what children must learn in Relationships Education by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout the academic years while others will be taught in the most appropriate years.

We are using the on-line resource of 'Growing up with Yasmin and Tom' (provided by the FPA.org.uk) to deliver RSE to all children. This covers a variety of topics including the body,

(including growing up and puberty), life cycles, feelings, relationships, gender stereotypes, family life and online safety.

Topic	Children should know
Families and people who care for me	<ul style="list-style-type: none"> <li>• Families are important for children growing up because they can give love, security and stability.</li> <li>• 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>• Others families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• 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>• 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>
Caring friendships	<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>• Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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>
Respectful relationships	<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>• 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> </ul>

	<ul style="list-style-type: none"> <li>• 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>
Online relationships	<ul style="list-style-type: none"> <li>• People sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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>• 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>
Being safe	<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>• 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>• 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>

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

### **Delivery of Health Education**

Health Education is statutory in state funded schools from September 2020, and includes teaching on feelings as they relate to mental well-being, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

The Department for Education (DfE) has set out guidance on what children must learn in Health Education by the end of Year 6, under a series of themes. As this aspect of the curriculum is a statutory component it is not possible for parents to withdraw their child from

this aspect. The content, as written by the DfE, is set out below. Some themes will recur throughout the academic years while others will be taught in the most appropriate years.

Topic	Children should know
Mental well-being	<ul style="list-style-type: none"> <li>• Mental well-being is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom within the academy they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <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>
Internet safety and harms	<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>• 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 well-being.</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> </ul>

	<ul style="list-style-type: none"> <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>
Physical health and fitness	<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 within the academy if they are worried about their health.</li> </ul>
Healthy eating	<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>
Drugs, alcohol and tobacco	<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>
Health and prevention	<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>
Basic first-aid	<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>
Changing adolescent body	<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 well-being including the key facts about the menstrual cycle.</li> </ul>

### **Working in partnership with parents**

The Academy is conscious of the fact that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship

with the parents of children at the academy through mutual understanding, trust and co-operation.

In promoting this objective we will:

- Consult and inform parents about the academy's sex education policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the academy;
- Inform parents about the best practice known with regard to sex education, so that the teaching in the academy supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. Parents will be offered the opportunity to review the materials to be shared with the children through a parent workshop.

### **Parents right to withdraw**

Parents have the right to withdraw their children from sex education lessons that are taught as part of the Relationships Education or PSHE curriculum.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's file so that parent's wishes are on record. The Principal will automatically grant the request to withdraw a pupil from sex education and alternative work will be given to these pupils.

Primary schools are required to teach the elements of sex education contained in the Science curriculum and there continues to be no right to withdraw from these lessons.

There is no right to withdraw from Relationships Education or Health Education.

### **Policy Review**

This Policy will be reviewed at least annually



# Curriculum Map for 'Growing up with Yasmine and Tom'

## Key Stage 1



Module 1 (5-7)	Lessons Taught
Year 1	
Autumn	<ul style="list-style-type: none"> <li>• Introducing Yasmine and Tom</li> <li>• Relationships: Friends</li> <li>• Feelings: different emotions</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Keeping safe: People who can help me</li> <li>• Keeping safe in the house</li> <li>• Online Technology Safety: Taking Care online</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• My body: Keeping Clean</li> <li>• My Body: External Body Parts</li> <li>• My Body: Internal body Parts</li> <li>• Gender Stereotypes: Similar and Different</li> </ul>
Year 2	
Autumn	<ul style="list-style-type: none"> <li>• Introducing Yasmine and Tom</li> <li>• Relationships: Different families</li> <li>• Feelings: What to do when we feel sad</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Keeping safe: Out and about</li> <li>• Online Technology Safety: Who can help us</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Gender Stereotypes: Toys</li> <li>• Life Cycles: Different Ages</li> <li>• Life Cycles: Looking after babies</li> </ul>

## Curriculum Map for 'Growing up with Yasmine and Tom' Lower Key Stage 2



Module 2 (7-9)	Lessons Taught
Year 3	
Autumn	<ul style="list-style-type: none"> <li>• Introducing Yasmine and Tom</li> <li>• Feelings: Expressing our feelings</li> <li>• Relationships: What makes a good friend?</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Keeping safe: People who can help me</li> <li>• Online Technology safety: Taking care online- who can help us?</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Life Cycles: Me, myself and I</li> <li>• Life Cycles: Growing up and getting older</li> <li>• My Body: Keeping clean and not spreading germs</li> <li>• Gender Stereotypes: Jobs we do</li> </ul>
Year 4	
Autumn	<ul style="list-style-type: none"> <li>• Introducing Yasmine and Tom</li> <li>• Feelings: Managing our feelings</li> <li>• Relationships: Getting on with your family</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Keeping safe: Personal Space</li> <li>• Keeping safe: Identifying risk</li> <li>• Online Technology safety: Photos of myself online</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• My Body-Sexual body parts- male</li> <li>• My Body- Sexual body parts-female</li> <li>• Gender Stereotypes: Mothers and Fathers</li> </ul>

## Curriculum Map for 'Growing up with Yasmine and Tom' Upper Key Stage 2



Module 3 (9-11)	Lessons Taught
Year 5	
Autumn	<ul style="list-style-type: none"> <li>• Introducing Yasmine and Tom</li> <li>• Relationships: Trust</li> <li>• Feelings: How easy is it to talk about...</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Keeping safe: Saying no</li> <li>• Keeping safe: People who can help me</li> <li>• Online Technology safety: Cyberbullying</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• My body: Puberty</li> <li>• My body: Periods</li> <li>• My body: Wet dreams</li> <li>• Gender Stereotypes – Discrimination and equal opportunities</li> </ul>
Year 6	
Autumn	<ul style="list-style-type: none"> <li>• Introducing Yasmine and Tom</li> <li>• Relationships: Peer pressure</li> <li>• Feelings: Talking to people about how we feel</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Keeping safe: Good touch and bad touch</li> <li>• Online Technology safety: Social Networking and sending pictures</li> <li>• Gender Stereotypes- Sexual orientation</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Life cycles: How babies are made-sexual intercourse</li> <li>• Life cycles: How babies are made- assisted fertility</li> <li>• Life cycles: How babies are born</li> <li>• Life cycles: Multiple births</li> </ul>