



CHIEVELEY PRIMARY SCHOOL

BE FUTUREPROOF!

RELATIONSHIPS AND SEX EDUCATION [RSE] & HEALTH EDUCATION [HE] POLICY

DECEMBER 2022

Date of review	Reviewed by	Signature(s)
March 2020 (*created)	Headteacher, SLT, FGB	
December 2022	Headteacher, SLT, FGB	

Context

In September 2020, Relationships Education became compulsory for all pupils in primary education under the *Relationship 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*.

Although additional Sex Education, outside the statutory national curriculum for science, is not a legal requirement, it is recommended by the Department for Education that schools provide ‘*a sex education programme tailored to the age and physical and emotional maturity of the children.*’ We believe that children need to learn about sex in a mature, open way, and the relationships we have with our classes put us in a good position to provide such an education.

Creation of this policy

This policy has been created by the Headteacher of the school, alongside the PSHE lead, School Leadership Team, the Inclusion Leader and our governing body.

Definitions of Key Terms

At Chieveley Primary School, we define Relationship and Sex Education [RSE] as a **planned programme in human physical, social and emotional development, which includes human reproduction. This includes the creation of, fostering of, and commitment to appropriately nurturing relationships with themselves, their peers, staff, adults, and the wider community.**

This programme will also cover characteristics of healthy family life, including the variety of forms a family can take. This programme will be delivered within a safe but relaxed environment, in which all experiences, questions and feelings are treated with respect and tolerance.

- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity

Health Education is defined as a **planned programme of education to cover physical health, mental health and self care.** More detail is provided about these areas below.

Physical health includes basic first aid, diet and nutrition, drugs and alcohol, puberty, and the need for exercise and good quality sleep. Menstruation is also covered in this area.

Mental health includes the impacts of bullying and cyberbullying, and what a healthy self-image looks like.

Self Care includes the importance of rest and rationing screen time, personal hygiene, being responsible, and the importance of engaging with a community.

Subject Content

At Chieveley, we follow the **1Decision** scheme of work for PSHE. Their [mapping document](#) outlines the links between the scheme of work and RSE. We embed PSHE through our wider curriculum and elements of RSE are taught as part of the statutory national curriculum in science (human body parts and reproduction in animals). Elements of Health Education come through in PE, science and topic work. We also cover these two areas in whole-school and in-class assemblies.

As a school, we have made appropriate amendments to the 1Decision coverage map to ensure consistency through all year groups. The Chieveley Primary School coverage map for the 1Decision scheme is shown below.

1 Decision Overview Plan Yr 1 –Yr3			
	Autumn	Spring	Summer
Year 1	Feelings and Emotions <ul style="list-style-type: none"> • Jealousy • Worry • Anger • Grief Plus 4 relaxation videos	Keeping / Staying Healthy <ul style="list-style-type: none"> • Heathy Eating • Washing Hands • Brushing Teeth • Medicine 	Hazard Watch <ul style="list-style-type: none"> • Is it safe to eat or drink? • Is it safe to play with?
Year 2	Keeping / Staying Safe <ul style="list-style-type: none"> • Road Safety • Tying Shoelaces • Staying Safe • Leaning out of windows 	Being Responsible <ul style="list-style-type: none"> • Practice Makes Perfect • Water Spillage • Helping Someone in Need • Stealing 	Fire Safety <ul style="list-style-type: none"> • Hoax Calling • Petty Arson • Texting Whilst Driving • At the Fire Station
Year 3	Relationships <ul style="list-style-type: none"> • Bullying • Friendship • Body Language • Touch 	Computer Safety <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online • Computer Safety 	Money Matters <ul style="list-style-type: none"> • Money Matters • ... • ... • ...

1 Decision Overview Plan Yr 4 - Yr6			
	Autumn	Spring	Summer
Year 4	Feelings and Emotions <ul style="list-style-type: none"> • Jealousy • Anger • Worry Plus 4 relaxation videos Child and Adult Views	Keeping / Staying Safe <ul style="list-style-type: none"> • Cycle Safety • Peer Pressure • Water safety Child and Adult Views	A World Without Judgement <ul style="list-style-type: none"> • Breaking Down Barriers • Same Sex Marriage • Differences within Religion Child and Adult Views
Year 5	Being Responsible <ul style="list-style-type: none"> • Coming Home on Time • Looking Out for Others • Stealing Child and Adult Views	Keeping / Staying Healthy <ul style="list-style-type: none"> • Healthy Eating • Smoking • Alcohol Child and Adult Views	The Working World <ul style="list-style-type: none"> • Chores at Home • Enterprise • In-App Purchases Child and Adult Views
Year 6	Feelings and Emotions <ul style="list-style-type: none"> • Jealousy • Anger • Worry Plus 4 relaxation videos Child and Adult Views	Growing and Changing <ul style="list-style-type: none"> • Appropriate Touch • Puberty • Conception Child and Adult Views	Computer Safety <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online Child and Adult Views

The Scope of Our Teaching (Sex Education)

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 Scope of Our Teaching (Sex Education)

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

We consider the scope of our ‘Sex-Ed’ for children to be fairly simple; we are teaching them about the conditions needed for the creation of an embryo, and how their bodies will change in order to create these conditions.

By this, we mean that a sperm needs to fertilize an egg. It is likely, given the curious nature of children, that they may ask questions about, for example, same-sex families, or transgender or non-binary people. Where this is the case, we see our role as promoting healthy, loving relationships for all people and across different types of family. Therefore we will always refer children back to the conditions needed to create an embryo as the anchor

for our learning. It may therefore be necessary to discuss the role of surrogates in supporting families who, for a number of reasons, are unable to conceive.

Use of Language

It is important that, while our PSHE and RSE curriculum matches a child's maturity, we also normalise the use of correct, biological language, such as penis and vagina. This gives children age-appropriate, unambiguous vocabulary to talk safely and openly about their own bodies.

Inclusivity and Models of Delivery

- We will teach about these topics in a manner that:
- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

Resourcing

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Fit into our curriculum plan and don't conflict with prior learning
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

OTHER CONSIDERATIONS

Religious Character and Belief

Chieveley Primary School is a community school; we consider ourselves as being of all faiths and none.

Equality

This school complies with its duties under the Equality Act 2010.

SEND

It is important that Relationship Education, as a statutory curriculum area, is accessible to all pupils. In order to achieve this, we will ensure that our RSE content is adapted to meet the needs of all children, and lessons are planned and delivered in a way that is appropriate for all our children.

Working with parents

We work alongside parents and carers to deliver Relationship and Sex Education and Health Education.

Parents will be notified prior to upcoming Sex Education lessons. Further details of the lessons, including the resources we use, can be made available on request.

Withdrawing children from RSE

- There is no right to withdraw from Relationships Education or Health Education.
- There is no right to withdraw from any aspects of Sex Education that are within the statutory science curriculum (for example, reproduction and human biology).
- Parents have the right to withdraw their child from Sex Education sessions that *would not otherwise be included within the statutory national curriculum, or within statutory Health Education or Relationships Education.*

MONITORING AND REVIEW

The delivery of RSE is monitored by the Headteacher through:

- Learning walks (to include observed sessions)
- pupil voice (either structured surveys or unstructured conversations)
- taking part in the delivery of RSE across the school
- feedback from staff and parents

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

This policy will be reviewed by The Headteacher and the Full Governing Board, at least every two years. At every review, the policy will be amended as appropriate and then approved by the full governing board.