



# Relationship, Health and Sex Education Holmer Lake Primary School

<b>Policy- Document Status</b>			
<b>Date of Policy Creation</b>	<b>Spring 2021 – reviewed every 1 years</b>	<b>Named Responsibility</b>	Headteacher Mrs H Kumar
<b>Date of Policy Adoption by Governing Body</b>		<b>Autumn 2024</b>	
<b>Review date:</b>		<b>Autumn 2025</b>	

Introduction

In September 2020 the Department for Education made it statutory for Primary schools to teach Relationships and Health Education.

*“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy”*

**DFE 2019 “Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance”**

At Holmer Lake we follow the statutory curriculum for Relationships and Health Education as set out in the statutory guidance, and this is taught through our Healthy Bodies, Healthy Minds lessons every week. In addition, we follow the statutory guidance that recommends that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

### **Aims of the policy**

Within this policy we will:

- Define the aims our Relationships and Health Education curriculum
- Define the aims of the Sex Education curriculum that we have chosen to teach
- Outline how our Relationships, Health and Sex curriculum is taught – lessons and whole school approach.
- Provide details of the Relationships, Health, and Sex education curriculum content.
- Explain how the delivery of the content is made accessible to all pupils, including those with SEND.
- Explain the right to withdraw children from Sex Education lessons.
- Define the role of the Equality Act and its requirements on schools in law with respect to Relationships, Health and Sex Education.

### **Aims of our Relationships, Health and Sex Education curriculum.**

**The curriculum aim is:**

- to offer the full requirements of the statutory Relationships and Health Education.
- to follow government recommendations and provide sex education beyond that taught as part of the Science National Curriculum that meets the needs of our children.

**To enable our children to:**

- know and understand what constitutes a healthy lifestyle
- understand they have a right to feel safe and happy
- understand the characteristics of a healthy family life and to show respect for the differences between families and committed relationships.
- make their own respectful relationships and friendships that make them feel secure and happy.
- keep themselves safe online
- keep themselves safe offline (e.g., home / school / in the community)
- respect differences between people and develop good relationships with members of the school and wider community.
- to know who to ask for support if they need it.
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem and make informed choice regarding personal and social issues
- be prepared for the emotional and physical changes of puberty.
- have an age-appropriate understanding of sex and reproduction with the emphasis on the importance of it being within a loving, respectful relationship between two people.
- be prepared for and have an appreciation of life in modern Britain.

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.

The aim of our Relationships and Health curriculum is to give children the tools and the information they need to make positive choices, which support their health, their achievement, their safety and their emotional well-being. We want our children to develop a mutual respect of and understanding for those around them and their differences – encouraging them to appreciate and celebrate diversity both within the school and in the community.

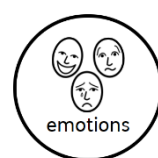
As part of everyday school life at Holmer Lake, we want to allow children to have a voice and see that they can have an impact and make a change – encouraging a sense of self-worth and preparing them to contribute to society. We aim to provide a responsive curriculum which meets the needs of our children. By giving them an open and safe environment where they feel secure enough to express themselves, ask questions and take part in discussion, we promote positive emotional and mental well-being throughout their time at Holmer Lake and beyond.

## How our Relationships, Health and Sex Education curriculum is taught.

### **Relationships and Health Education curriculum.**

At Holmer Lake School we feel it is integral that children are exposed to Relationships and Health both in discrete weekly lessons plus also through a much wider curriculum composed of carefully selected workshops, theatre productions, cross-curricular learning, whole school events and assemblies. The discrete learning takes place in weekly Healthy Bodies, Healthy Minds lessons that cover broad themes drawn from the government's statutory guidance (Relationships and Health Education). Within these lessons children encounter "golden threads" that are repeatedly revisited over time allowing the children to build a bigger and better understanding of these concepts and how they impact their lives and that those of their family, friends and community.

The golden threads of our Healthy Bodies, Healthy Minds curriculum are:



### **Sex Education curriculum.**

*"The Department of Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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"*

**DFE 2019 "Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance"**

It is a legal requirement through the teaching of Science that children are taught the biological sex education elements. At Holmer Lake we follow the DofE guidance to go beyond this with a sex education programme that meets the needs of our children from Y1 to Y6.

Through the Relationships and Health curriculum children learn to understand the importance and features of respectful, loving, secure relationships and it is within this context that our sex education programme is taught. Parents are consulted yearly about the teaching of sex education and lessons are taught in single year groups (were appropriate single sex groups). Parents are informed when these lessons will take place within the school year.

## The content of our Relationships, Health and Sex Education curriculum.

### Relationships and Health Education Curriculum
















Within our Healthy Bodies, Healthy Minds weekly lessons we cover all aspects of the statutory Relationships and Health curriculum as outlined below.

EYFS Area of Learning Personal, Social and Emotional Development	KS1 / KS2 Statutory Curriculum Relationships Education	KS1 / KS2 Statutory Curriculum Health Education
Self-Regulation Managing Self Building Relationships	Families and People Who Care for Me Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms Physical Health and Fitness Healthy Eating Health and Prevention Changing adolescent body

Each term follows an overall theme and within that theme we have clearly defined the elements of the statutory curriculum that will be covered. Each element is covered several times in different context and with appropriate progression within the school year to ensure concepts and knowledge are embedded.

#### The themes are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Relationships
- Healthy Me
- Changing Me

Term	Healthy Bodies Healthy Minds Lesson themes	EYFS Area of Learning Personal, Social and Emotional Development	Statutory Curriculum Relationships Education	Statutory Curriculum Health Education
Autumn 1	<b>Being Me in My World</b>  	Self-Regulation Managing Self Building Relationships	Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Autumn 2	<b>Celebrating Difference</b>  	Managing Self Building Relationships	Families and People Who Care for Me Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Spring 1	<b>Dreams and Goals</b>  	Self-Regulation Managing Self Building Relationships	Respectful Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Spring 2	<b>Relationships</b>   	Managing Self Building Relationships	Families and People Who Care for Me Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms Physical Health and Fitness
Summer 1	<b>Healthy Me</b>   	Self-Regulation Managing Self	Caring Friendships Respectful Relationships Online Relationships Being Safe	Physical Health and Fitness Mental wellbeing Healthy Eating Health and Prevention Internet Safety and Harms
Summer 2	<b>Changing Me</b>   	Self-Regulation Building Relationships	Families and People Who Care for Me Caring Friendships Respectful Relationships Being Safe	Mental wellbeing Changing adolescent body Internet Safety and Harms

For more detailed information of the content of the RELATIONSHIPS AND HEALTH curriculum please refer to our website

[Relationships, Health and Sex Education | Holmer Lake Primary School](#)

## Internet Safety

*It is important to teach pupils about the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app*

DFE 2019 “Teaching Online Safety in Schools”

Online Relationships (statutory content of Relationships curriculum) and Internet safety and harms (statutory content of Health curriculum) are taught within each of the half term themes. Internet safety is also embedded within the Computing Curriculum. (see also Internet, E Safety and Social Media policy)

Following government guidance in DFE 2019 “Teaching Online Safety in Schools” , we refer to the **Education for a Connected World Framework** for age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.

Each term follows an overall theme. Themes are revisited in different context and with appropriate progression within the school year to ensure concepts and knowledge are embedded.

### The themes are:

Privacy and Security

Online Bullying

Online relationships

Managing Online information

Health Well-Being and Lifestyle.

Self-Image and Identity

INTERNET SAFETY Curriculum End points



## Education for a Connected World



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Privacy and security</b></p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p><b>Online bullying</b></p> <p>This strand explores bullying and other online aggression and how technology impacts these issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<p><b>Online relationships</b></p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p><b>Managing online information</b></p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p><b>Health, well-being and lifestyle</b></p> <p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p><b>Self-image and identity</b></p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>

For more detailed information of the content of the INTERNET SAFETY curriculum please refer to our website

[Computing | Holmer Lake Primary School](#)

### **Sex Education curriculum.**

Our Sex Education curriculum is taught in single year groups (and in some cases single sex groups) in the Summer Term. This ensures that the children have had almost a complete year of their age-appropriate Relationships and Health curriculum to support their Sex Education

In Key Stage 1 children are taught the correct terminology for male and female body parts and the importance of consent with respect to touch. (using NSPCC PANTS age-appropriate resources)

We acknowledge that children's physical and emotional development can be at very different stages and have planned our Sex Education curriculum accordingly.

We have chosen to begin to introduce the physical changes of puberty from Y3, but then revisit this in Y4 and Y5. Therefore, a child's own physical emotional development can be supported across KS2. All children in Year 4 learn about menstruation as part of their understanding of bodily changes during puberty. To allow girls the privacy to discuss their own questions and understanding, Y4, Y5 and Y6 girls have a single sex lesson that supports their own menstrual wellbeing as they develop at different ages.

For more detailed information of the content of the Sex Education curriculum please refer to our website

[Relationships, Health and Sex Education | Holmer Lake Primary School](#)

## **Teaching Strategies for Relationship, Health and Sex Education**

It is essential that we provide an open but safe, environment for teaching the Relationships, Health and Sex curriculum. One in which children are able to feel secure enough to express themselves, ask questions and take part in discussion. We use a number of teaching strategies in order to develop children's confidence in talking, listening and thinking about relationships and health.

### **Ground Rules**

A set of rules which will help create a safe environment in which teachers or children do not feel embarrassed or anxious about unintended or unexpected questions or comments. These should be agreed at the beginning of the planned unit of work. For example:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct anatomical names for body parts will be used
- Meanings of words will be explained in a sensible factual way

### **Distancing techniques**

- Teachers can avoid embarrassment and protect pupil privacy by depersonalising discussions maybe through the use of role play, theatre or videos.

### **Dealing with questions**

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Teachers are given guidelines and support about how to respond to unexpected questions or comments from pupils in a whole-class situation
- All classes have a confidential "worry box" to allow children to write down their questions or concerns, which will be then addressed confidentially and privately by the teacher.
- All children are reminded of speaking to safe adults with any questions or concerns.

### **Discussion**

- Discussion encourages learning and is enjoyed by pupils. Active learning is most effective when pupils are working in groups. Circle time can be used at appropriate times.

### **Reflection**

- Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. It helps teachers evaluate sessions and plan future teaching and learning opportunities.



## Confidentiality

- Children will be made aware that teachers are unable to offer complete confidentiality. Children will be encouraged to talk to their parents or carers or, if more appropriate, they will be informed of sources of help that are available.
- If personal disclosures are made – all staff in school are trained in knowing how to handle any safeguarding disclosures, understand school procedures and know who the DSLs are.

## Whole School Approach

The Relationships and Health curriculum is closely aligned with the whole school curriculum driver of **Wellness**, supporting children's understanding of how to stay happy, safe and healthy. It also provides opportunities for children to develop their understanding and respect of the diversity of the **World** in which they live.



At Holmer Lake School we feel it is integral that children are exposed to Relationships and Health both in discrete weekly lessons plus also through a much wider curriculum composed of carefully selected workshops, theatre productions, cross-curricular learning, whole school events and assemblies.

We have mapped out how across a whole school, year we can ensure that we are teaching a broad and balanced curriculum, educating the whole child and adhering to “Keeping Child Safe in Education” statutory guidance as well as the Relationships and Health Curriculum.

For more detailed information of the content of the Whole School Overview refer to our website [Relationships, Health and Sex Education | Holmer Lake Primary School](#)

## Reading

Every class has a collection of both fiction and non-fiction books that support the concepts and themes taught in Healthy Bodies, Healthy Minds. These books are used within lessons, at story time and children can also choose to read them independently.

### **Early Years Foundation Stage**

The golden threads of the Healthy Bodies, Healthy Minds curriculum are established in EYFS. Children begin to develop an understanding of respect, friendships, responsibility, staying safe, emotions and health through stories, role play, daily routines and carefully constructed opportunities within their planned provision.

### **SMSC and British Values.**

We aim to develop Spiritual, Moral, Social and Cultural values through the Relationships and Health curriculum by;

- Supporting children to enjoy learning about themselves and have respect for different faiths, feelings and values
- Developing children's understanding of right and wrong, understanding their rights, responsibilities and consequences of their actions.
- Providing a model for children to develop social skills such as empathy, co-operation, patience, and effective communication.
- Creating a school community that appreciates cultural differences, participates in cultural opportunities and understands, accepts, respects and celebrates diversity.

Through our Relationships and Health curriculum we aim to develop the children's understanding of the British Values (democracy, rule of law, tolerance, individual liberty, mutual respect) to allow them to live successfully as an adult in modern Britain – encouraging them to develop a moral compass, giving them the opportunity to recognise the difference between right and wrong and understand the consequences of their actions.

### **Parents**

Parents are the key people in teaching their children about relationships, health and sex. Therefore, it is essential that the school and Governing body involve parents in developing and reviewing their policy. This will ensure that they reflect parents' wishes and the culture of the community the school serves.

The Relationships, Health and Sex Education curriculum content can be viewed by parents via the school website. Opportunities to discuss concerns, ask questions or view the materials can be made. Parents are consulted yearly on the content of the Sex Education programme and informed prior to this unit of work being taught.

Parents can be assured that the personal beliefs and attitudes of teachers will not influence the teaching of Relationships, Health and Sex Education. All those contributing to the teaching of the curriculum are expected to work within the agreed policy.

Parents have the right to withdraw their children from all or parts of the sex education provided at school except for those parts included in the statutory Science

National Curriculum and Health and Relationships statutory curriculum. Such a request should be put in writing to the Headteacher.

### **Inclusion**

At Holmer Lake Primary School we actively seek to remove the barriers to learning and participation that can hinder or exclude individual or groups of pupils. All children benefit from quality first teaching in the classroom where teachers set high expectations, cater for the needs of individuals, and provide opportunities for all pupils to achieve and progress. Teachers are aware that pupils bring different experiences, interests, and strengths to school which influence the way they learn. Teachers plan and adapt their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. For example, in PSHE, a pupil may benefit from discussions in a small group or scaffolds such as word banks and images to help them communicate their thoughts and feelings.

### **The Role of the Equality Act**

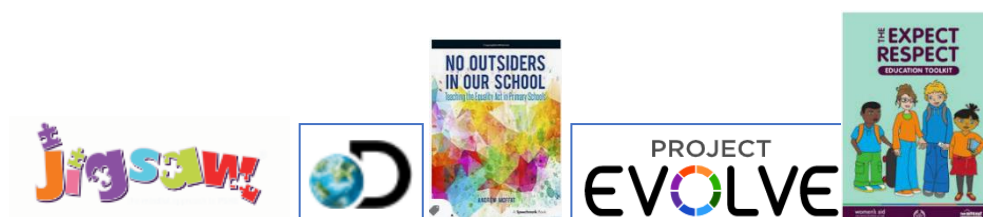
Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against any pupils based on their age, sex, sexual orientation, race, disability, religion, or belief (the protected characteristics). Our school will ensure that, where there may be a disadvantage based on one of these protected characteristics, reasonable adjustments will be made. In addition, where there are pupils with special educational needs and disabilities – teaching will be differentiated and personalised to ensure it is accessible to all and taught at an appropriate level. As recommended within the DFE guidance, LGBT specific content is integral within the programme of study, taught in an age-appropriate context and not taught as a standalone unit or lesson.

### **Safeguarding and Child Protection**

Safeguarding and Child Protection Procedures Safeguarding is at the heart of Relationships, Health and Sex Education curriculum and plays a vital role in preventative education. Children must be taught about safeguarding, including child on child abuse, child sexual exploitation, sexual harassment and sexual violence, how to stay safe online and how to identify potentially unsafe scenarios.

Children are taught using age-appropriate materials and protected from inappropriate content by using resources and lesson plans from the following accredited schemes of work.

Jigsaw, Discovery Education – Health and Relationships, No Outsiders, Project Evolve and Expect Respect.



Weekly lessons are further enhanced with the use of the highly respected and innovative theatre in education companies throughout the year. **Loudmouth** and **Snap Trap** deliver powerful messages around internet safety, cyber bullying, child exploitation and abuse, domestic violence and coercive behaviour, through drama and interactive workshops.

All of which ensure the curriculum is graduated and age appropriate. The nature of Relationships, Health and Sex Education lessons means that safeguarding disclosures may arise – all staff in school are confident in knowing how to handle any safeguarding disclosures, understand school procedures and know who the DSLs are.

### **Evaluation and monitoring**

The Relationship, Health and Sex Education curriculum will be evaluated regularly in line with the schools monitoring cycle and the School Development Plan.

This policy will be reviewed every three years in consultation with parents. It will be amended sooner if there are changes in legislation.

### **Role of the Governors**

There is a requirement for all schools to have an up-to-date Relationship, Health and Sex Education policy that has been agreed by the Governing Body and which is made available for inspection and to parents. The Governing Body will consult with parents in developing the policy to ensure that parent's wishes and the culture of the community are taken into consideration. They will also view and agree the materials that are to be used in school.

### **References**

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/topics/relationships-and-sex-education)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/topics/online-safety)

### **Resources used to support the curriculum planning**

[Jigsaw PSHE The Mindful Approach to PSHE, Well-Being, SEL](#)

[Discovery Education Health and Relationships | Discovery Education UK](#)

[No-outsiders](#)

[ProjectEVOLVE - Education for a Connected World Resources](#)