



**Thurlaston CE (Aided) Primary School**  
Teaching and living the Christian way of life

## **Relationships Education**

### **Health Education**

### **and Sex Education**

In our school we believe that teaching children about relationships, health and sex is an important part of our role. From September 2020, Relationships Education and Health Education are compulsory parts of the primary curriculum. They need to reflect the ethos of the school and views of the parent body. Sex Education is not a compulsory part of the curriculum but we believe it is important that we teach this to our children. Parents have the right to withdraw primary pupils from Sex Education but not Relationships Education or Health Education.

We believe God wants the best for us and his plans are good for us. God made us relational beings. We are made for relationship with each other and with God. God wants us to be healthy. Sex was God's idea and he knows what is best for us.

In school we teach the Christian Values of Friendship, Justice, Forgiveness, Generosity, Perseverance, Trust, Thankfulness and Compassion. These values impact on this area of the curriculum and are good for all children.

## **Consultation and Policy Development**

### **We consulted with:**

- Working party of the governing body
- Review of current practice with staff
- Leadership and Management committee of the Governing body
- Parents and Careers meeting

### **We referred to the following documents**

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DFE 2019)
- Valuing All God's Children (Church of England Education Office, 2017)
- DBE Valuing All God's Children Guidance (December 2018)
- PHSE Association website and resources

## **Implementation and Review of the Policy**

The policy is available on request and can be found on the school website.

The policy will be implemented from September 2020 and was reviewed November 2022. It will be reviewed again in 2 years' time

## **What we teach**

During Primary School children must study:

### **Relationships Education**

- Families and People who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### **Health Education**

- Mental Well-being
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

### ***We will also cover***

#### **Sex Education**

- Intercourse
- Birth

Full details of each area can be found in the appendix.

## **How we plan the Curriculum**

As with other subjects we try to link what we teach across curriculum areas. Many of these elements are already taught in other curriculum areas and also through the schools ethos and collective worship.

We have used the Curriculum produced by the PHSE Association as a basis for our curriculum planning and linked across other curriculum areas. For example Healthy eating is already covered in

science; families and people who care for me in the EYFS curriculum; friendship is one of our Christian Values; Online Relationships and Internet Safety are covered in Computing.

Other elements are new or taught as discreet lessons such as Changing Adolescent Body and Basic First Aid Training.

Some elements are revisited several times during the primary years others are visited just once. We will teach each part of the curriculum in an age appropriate way at an age appropriate time. Sex Education will be taught in year 5 and year 6. Parents will have the opportunity to see the materials being used at a Parents Information Evening before the children are taught Sex Education. As previously stated, parents have the right to withdraw primary pupils from Sex Education but not Relationships Education or Health Education.

We have added these areas to our Curriculum Map and give more detail on what we are covering in our termly curriculum information letters that are sent out at the start of each term.

## **Links to other School Policies**

The following policies could have an overlap with this policy:

- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy

British Values are also an important consideration.

Some elements may raise safeguarding concerns and they should be dealt with in line with the safeguarding procedures known to all staff.

## **Teaching the curriculum**

School staff will be used to teach the curriculum. We believe that this is best for the children as they are most comfortable with the people they know and will be able to ask the questions they need to. This will also ensure that all teaching is in line with this policy.

Some elements that may form part of the curriculum may be taught by outside staff: these would be First Aid and cycling proficiency.

## **Controversial or Sensitive Issues**

Some of these will be a matter of maturity, of personal involvement or experience of the children, of disagreement with the official teaching of the church, of illegal activity or other doubtful, dubious or harmful activity. The school believes that children are best educated, protected from harm and exploitation by discussing such issues openly within the framework of this policy.

An example of a sensitive issue is marriage. In school we welcome and respect all individuals and families whatever their stance on this subject is. However we will continue to teach in line with the church teachings. Marriage in the Church of England is between one man and one woman. This will

be the stance of the school. The curriculum will also necessitate informing children that in this country it is legal for two men or two women to be married to each other.

### **Confidentiality and Advice**

All lessons will have the best interests of the child at heart enabling them to grow in knowledge and understanding of relationships, health and sex. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in this curriculum area. Teachers should explain that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. (see safeguarding policy)

### **Monitoring and Evaluation**

The headteacher will monitor and evaluate the policy and practice in line with the governors' timetable for monitoring and evaluation.

## Appendix

### **Relationships Education**

#### **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

#### **Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

## Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

## Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## **Health Education**

### **Mental wellbeing**

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- 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
- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- 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)
- 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

### **Internet safety and harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- 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
- 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

- why social media, some computer games and online gaming, for example, are age restricted
- 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
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

## **Physical health and fitness**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- 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
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

## **Healthy eating**

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- 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)

## **Drugs, alcohol and tobacco**

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

## **Health and prevention**

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

## **Basic first aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

## **Changing adolescent body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle