



Perranporth C P School

Relationship, Sex and Health Policy

2017 : Children and Social Work Act

It was within the Children and Social Work Act which received Royal Assent in March 2017 that SRE was described as RSE. This act puts the relationship before the sex in relationship and sex education, thus SRE is now RSE.

Review Date: June 2023

Safeguarding

Perranporth School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

At **Perranporth School** we want all children to grow up **healthy, happy, safe**, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2021, all primary age children will be taught Relationships and Health Education. These subjects are designed to equip our children with knowledge to make *informed decisions* about their **wellbeing, health and relationships** as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant to the children today.

This policy sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that the school should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

At Perranporth School we use the spiral curriculum '**Life-wise**'. This programme will be delivered as a 'standalone' but also reinforced in other areas of the curriculum. As well as encapsulating all the requirements of the National Curriculum, it also strengthens children's physical health, educates children about their mental wellbeing, equips children with skills for life, encourages the right values and maintaining a healthy lifestyle and teaches necessary survival skills.



Our RSE curriculum also uses aspects of the 'Christopher Winter Project' scheme of work and Channel 4 DVDs.

Parents/carers are invited in to view the DVDs and a letter will go out to the parents prior to these being shown to the children as a reminder of their right to withdraw their child from RSE (the non-statutory sex education)

We believe that teaching Sex Education informs our children about body differences, growing up, body changes and the emotions and feelings that they might have. Specific vocabulary that they learn allows them to keep their bodies safe and empowers them to communicate any concerns that they might have about their own health or safety. It prepares children for their transition to secondary school and life's journey.

We use the **Lifewise RSHE and Activity programme** (see appendix 2 for overview) and resources for our PSHE and Sex Education. Children from Year 1 to Year 6 are taught age appropriate information using specific and relevant vocabulary.

Our **Perranporth curriculum**: The teaching often links to the Science National Curriculum and other curriculum subjects and topics.

All schools providing primary education must teach **relationships education** and **health education** (which includes content on puberty).

Parents/carers have the right to withdraw their children from **sex education** after a discussion with the school. This does not include what is taught as part of the science curriculum.

Relationships Education:

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, children will have been taught content on: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; facts and risks associated with drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body.

You can find further details by searching '**relationships and health education**' on **GOV.UK**.



The 32 statements for **relationship education** (5 strands) and 35 statements for **health education** (8 strands), are covered in our new Lifewise scheme. See Appendix 2.

Safeguarding

Teachers are aware that sometimes disclosures may be made during Lifewise or science lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Teachers will allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

Right to be excused (what use to be phrased as right to withdraw)

Parents/carers cannot excuse/withdraw their child from **Relationships Education** because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents/carers do not want their child to take part in some or all of the lessons on **Sex Education**, they can ask that they are withdrawn. They do so in writing to the Headteacher. At primary level, the **Headteacher** must grant this request. When the Headteacher receives a letter, they will invite the parents/carers to a meeting at which the school's policy will be explained and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible, the child will be withdrawn from **S(RE)** and placed in another class where suitable learning and supervision will be provided.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Science National Curriculum

The science elements of RSHE are compulsory.

The Key Stage (KS) 1 and KS2 programmes of study for science show that:

- In KS1 it is a statutory requirement for pupils to be taught to "notice that animals, including humans, have offspring which grow into adults". A guidance note explains that the focus should be on helping pupils to recognise growth and "they should not be expected to understand how reproduction occurs."
- In Years 5 and 6 the science order states that 'Pupils should be taught:
 - to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
 - describe the life process of reproduction in some plants and animals.
 - describe the changes as humans develop to old age. (A guidance note explains that this could be through pupils drawing a timeline to indicate stages in the growth and development of humans).
 - They should learn about the changes experienced in puberty. (A guidance note explains that this could be by pupils scientifically researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows).

RSHE is taught at both key stages. The class teacher will inform parents/carers about the issues to be covered and encourage their support in exploring these issues at home both before and after the lesson.

Delivering Sex Education

All teachers are responsible for teaching about and modelling good relationships within school. Promoting good relationships is an integral part of our school curriculum and ethos. It is also the responsibility of the whole staff to deliver the science curriculum according to the scheme of work. Where specific Sex Education occurs beyond this, members of staff are competent to deliver this part of the school's curriculum.

Teaching and Resourcing

Teachers will use a variety of approaches including discussion and role-play. Children will be encouraged to:

- draw on their previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their learning;
- plan and shape future action.
- celebrate and respect diversity

Other age appropriate teaching methods will also be used and take account of the developmental needs of individual children. Parents/carers are welcome to discuss approaches used with the teachers concerned.

A variety of resources are used, including videos and books. Parents/carers are invited to view these materials. The videos used have been produced by Channel 4 Learning and follow the current recommendations for teaching SRE in primary schools. Teachers will take account of the individual needs of their class and may choose to use only parts of the programmes. Other resources include Lifewise, Christopher Winters material, material from the BBC, Channel 4, SEAL, the Cornwall PSHE curriculum.

Outside agencies such as a nursing, NSPCC, police, RNLI and other professionals may also be invited into school if this is felt to be appropriate. Any visitor would complement, not substitute, the planned provision.

In general, class teachers will teach their own class and may be supported by other members of staff, when appropriate.

Monitoring and Evaluating RSHE

The SLT, PSHE and Science leaders will:

- ensure RSE is part of the school's curriculum according to the schemes of work for Science and PSHE curriculum;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the school's programme.

Dealing with sensitive issues

Teachers will establish a set of ground rules with their class for discussions. These will take a similar pattern to those already used in the classroom. Where a member of staff is concerned that a Safeguarding issue is arising, it is his/her responsibility to follow the school's Safeguarding policy and routines in this matter.

Q & A: Children will be given an opportunity to ask questions confidentially by putting their questions in a question box allowing the teacher to answer them to the wider class as one child's worry/concern/question may be applicable to another child.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned.

If this person believes that the child is at risk or in danger, she/he talks to the designated Safeguarding Lead who takes action as laid down in the Child Protection & Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Appendix

RELATIONSHIP EDUCATION - 32 statements

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 marriage¹³ 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources.

HEALTH EDUCATION - 35 statement - Physical health and mental wellbeing

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

Appendix 2:

CONTENT OVERVIEW FOR LEWWISE PSHE AND ACTIVITY SCHEME - KEY -								
The content is organised into Year Groups for: Key Stage One, Lower Key Stage Two and Upper Key Stage Two.								
The 'topics' are the 81 named topics in the 'Lifewise PSHE and Activity Scheme' within the 4 programmes and 4 units below.								
LIFEWISE SURVIVAL PROGRAMME	LIFEWISE WELL-BEING PROGRAMME	LIFEWISE LIFESTYLE PROGRAMME	LIFEWISE LIFE PREP PROGRAMME	DfE 'RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION' 2019	DRUGS EDUCATION	FEMALE GENITAL MUTILATION (FGM)	SEX EDUCATION	Key 'Lifewise PSHE and Activity Scheme' programmes and units covering the National Curriculum, Statutory and Non-Statutory Guidance and DfE 'Relationships' document
Sex Education is taught across all Year Groups from Y1 – Y6 in the 'Lifewise PSHE and Activity Scheme'. It also links to a number of other topics covered in each Year Group. Sex Education is not compulsory in primary education, however the DfE recommends that it should be taught at this age and elements of the National Curriculum for Science already include sexual reproduction in humans, which is compulsory .								
Drugs Education is specifically taught in Years 2 and Year 6 in the 'Lifewise PSHE and Activity Scheme' and there are also links to content about medicines, household substances, peer pressure etc. across topics in other Year Groups in the Scheme. Drugs awareness is part of the DfE 'Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019.								
Female Genital Mutilation is specifically taught in Year 5 in the 'Lifewise PSHE and Activity Scheme' however, there are links to areas such as respect, law, boundaries, the human body etc. across other Year Groups in the Scheme. The decision about if, when and how to teach this subject, remains with the school. Many primary schools teach their pupils in mixed gender lessons about FGM. (Refer to the DfE 'Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019 about pupils, the law and FGM for more information).								

Appendix 3 :

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#)

Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

Appendix 4

[DfE-Consult-Paper-Relationships-Parental-A4-P-Op4-v7-weba](#)



Parental
Engagement on
Relationships
Education