Gilnow Primary School

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

Headteacher: Miss K Hesketh

This policy was reviewed by the Senior Leadership Team in February 2025 and accepted by the Governing board in March 2025.

This policy is written using statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This states that Schools must have regard to the guidance, and should demonstrate good reasons if they choose not to follow elements of this in their practice.

Our policy sets out our legal duties in relation to RSE as well as outlining what this looks like in our school and the taught content at different ages.

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Equality Policy
- SEN Policy
- Teaching and Learning Policy
- Positive Behaviour Policy

Children and young people are growing up in an increasingly complex world and they need to know how to be safe and healthy. Alongside our PSHE curriculum content, RSE helps them embrace the challenges and develop the strategies to create a happy and successful adult life. At Gilnow, RSE also forms the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, which sits alongside our school's safeguarding duties.

Through our RSE provision, we intend that:

- Pupils develop the knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their independence as they mature.

- Pupils develop resilience, to know how and when to ask for help, and to know where to access support.

- School supports and promotes the spiritual, moral, social, cultural, mental and physical development of our children at school and in their contributions to wider society.

- Parents and carers are provided with relevant and detailed information regarding our curriculum, so that they can understand what their child is learning and make informed decisions about when and how they may decide to withdraw their child (this applies to sex education only).

- Teaching is delivered using well-chosen resources and content that is carefully matched to children's age and level of development, so that children develop their knowledge as part of our broad and balanced wider curriculum.

- Children are supported in developing a clear understanding of the differences between the online and offline worlds and how to be aware of online dangers,

such as websites that share personal data, criminals that operate online scams and how personal data can be collected for commercial purposes.

The National Curriculum sets out that by the end of their time at Gilnow Primary School, children will have covered the following content within the RSE Curriculum:

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. *(Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and other structures. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.)*
- 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, trusttworthiness, 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 bystander (primarily reporting bullying to an adult) and how to get help.

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 risk associated with people they have never met.

- how information and data is shared and used online.

Being Safe

Pupils should know

- what sorts of boundries 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.

The National Curriculum sets out that by the end of their time at Gilnow Primary School, children will have covered the following content within the Health and Wellbeing Curriculum strands:

Mental Wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life
- 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 Harm

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 aged 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 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 to age 11, including physical and emotional changes.
- About menstrual wellbeing including they key facts about the menstrual cycle.

In Year 5, children learn about physical changes in the body, including menstruation, personal hygiene and relationships, including emotions and feelings.

In Year 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition they will learn about healthy and loving relationships.

Delivery of our RSE Curriculum

The content of our RSE curriculum is taught mainly through our PSHE and Science curriculum by class teachers and through our weekly Values assemblies that are delievered by the Headteacher and Deputy Headteacher. However, due to the cross-curricular nature of the subject, aspects are also delivered through other subject areas.

We use the PSHE Asssociation materials to support the delivery of our PSHE and RSE curriculum. Visiting speakers from the community, e.g. health promotion specialists, school nurses, community police and fire officers, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Sex Education

The content set out in this policy covers everything that we should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

As well as informing parents generally about the school's overall policy, we have available a more detailed overview of the content that will be taught, should this be requested by parents. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Right of Withdrawal from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right for children to be withdrawn from Relationships, Health or Science Education in a Primary School.

Before granting any such request, it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School will document this process to ensure a record is kept.

Once those discussions have taken place except in exceptional circumstances, the school will respect the parents' request to withdraw their child. If a pupil is excused from sex education we will ensure that the child receives appropriate, purposeful education during the period of withdrawal.

This process is the same for our pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

Managing difficult questions

Primary age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality, which go beyond what is set out for Relationships Education. We will answer these questions in an age-appropraite and unbiased way on a case by case basis and we will contact parents where any questions are around sexual relationships or content which goes beyond an appropriate level of understanding for their age.

Equality

Under the provisions of the Equality Act we must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Provisions with the Equality Act allow us to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.This is taken into consideration when designing and teaching these subjects.

We will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and we will take positive action to build a culture where these are not tolerated, and any occurences are identified and tackled.School pastoral and behaviour should support all pupils. The advice sets out what sexual violence and sexual harassment are.

Children with special educational needs and disabilities (SEND)

We are aware that some children are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

LGBT

In teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met and that all children understand the importance of equality and respect. We will comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected

characteristics. We will ensure that all of our teaching is sensitive and age appropriate in approach and conten.

Governors

As well as fulfilling their legal obligations our governing board will ensure that:

- All pupils make progress in learning towards expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is deliered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Safeguarding, reports of abuse and confidentiality

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Good practice would be to involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which may be appropriate to address in lessons.

Where a school invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, schools should be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risk of encouraging or making a suicide seem a more viable option for pupils and

avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language ,videos or images. *Teacher Guidance: preparing to teach about mental health and emotional wellbeing* provides useful support for teachers in handling this material.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

Assessment

School will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided onpupil progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.

Resources:

Relationship Education:

Safeguarding: NSPCC PANTS rule with film

Example of model primary curricula from Catholic Education.

Relationship and Sex Education

Sexual health and relationships; up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.

Abuse in relationships: Disrespect No Body from the Home Office and Government Equalities Office.

Consent: PHSE Association lesson plans from the PSHE association.

LGBT inclusivity: Stone wall lesson plans and materials from primary and secondary.

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Example model secondary curricula from Catholic education.

Mental health

Mental health and emotional wellbeing lesson plans from PSHE Association.

MindEd educational resources on children and young people's mental health.

Online safety

Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

PSHE Association Programme of study for KS1-5

Drugs and alcohol

Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation

Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum

Non-satutory framework for Citizenship KS1 and 2 (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their panning.