



Our Approach to Relationship, Sex and Health Education

RATIONALE AND ETHOS

At Brixington, RSE is underpinned by the ethos of our school and reflected in our school values of 'friendship, respect, honesty, endeavour and sportsmanship.' Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. Our mission is to create a **positive** and joyful community where children are empowered to become good citizens and the highest expectations **challenge** all learners to **achieve** their very best.

Through our PSHE programme we aim to equip children with the knowledge, skills, understanding and strategies they need to lead confident, healthy and independent lives. It will provide opportunities for children to reflect on and clarify own values and attitudes and support them in making positive

choices and effective transitions to help them become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Parents are provided with the following information:

- The content of the relationships, sex education (where relevant) and health curriculum
- The delivery of the relationships, sex education (where relevant) and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

ROLES AND RESPONSIBILITIES

RSE and Health education forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator with the support of the Senior Leadership Team.

PSHE lessons are taught by class teachers, supported by expert visitors as appropriate and necessary. The school will encourage the professional development of its staff in respect of PSHE and RSE, and support the PSHE Co-ordinator and other members of staff to take up opportunities for Staff professional development, as identified through the school's action plan.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

OUR RSHE CURRICULUM

Effective Relationships, Sex & Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Brixington we draw from a range of resources accredited by the PSHE Association to support our curriculum planning.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below. As well as our PSHE and science curriculums, children receive age-appropriate 'keeping safe' lessons each half term. These focus on the themes of 'consent' and prejudice but may also be adjusted to react to prominent national or local themes.

From summer 2023, all children will also participate in one lesson per half term that has a focus of 'no outsiders'. Using relevant story books, children engage with activities that will celebrate differences and develop their understanding of equality and diversity.

Families and people who care for me

Children will learn:

- 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 will learn:

- 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 will learn:

- 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 will learn:

- 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 will learn:

- 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.

STATUTORY HEALTH EDUCATION

As part of our PSHE/Health Education programme of study, children will be taught about the characteristics of good physical and mental wellbeing; enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions; how to support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid; the benefits and importance of exercise, nutrition and sleep; Key facts about the changing human body; a healthy and safe use of the internet; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Health Education curriculum is set out below.

Mental wellbeing

Pupils will learn:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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 are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and 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.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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), extending to who in school they should speak to if they are worried about themselves or others.

- That it is common to experience mental ill health and, for the 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 will learn:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of 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 will learn:

- 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 by 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 will learn:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs alcohol and tobacco

Pupils will learn:

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

Health and prevention

Pupils will learn:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

Pupils will learn:

- 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 will learn:

- 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 and key facts relating to the menstrual cycle.

NON-STATUTORY SEX EDUCATION

As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the "Changing Me" unit in the summer term of Year 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (Year 3);
- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (no detail on what this involves).
(Year 4);
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 5);
- how a baby develops in the womb and how babies are born (Year 6).

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons - please see the relevant section within this policy in regard to this process.

THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;

- Provide opportunities to discuss the RSE programme and its lessons;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all **non-statutory** sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach: please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter in the first part of summer term of Year 6 in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

MONITORING AND EVALUATION

- Subject leader and senior leaders will use discussions with pupils and teachers, alongside our curriculum plans, each term, to assure that all essential elements of our curriculum have been delivered.
- Children's acquisition of key knowledge will be evaluated through discussions with pupils and teachers each term, as well as some scrutiny of children's work. This will always include children who have special educational needs.
- Matters arising from these actions will result in adjustments to the curriculum for following terms to ensure essential knowledge is acquired.
- Leaders will keep up to date with important developments in research and current affairs and adjust the curriculum if necessary (for example, if a particular social-media site causes challenges in a particular year group).
- Each year, school councillors will lead a meeting about the relationships education that has been taught and garner their peers' views on its success and what else the children will like to know. This will be guided by key questions from PSHE leader and will be facilitated by teachers in younger year groups.

REVIEW

Our approach will be reviewed regularly, in line with the review of the Trust policy and/or as a result of stakeholder feedback.

This approach was last reviewed in June 2022.

Appendix B – Coverage of puberty (Health Ed) and reproduction (Sex Ed) in “Changing Me” unit of PSHE

This unit is taught in the second half of Summer term in all year groups. Please note Sex Ed lessons are kept entirely separate from Puberty lessons if any parents are exercising the right to withdraw their child from non-statutory Sex Ed. Puberty forms part of statutory Health Ed and therefore cannot be opted out of.

Year Group	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Relationships/ Health coverage - including puberty (parents cannot opt out)	<p>Naming body parts including private parts. That growing up involves physical and emotional changes.</p>	<p>Introduction to body changes in puberty for boys and girls. Girls body changes, menstruation.</p>	<p>Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.</p>	<p>Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.</p>
Sex Education coverage (parents can opt out if not part of science curriculum)	<p>That for a baby to grow, part comes from a woman (the mother) and part from a man (the father). No mention of where these come from or how they get to each other. That it is usually the female that has the baby and in mammals including humans, the baby grows inside the mother.</p>	<p>For a baby to be made, the “ingredients” needed are a sperm from the father, an egg from the mother, a mother’s womb to grow in. That the sperm and egg can meet when a grown-up man and woman share an especially close and loving embrace that is an intimate, loving and very private part of a grown-up relationship. No detail on what this involves.</p>	<p>How conception occurs. We use the “Living and Growing” series to contextualise this within a committed, loving adult relationship.</p>	<p>How conception occurs and how babies are born. We use the “Living and Growing” series to contextualise this within a committed, loving adult relationship.</p>