



South Haringay School

Relationship, Sex and Health Education Policy

Member of staff responsible: Ayse Thomas

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Date to be reviewed: September 2023

We have based the school's Sex and Relationship Education Policy on the DfES guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE 2019.

In this document, RSE is defined as learning about physical, moral and emotional development. It is about stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. However, care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. Sex and relationships education is part of the Personal, Social and Health Education (PSHE) curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any sexual orientation. In compliance with the Equality Act 2010, we do teach pupils about LGBT and mixed race/religion relationships, appropriate to pupils age and ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

Context

We teach RSE in the belief that:

- Relationship, sex and health education should be taught in the context of family life;
- Relationship, sex and health education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of permission seeking and giving and concept of personal privacy and boundaries.



- Children know how to keep themselves safe and others, both physically and mentally, and how to seek support from appropriate sources.

What and How we Teach

RSE is taught through the PSHE curriculum using 'The Christopher Winter Project: Teaching SRE with Confidence in Primary Schools' for EYFS, KS1 and KS2. RSE is taught discreetly in PSHE lessons and links are made to other areas of the curriculum where relevant.

RSE teaches children about the emotional, social and physical aspects of growing up and relationships in order to equip them with the information, skills and values to have safe fulfilling relationships and take responsibility for their own health and wellbeing.

We teach children about the differences between boys and girls, naming body parts, babies and changing as we grow up and friends and family. We also teach what areas of the body are private and should not be touched and who they can talk to if they are worried.

IN EYFS we teach children:

- What does my body look like?
- How has my body changed and grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- How can I look after my body and keep it clean?
- How am I learning to take care of myself and what do I still need help with?
- Who are the trusted members of my family and trusted people who look after me?
- How do I feel about growing up?

In year 1 we teach children:

- The importance of and how to maintain personal hygiene
- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- That household products, including medicines, can be harmful if not used properly



In year 2 we teach children:

- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- The concept of male and female and gender stereotypes
- That animals including humans, have offspring which grow into adults
- Rules for keeping physically and emotionally safe (including safety in the environment)
- That household products, including medicines, can be harmful if not used properly

In year 3 we teach children:

- The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- When and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- About different types of relationship, including those between friends and families, civil partnerships and marriage
- What kind of physical contact is acceptable or unacceptable and how to respond
- That FGM can have a negative effect on emotional well-being and physical health
- That FGM is not a religious obligation
- The difference between rites of passage and FGM
- Which, why and how commonly available substances and drugs (including tobacco) could damage immediate and future health and safety
- What positively and negatively affects their physical, mental and emotional health

In year 4 we teach children:

- How their body will, and emotions may, change as they approach and move through puberty
- That they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About human reproduction in relation to life cycles
- describe the changes as humans develop to old age
- That FGM is not a religious obligation
- That FGM can have a negative effect on emotional well-being and physical health.



- Understand FGM in the context of gender inequality
- Which, why and how commonly available substances and drugs (including alcohol) could damage immediate and future health and safety
- What positively and negatively affects their physical, mental and emotional health

In year 5 we teach children:

- About puberty - How the body changes at each stage of development and emotional changes
- To locate and name the parts of the body, including the internal and external sex organs
- To make clean choices – personal hygiene
- About growing up – menstruation (coping with periods, sanitary protection) and wet dreams (same sex lessons)
- That FGM is not a religious obligation
- That FGM can have a negative effect on emotional well-being and physical health
- The difference between culture and religion
- Which, why and how commonly available substances and drugs (including legal and illegal drugs) could damage immediate and future health and safety
- To differentiate between the terms 'risk', 'danger' and 'hazard'
- That pressure to behave in an unacceptable unhealthy or risky way can come from a variety of sources, including people they know and the media

Resource: Channel 4 - Living and Growing Unit 2

In year 6 we teach children:

- About love and Marriage – family, friends and perspectives on marriage
- About the emotional and physical changes during puberty
- To identifying internal and external body parts
- To look at different relationships between adults
- About conception and pregnancy
- About the influence of the media on relationships
- That FGM is not a religious obligation
- That FGM can have a negative effect on emotional well-being and physical health
- To understand FGM in the context of body image. Which, why and how commonly available substances and drugs (including cannabis and volatile substances) could damage immediate and future health and safety
- Differentiate between the terms 'risk', 'danger' and 'hazard'



- That pressure to behave in an unacceptable unhealthy or risky way can come from a variety of sources, including people they know and the media

Resource: Channel 4 - Living and Growing Unit 3

Assessment:

Teachers integrate effective assessment for learning strategies in all curriculum areas. Each class keeps a record of their PSHE work in a 'Special Book' (KS1) and in a PSHE folder (KS2) and work is also evidenced in displays in classrooms and around school.

Safeguarding

RSE lessons are a time when teachers will have an opportunity to directly address issues that help keep children safe. Lessons in each year group will support children in understanding what denotes appropriate and inappropriate touching by others. We will seek to empower children to be clear about the boundaries of physical contact with others, whether the 'other' is a stranger or someone known to the child. Children will be reminded about who they can talk to if they are concerned that someone has crossed these boundaries, and be encouraged to report any incident, regardless of whom the individual is.

The protocols of our RSE policy make it explicit that no personal remarks or information should be made in public. Any private or personal issues can be discussed with a teacher but information disclosed must not be kept confidential if the child's safety is at risk.

The Role of parents/carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents/carers about the school's sex and relationships education policy and practice;
- Answer any questions that parents/carers may have about the sex and relationships education of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school.

Parents/carers have the right to withdraw their child from part of their sex and relationships education, but not that part which is delivered in the science curriculum.



If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the program they do not wish their child to participate in. The school always complies with the wishes of parents/ carers in this regard.

The Role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our sex and relationships education program.

Confidentiality

Teachers conduct all lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals and social services.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about sex and relationships policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The governing body monitors our sex and relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as



necessary, if the policy needs modification. Governors require the headteacher to keep this policy updated on a 2 yearly basis with details of the programs taught in school.