



Chalton Lower School

Relationships and Sex Education Policy

| Document Control | | |
|------------------|----------|----------------------------|
| Edition | Issued | Changes from previous |
| 1 | 24/01/24 | Policy has been rewritten. |

| Policies/Documents referred to in this policy | Postholders/Persons named in this policy |
|---|--|
| <ul style="list-style-type: none">• Section 80A of the Education Act 2002• The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019• Equality Act 2010• DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' | PSHE Leader Headteacher Governors Teachers SEND Co |

Author: N Bill
Approved By: Governing Body

Issue Date: January 2024

To be reviewed: January 2027

Statement of Intent

At Chalton Lower School we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. State-funded lower and primary schools are also required to teach health education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Anti-bullying Policy
- Promoting the positive mental health and wellbeing of the pupils

For the purpose of this policy:

"Relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

"Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Making sure the subject is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects specified.
- Ensuring that parents are fully informed of this policy.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.

The PSHE subject leader is responsible for:

- Overseeing the delivery of the relationships and sex education curriculum.
- Ensuring that the subjects taught are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subject.
- Liaising with the SEND Co to identify and respond to individual needs of pupils with SEND.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of teaching assistants in order to meet pupils' individual needs.

The relationships and health curriculum takes into account of the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by organising a meeting with the headteacher.

Consultation with Parents

Chalton Lower School understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with opportunities to understand and ask questions about the school's approach to relationships and health education. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

Relationships Education Overview

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics

are built upon prior knowledge, taught in previous years as pupils progress through school, with a view to providing a smooth transition to Middle School. Health education is compulsory for all state-funded Lower Schools. The focus at Lower School level is about teaching the characteristics of good physical health and mental wellbeing.

Families and people who care for me

By the end of Lower School, pupils will be taught:

- That families are important for them growing up because they can give love, security and stability.
- 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.
- 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

By the end of Lower School, pupils will be taught:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful Relationships

By the end of Lower School, pupils will be taught:

- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.

Online Relationships

By the end of Lower School, pupils will be taught:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.

- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- How information and data is shared and used online.

Being Safe

By the end of Lower School, pupils will be taught:

- 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.
- 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 recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others.
- Where to seek advice, for example, from their family, their school and other sources.

Mental Wellbeing

By the end of Lower School, pupils will be taught:

- 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, is 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.

Internet Safety and Harms

By the end of Lower School, pupils will be taught:

- That for most people, the internet is an integral part of life and has many benefits.
- The risks of excessive time spent on electronic devices.
- 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.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of Lower School, pupils will be taught:

- 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.

- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy Eating

By the end of Lower School, pupils will be taught:

- What constitutes a healthy diet.
- 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.

Health and Prevention

By the end of Lower School, pupils will be taught:

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- 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.

Basic First Aid

By the end of Lower School, pupils will be taught:

- 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

All pupils in Lower Schools must be taught about the main external parts of the human body and about how the body experiences some changes as it grows from birth to old age. Puberty and the reproductive process in plants, animals and humans is taught in Middle School.

Delivery of the Curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and will be differentiated for pupils' needs. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the PSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging

openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age. Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Special Educational Need or Disability

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Curriculum Links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships and health education programme will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

Staff Training

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the relationship and health education programme and associated issues. Training of staff will also be scheduled around any updated guidance and any new developments which may need to be addressed in relation to the programme.

Monitoring Quality

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for relationships and sex education. They will conduct assessments on a regular basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

They will also work regularly and consistently with the headteacher and governors through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and Review

The governing board is responsible for approving this policy. This policy will be reviewed on a regular basis by the PSHE subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.