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



Aston by Sutton Primary School

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**DFE: Secretary of State Foreword**

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf>

Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils’ ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

*This policy should be read in conjunction with the following Government publications:*

• Keeping Children Safe in Education (statutory guidance) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

• Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) <https://educateagainsthate.com/wp-content/uploads/2019/01/6.4953_DFE_Respectful-schools_signposting-tool_FINAL_Fillable_Client_Cop....pdf>

• Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf>

• Equality Act 2010 and schools <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf>

• SEND code of practice: 0 to 25 years (statutory guidance) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>

• Mental Health and Behaviour in Schools (advice for schools) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf>

• Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf>

• Sexual violence and sexual harassment between children in schools (advice for schools) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf>

• The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) <https://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_england.pdf>

• Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf>

In addition, the following Aston by Sutton policies:

Safeguarding Policy

Behaviour policy

Inclusion Policy

Anti-Bullying policy

PSHE policy

Science policy

ICT policy

**Introduction**

This policy sets out to ensure the following:

 1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

4. This guidance also sets out both the rights of parents/carers5 to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers 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.

5. That effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced and appropriate way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

**Summary of Statutory Requirements**

**Relationships Education**

In all schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section). Parents do not have the right to withdraw their child from this element as it is statutory.

**Relationships and Sex Education**

Primary schools can choose to teach age appropriate Sex education outside that covered in the Science curriculum.

This will be clearly outlined and parents do have the right to request that their child is withdrawn from some or all of the Sex education elements outside of the national curriculum for Science. School then have a statutory responsibility to ensure the child is given purposeful and meaningful work to complete within another class.

**Health Education**

In all schools providing primary education ***parents do not have the right to withdraw their child*** from this element as it is statutory.

**Pupils with special educational needs and disabilities (SEND)**

1. Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when teaching these subjects to those with SEND.
2. Schools should be aware that some pupils 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.
3. For some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.
4. Aston will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

**Lesbian, Gay, Bisexual and Trans (LGBT)**

1. In teaching Relationships Education and RSE, Aston will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Aston will ensure that they 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.
2. Aston will ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

**In the development of this policy, Aston Governors and Parents have a vital role to play.**

**Governors**

As well as fulfilling their legal obligations, the governing boards should also make sure that:

• All pupils make progress in achieving the 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 delivered 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

**Parents/carers**

1. The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
2. At Aston we will work closely with parents when planning and delivering these subjects. We will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
3. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.
4. Aston prides themselves on positive relationships with parents and we will endeavour to invite parents to meet with staff to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This will be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.

**Right to be excused from sex education (commonly referred to as the right to withdraw)**

1. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher will 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. Schools will document this process to ensure a record is kept.
2. The head teacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher.
3. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents’ request to withdraw the child~~.~~
4. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
5. If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. ***There is no right to withdraw from Relationships Education or Health Education. The only sessions parents have the right to withdraw their child from at Aston are FGM and Respect and Equality from our scheme of work***

**By the end of primary school pupils at Aston should know the following:**

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf>

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|  | Pupils should know |
| Families and people who care for me | • 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 | • 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 | • 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 | • 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 | • 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. |

At Aston, our Relationships Education, and our Relationships and sex education is taught through a published and well respected scheme produced by Christopher Winter. This is reinforced by our No Outsiders scheme (everybody is different everybody is equal- Andrew Moffat) and our Rainbow Flag award lessons, as well as being integrated where appropriate into other curriculum areas and not stand alone lessons.

The Relationshiops and Sex education are taught usually in the latter part of the summer term and each year group is taught the material for their year group. ~~C~~lasses will be split into two. A class teacher will deliver the lesson.



Each year, we will let you know in advance when we will be teaching the RSE lessons.

Parents and carers are invited to view the teaching and learning objectives and the materials and resources that will be used. The vocabulary used with children will always be the correct terminology.

In addition to this, Children will continue to be taught PSHE throughout the year which also includes relationships, families and themes relating to inclusion, diversity and the protected characteristics of the Equality Act.

Aston by Sutton uses ‘My Happy Mind’ to help teach children about their brains and keep mentally healthy. Through PE and Science we learn about healthy bodies and healthy minds.

Throughout our teaching, teachers will be mindful that sometimes, difficult questions may arise. These may pertain to sex, sexuality and go beyond our relationships education. School will answer these questions with sensitivity, especially correcting and role modelling any prejudice, whether intentional or unintentional. At Aston, we believe to answer the child’s questions in an age appropriate way is the best way to prevent children leaving a lesson with unanswered questions and potentially seeking them online from a variety of potentially unreliable sources.

As a school, we would take into account any SEND, and children who are at different developmental stages. It may be appropriate to answer some questions as a small group or 1:1

**Physical Health and Well Being at Aston:**

The characteristics of good physical health and mental wellbeing will be the focus for our teaching and approach, including that mental health is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. This will be achieved through our school curriculum, ethos, assemblies etc.

Teachers will talk about the steps pupils can take to protect and 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. Emphasis will be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils will also be taught the benefits of hobbies, interests and participation in their own communities. This teaching will make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or guides), are beneficial for health and wellbeing.

Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. Later on in primary school, pupils will be taught why social media, computer games and online gaming have age restrictions and will be taught strategies to equip themselves to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

**By the end of Primary School Pupils should know*:***

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| Mental Well- being | • 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 potential harms | • 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 | • 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 | • 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 | • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | • 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 | • 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. |
| Puberty | • 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. |