



## RELATIONSHIPS, HEALTH & SEX EDUCATION POLICY WORMHOLT PARK PRIMARY SCHOOL



### Article 29

Every child has the right to an education.

CHAIR SIGNATURE	EMMA PORTEOUS
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## **Introduction**

This document is a statement of the aims, principles and strategies for Relationships, Health and Sex Education (RHSE) at Wormholt Park Primary School. For the sake of clarity, it is divided into two sections: the first one deals with Relationships and Sex Education; the second part with Health Education.

This policy is to be considered in conjunction with the PSHE<sup>1</sup>, (including SMCM, EHWP<sup>2</sup> and HSP Gold<sup>3</sup>, The Equalities Award, Skills Builder, UNICEF RRS Gold and the PSHE<sup>4</sup> programmes).

**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.**

**Relationships Education, Relationships and Sex Education (RSE) and Health Education, Secretary of State Foreword (DfE, June 2019)**

*Parents are reminded that they do not have the right to withdraw their child from the Relationships and Health Education part of the curriculum but retain the right to "excuse" their children from the Sex Education one; the school, however, strongly advises that for reasons of safeguarding, each child's personal wellbeing and understanding of diversity and life in modern Britain that all children be allowed to participate.*

## **Relationships and Sex Education**

**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.**

**Ibid.**

**In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.<sup>5</sup>**

**Ibid, p.15**

This policy supports one of our four school aims: "Everyone has the right to feel happy, safe and secure at all times."

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<sup>1</sup> Personal, Social, Health and Economic Education

<sup>2</sup> Spiritual, Moral, Cultural and Mental Development (SMCM) / Spiritual, Moral, Social, Cultural Education (SMSC); Emotional Health and Well-Being (EHWP)

<sup>3</sup> Healthy Schools Partnership

<sup>4</sup> Social and Emotional Aspects of Learning

<sup>5</sup> "Under the provision of the Equality Act 2010 (with particular attention to the Public sector equality duty (s.149), schools must not unlawfully discriminate against pupils because of their age, sex, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics)." Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019, p.13

## Aims

The 2019 statutory guidance states (and this is also the heart of our approach to RSE at WPS): “The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”<sup>6</sup>

Also, “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.”<sup>7</sup>

At WPS, RHE is and has always been (as SRE) firmly rooted in the framework for PSHE (now taught through Kapow) and the National Curriculum where these support the acquisition of accurate knowledge and understanding. The Science curriculum<sup>8</sup> provides some factual, biological knowledge in terms of reproduction and growth, also supported by UNICEF RRS, SMSC, Equalities and other emotional aspects when RSE is involved. E-safety is also given prominence and this policy works in conjunction with our on-line safety policy which can be applied to issues happening in and out of school. It needs to be **age appropriate**<sup>9</sup> in its delivery.

We would also draw attention to the fact that throughout the school, including the EYFS, the **correct** anatomical language will be used to describe **all external** body parts including genitalia (vulva, penis, anus, scrotum)<sup>10</sup>.

## Content

### **Early Years Foundation Stage**

In the EYFS we help children develop at a personal, social and emotional level with the Personal, Social and Emotional Development strand of the curriculum. They will be encouraged to develop positive attitudes to themselves, their bodies and others. The EYFS staff monitor the children closely during all activities. If something causes them concern they discuss this together and keep the child or children under observation. If the concern continues they report it to the SENDCO, also the designated teacher for safeguarding, and the head teacher or deputy, should the SENDCO be unavailable.

The new RHE outcomes are already so embedded into our curriculum and school ethos however that they will naturally find their place and be supported from the beginning of this early educational stage.

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<sup>6</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, July 2019, p.19

<sup>7</sup> Ibid, p.8

<sup>8</sup> “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.” (Ibid, p. 18)

<sup>9</sup> Ibid, p.19

<sup>10</sup> This was discussed and decided as a whole staff some years ago, with a strong concern for making sure all pupils are empowered through access to and understanding of the correct terminology to express any concern they may have about potential experiences that may put them at risk, i.e. sexual abuse, grooming, FGM... This will be consistently applied throughout the school.

## Key Stages 1 & 2

In KS 1 & 2 children will learn about how and what changes occur as they grow up, the development of emotions and how to deal with them. Again, RE outcomes support and enhance what WPS children are already specifically taught (PSHE) or have learnt as pupils of this school through our UNICEF RRS/Equalities Award/GenderAction whole school engagement.

Please find below the subject content of statutory RE:

### By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>

<sup>11</sup>

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<sup>11</sup> "13- Marriage in England and Wales is available to both opposite sex and same sex couples. The marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious." Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, July 2019, p.21

<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Strategies for the teaching of Sex Education in Upper KS2

Sex Education (SE) is not compulsory in primary education. However, the Department for Education “continues to recommend [...] that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.”<sup>12</sup>

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<sup>12</sup> Ibid, p.23

### **In addition to the above RHE curriculum Year 5 will also:**

- know about the physical changes that take place at puberty, why they happen and how to manage them.

### **In addition to the above Year 6 will also:**

Children will be taught sex education in mixed and single sex groups as different issues are approached although all aspects of the subject are covered for both girls and boys. This is led by a trained professional facilitator.

- know, understand and use appropriately the correct anatomical vocabulary for different parts of the body, including sex organs
- know how a baby is conceived and born.
- Year Six children have a programme of SE organised in connection with a trained professional facilitator during the second half of the summer term.
- Whole class teaching, group work and individual assignments are used to deliver SE. In Year 6 and 5 single gender groups are at times deemed appropriate.
- Teachers are sensitive to the requirement for confidentiality with regard to SE. If there is an issue that has arisen in class, timetables may be altered so the issue can be focused on promptly and tactfully, offering the children the required correct knowledge so confusion and distress can be avoided.
- Teachers are aware of and sensitive to the extra pressures on pupils from electronic media and use their professional discretion and knowledge of their pupils to address issues.
- Teachers are aware of and sensitive to the values of our diverse communities. The delivery of SE, while aiming to be accurate and honest, will always remain age-appropriate, endeavour to promote self-reflection and safety, and be embedded in universal values of respect for cultural differences.

Parents and the SEND co-ordinator will be informed if any inappropriate subject has been raised. Teachers will use their discretion as professionals at all times.

### **Monitoring and Evaluation**

There will be no formal assessment of RHE. Instead, as has been the case historically, teachers will informally monitor and evaluate children's responses to, knowledge and understanding of the subject. As mentioned above, any concerns or issues arising will be flagged to the relevant member(s) of staff.

As with PHSE, UNICEF RRS and Equalities Award, the children will routinely reflect in their attitude, behaviour and language the underlying principles underpinning RHE.

## **Health Education**



**The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. [...] Puberty, including menstruation, should be covered in Health Education and should as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.**

**Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019, p. 31**

**The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.**

**Ibid, p.32**

## **Aims**

At WPS physical health and wellbeing have been focused on since we started engaging with the National Healthy School Scheme, now the Healthy School Partnership. We have achieved Gold Level and recently renewed our Bronze level for the third time. Our health focus is also supported by our Gold Award Travel Plan and again our UNICEF RRS Gold Level where the rights of the children have regard to physical, mental and emotional health.

## **Content**

### **Early Years Foundation Stage**

In the EYFS we help children develop at a physical, personal, social and emotional level with the Personal, Social and Emotional Development and Physical Development strands of the curriculum. They are encouraged and supported on a daily basis to be physically active, make healthy choices at lunch time, develop increasing independence, meet or ask for support for their self-care needs and manage their emotions and friendships. The EYFS staff monitor the children closely during all activities. If something causes them concern they discuss this together and keep the child or children under observation. If the concern continues they report it to the SEND-CO, also the designated teacher for safeguarding, and the head teacher or deputy, should the SEND-CO be unavailable.

The new HE outcomes are already also embedded into our curriculum and school ethos and they will naturally find their place and be supported from the beginning of this early educational stage.

### **Key Stages 1 & 2**

In KS 1 & 2 children will continue learning about taking increasingly age-appropriate steps towards looking after their physical and mental wellbeing. Curricular topics, lunch-times, P.E. lessons, P.A clubs, Lego club, etc. contribute to the healthy development of hobbies, social and physical activities while encouraging critical appraisal of excessive online based interests (as well as their potential dangers). Bullying is tackled rapidly at WPS and all children learn about it through PSHE (Say No to Bullying).

Please find below the subject content of statutory HE:



**By the end of primary school:**

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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.</li><li>• 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.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• 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).</li><li>• 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.</li></ul>
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<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
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<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>

<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### **Monitoring and Evaluation**

There will be no formal assessment of HE. Instead, as has been the case historically, teachers will informally monitor and evaluate children's responses to, knowledge and understanding of the subject. As mentioned above, any concerns or issues arising will be flagged to the relevant member(s) of staff.

As with PSHE, UNICEF RRS and Equalities Award, the children will routinely reflect in their attitude, behaviour and language the underlying principles underpinning HE.