

# **Bushey Heath Primary School**

## **Relationship, Sex & Health Education Policy**

**A vibrant school inspiring children to realise their potential**

### **1 Introduction**

1.1 Our school's policy on sex and relationship education is based on the DfES document Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.

1.2 Sex education is defined as learning about physical, moral and emotional development. It is about understanding the importance of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

1.3 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

### **2 Aims and Objectives**

2.1 We teach children about:

- The importance a family, caring and stable relationships and the role of marriage.
- How to develop caring and respectful friendships.
- To establish appropriate boundaries in relationships, including online relationships – and to know what to do if they feel unsafe.
- To understand ways in which they can improve their own mental well-being.
- The benefits and risks passed by the internet to their mental and physical health.
- The importance of physical health and fitness.
- The basics of healthy eating.
- The dangers of drugs, alcohol and tobacco.
- How to prevent health problems developing and basic first aid?
- Changes in adolescent bodies.
- The way humans reproduce.
- Respect for their own bodies and importance of sexual activity as part of a committed and long-term loving relationship.

### **3 Context**

3.1 While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values, which underpin all our work in school. In particular, we teach about sex in the belief that:

- sex should be taught about in the context of marriage and family life;
- sex education is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

## 4 Organisation

4.1 Teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education ([PSHE curriculum](#)), we also do some sex education through other subject areas ([for example, science and PE](#)) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

4.2 In PSHE we teach children about relationships:

- a) how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- b) how to recognise and manage emotions within a range of relationships
- c) how to recognise risky or negative relationships including all forms of bullying and abuse
- d) how to respond to risky or negative relationships and ask for help
- e) how to respect equality and diversity in relationships

By the end of primary school children will learn:

### **FAMILIES AND PEOPLE WHO CARE FOR ME**

Key Stage 1 and 2: Pupils should know

- 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 <sup>1</sup> 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**

Key Stage 1 and 2: Pupils should know

- 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**

Key Stage 1 and 2: Pupils should know

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<sup>1</sup> 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.

- 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**

Key Stage 1 and 2: Pupils should know

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Key Stage 2 only: Pupils should know

- 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.
- 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**

Key Stage 1 and 2: Pupils should know

- 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.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Teachers are trained to consider what is appropriate and inappropriate in a whole-class setting. Where children ask questions that fall outside the scope of the school's policy, children will be referred to their parent/ carer for guidance.

## **MENTAL WELLBEING**

Key Stage 1 and 2: Pupils should know

- 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 healthy eating and 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 HARMS**

Key Stage 1 and 2: Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- where and how to report concerns and get support with issues online.
- 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.

Key Stage 2 only: Pupils should know

- 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.

## **PHYSICAL HEALTH AND FITNESS**

Key Stage 1 and 2: Pupils should know

- 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**

Key Stage 1 and 2: Pupils should know

- 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**

Key Stage 2 only: Pupils should know

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

## HEALTH AND PREVENTION

Key Stage 1 and 2: Pupils should know

- 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.

Key Stage 2 only: Pupils should know

- the facts and science relating to immunisation and vaccination
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

## BASIC FIRST AID

Key Stage 1 and 2: Pupils should know

- how to make a clear and efficient call to emergency services if necessary.

Key Stage 2 only: Pupils should know

- concepts of basic first aid, for example dealing with common injuries, including head injuries.

## CHANGING ADOLESCENT BODY

Key Stage 2 only: Pupils should know

- key facts about puberty and the changing adolescent body, particularly from age nine through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

4.3 In Upper Key Stage 2 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how humans reproduce, how babies are made and are born and how children's bodies change during puberty. Whilst the majority of this unit will be taught in Year 6, we recognise that many girls start their period in Year 5's Therefore, children in Year 5 and Year 6 will be taught what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

- We will not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear.
- Resources will be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity will not be used and we will **not work with external agencies or organisations that produce such material**. External agencies that schools are firmly advised not to use include but are not limited to Stonewall, Mermaids, Gendered Intelligence, The Proud Trust, Jigsaw PSHE, Woodcraft Folk, Educate & Celebrate, No Outsiders, Allsorts Youth Project, Twinkl RSE resources.
- Teachers will not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing.

## 5 The Role of Parents

5.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

5.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. 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 programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **6 The Role of Other Members of the Community**

6.1 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 Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

## **7 Confidentiality**

7.1 Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **7.2 Confidentiality policy**

- reassure pupils that their best interests will be maintained;
- encourage pupils to talk to their parents or carers and giving them support to do so;
- ensure that pupil knows that teachers cannot offer unconditional confidentiality;
- reassure pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- if there is any possibility of abuse, follow the school's child protection procedure;
- make sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually to the pupil before the end of the school day. The teacher may be able to discuss the issue with an appropriate colleague without giving the name of the pupil. If not, the teacher should follow the school's confidentiality policy.

There may be rare occasions when a primary school teacher is directly approached by a primary age child who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue. Schools should designate a member of staff to deal with these rare incidents.

In such cases there should be a pathway for dealing with the situation:

- the teacher should approach the designated member of staff (this could be the sex and relationship education teacher, or other member of staff with pastoral responsibility or on-site health professional);
- the designated member of staff should make sensitive arrangements, in discussion with the child, to ensure that parents or carers are informed; and
- the designated member of staff should address child protection issues and ensure that help is provided for the child and family.

## **8 The Role of the Headteacher**

8.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education 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 about sex effectively, and handle any difficult issues with sensitivity.

8.2 The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

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

## **9 Monitoring and Review**

9.1 The School Improvement Committee of the governing body stays up to date with changes in relation to Sex Education policy and curriculum. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments.

9.2 This policy will be reviewed annually.

Date Policy Reviewed/Amended:	March 2025
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	March 2026
Reviewed by:	School Improvement Committee
Approved by:	Full Governing Body