



SUNNYHILL PRIMARY SCHOOL

Relationships and Health Education Policy including Sex Education

At Sunnyhill Primary School we aim to develop our school so that it has consistency at its heart, that it is a creative and exciting place for our children and for the community, that we have high expectations of each other and that we hold each other to account.

We are committed to educating in a holistic way, focusing on the social, moral, creative and artistic as well as the academic.

We aim to give children opportunities to develop the knowledge and skills they will need for later in life.

We strive to have high expectations of each other and of all our children, encouraging them to always do their best.

We are working hard to build a school community with positive relationships based upon clear values, respect and support.

We are proud of the cultural diversity that makes up our community, seeing it as a strength, which we celebrate at every opportunity.

We are helping children see the importance of taking responsibility for themselves, their actions and their learning.

Definition of Relationships and Health Education (RHE)

This policy covers the teaching of Relationships, Health and Sex Education. You may also hear it referred to as Relationships and Health Education. For convenience, in this document, we will refer to the subject as RHE.

We define **Relationships Education** as giving children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Health Education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. Children will learn about menstruation and girls will be helped to prepare for the beginning of their periods, ensuring they know how to manage dealing with their periods at school.

Sex education at primary school involves learning basic, age-appropriate facts about how humans and other animals grow and reproduce. This is done predominantly through the statutory Science curriculum and some areas are taught as part of personal, social, health and economic education (PSHE).

With the statutory introduction of Relationships and Health education from September 2020 it is now important for schools to clarify what will be taught and when.



Aims and Outcomes of RHE in the curriculum

The overall aim of RHE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health, learning how to recognise and avoid exploitation and abuse. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably.

RHE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

Physical Health & Mental Wellbeing

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. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Organisation, Planning and Delivery of RHE

RHE forms part of our PSHE curriculum and is taught throughout EYFS and Key Stages 1 and 2. Since Autumn Term 2020 the school have followed the Jigsaw scheme of work, an overview of which can be found in [Appendix 2](#).

During EYFS pupils will begin the foundations of understanding who they are and how relationships work. They will have the opportunity to explain how they feel and how to get on with others. They will also begin to explore the importance of staying healthy and keeping clean.

During Key Stage 1 pupils will have had the knowledge and skills necessary to build and maintain healthy relationships. They will consider the effect of their behaviour on other people and will be able to identify and respect differences between people. They will discuss different ways in which family and friends care for each other. Pupils learn the basic rules for keeping themselves clean and healthy. They also learn to name the main parts of the human body and will be taught about changes in humans from baby to old age.

During KS2 pupils have the opportunity to express their views and learn to respect the views of others. They discuss changes, both physical and emotional, that occur at puberty and how to deal with these in a positive way. Pupils practice skills in making judgements and decisions and in being able to resist peer pressure around issues affecting their health and wellbeing. Pupils learn how people can maintain good relationships, for example, by listening, supporting and caring. Ground rules are used to establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning.



Managing difficult questions

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Teaching of RHE

The member of staff responsible for the class will deliver lessons. We may sometimes invite external agencies to deliver specific lessons or activities e.g. NSPCC. Parents and carers will be informed when visiting agencies are planned and given any necessary information about the proposed sessions.

What will be taught?

Since Autumn Term 2020, Sunnyhill have followed the Jigsaw scheme of work which covers all the statutory requirements of:

- Relationships Education ([See Appendix 1](#))
- Health Education ([See Appendix 1](#))
- Sex Education ([See Appendix 3](#))

Withdrawal of pupils from RHE (commonly referred to as the right to withdraw)

There is no right to withdraw from Relationships education, or from sex education that is delivered as part of the National Curriculum Science ([See Appendix 1](#)). Nor is there any right to withdraw from Health education, this is because the topics covered, such as respect, safety and friendships are important to enable children to grow up into healthy adults who can make informed decisions.

Parents do have the right to withdraw their child from sex education that is delivered outside of the National Curriculum for Science and Relationships and Health Education. The school follows the Jigsaw scheme of work ([see Appendix 2](#)) and we have identified the lessons where puberty and reproduction are covered ([See Appendix 3](#)).

Before granting any such request, the Head Teacher or Deputy 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 want to document this process to ensure a record is kept. If, after consultation with the Head Teacher/ Deputy Head Teacher, the child is withdrawn from this part of RHE, the child will need to go to another class during this lesson.

Morals, Values, Equalities and Safeguarding

At Sunnyhill Primary School we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The RHE programme at Sunnyhill Primary School reflects our ethos, and demonstrates and promotes the following:



- The value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- An appreciation that different, successful family structures exist

Inclusion

The RHE policy reflects and is in line with the schools' equal opportunities policy. The school ensures that the RHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Sunnyhill Primary School. These actions are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Assessing and monitoring

We ensure that all pupils have equal access to the RHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These include drawings, task outcomes, questioning and observation.

The delivery of RHE will be monitored by the schools SLT and subject leads as part of the schools monitoring cycle.

Review and consultation

This policy will be reviewed annually and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance. It will be reviewed by the governing body and the Head Teacher, in consultation with parents and staff.

Date Agreed:	16 th September 2020
Approved by Chair:	C McGill
Review Date:	Annually



Appendix 1

Relationships, Sex and Health Education – Statutory Learning Objectives DfE 2019

Relations Education (primary)

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.<ul style="list-style-type: none">• 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	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.



	<ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Online Relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by



	<p>pretending to be someone they are not.</p> <ul style="list-style-type: none">• 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	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.

Physical Health and Mental Wellbeing Education



Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• 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
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• 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	<p>Pupils should know</p> <ul style="list-style-type: none">• what constitutes a healthy diet (including understanding calories and other nutritional content).• the principles of planning and preparing a range of healthy meals.



	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 and key facts about menstrual cycle.



Jigsaw Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



	Theme	Content	Curriculum area
EYFS	Growing Up	How we have changed since we were babies	ELG (Personal, social and emotional development, understanding the world)
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates	Health Education
	Boys' and Girls' Bodies	Appreciating the parts of the body that make us different and using the correct name for them	Relationships education (being safe)
Y2	The Changing Me	Where I am on the journey from young to old, and what changes can I be proud of?	National Curriculum Science
	Boys and Girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?	Relationships Education (being safe)
Y3	Outside Body Changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them.	Sex Education
	Inside Body Changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them.	Sex Education
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens	Sex Education
	Girls and Puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation	Health Education
Y5	Puberty for Girls	Physical changes and feelings about them – importance of looking after yourself	National Curriculum Science, Health Education
	Puberty for Boys	Developing understanding of changes for both sexes – reassurance and exploring feelings	National Curriculum Science, Health Education
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of new life	National Curriculum Science



Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us	National Curriculum Science, Health Education
	Girl talk/boy talk	A chance to ask questions and reflect	National Curriculum Science, Health Education
	Conception to birth	The story of pregnancy and birth	National Curriculum Science