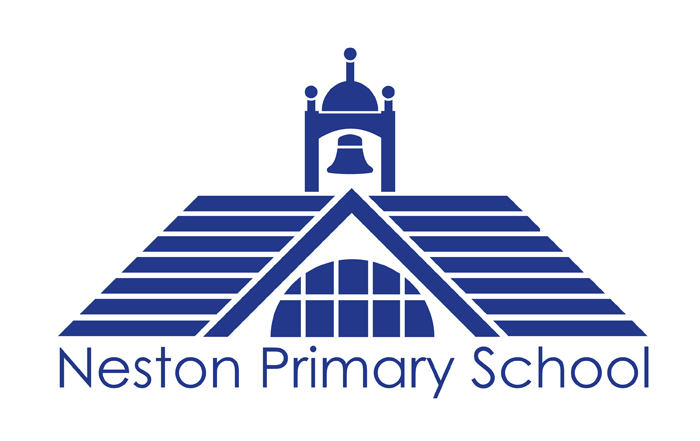
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***SRE Policy***

Presented by: R Delap

Date presented: March 2021

Approved by Governors and Staff:

Review Date: March 2022

Review Date: March 2023

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Chair of Governors/Vice Chair of Governors

**Relationships, Sex & Health Education Policy**

This policy is a statement of the aims, principles and strategies for teaching and learning of Relationships, Sex & Health Education (RSE & Health) at Neston Primary School.

This policy has been developed in line with the Equality Act 2010.

Other relevant policies include Safeguarding and PSHE.

**Defining Relationships Education**

Relationships Education at Neston Primary School teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

This is statutory, and children cannot be withdrawn from Relationships Education. To encourage pupils to fully participate in lessons, teachers will ensure LGBT+ inclusivity in content, approach and use of language. There will be no assumption that all intimate relationships are between cis men and cis women, relationships will include straight and LGBT+ examples.

**Defining Health Education**

At Neston Primary School, children learn about growing up and the changes that occur both mentally and physically during puberty. This is in line with statutory guidance on the teaching of Health under the ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance’ as issued by the DFE (2019).

Parents do not have the right to withdraw children from these aspects of RSE.

**Defining Sex Education**

During Year 6 at Neston Primary School, children will have the opportunity to learn about the physical act of reproduction.

Parents will be informed before this is taught and will have an opportunity to view the teaching resources if requested. Parents do have the right to withdraw their children from this aspect of RSE and should approach their class teacher if they wish to do so.

Those teaching the children will never assume that all intimate relationships are between cis men and cis women, and any sexual health information should include LGBT+ people in materials, case studies and scenarios etc.

**Rationale**

At Neston Primary School we understand the importance of quality RSE & Health and why starting this with young children is an important part of a process to create informed young adults capable of making choices regarding their sexual health and relationships.

The RSE & Health programme reflects the school’s ethos and demonstrates and encourages the following values:

● Respect for self and others

● Inclusion

● Partnership

● Celebration of difference and diversity

Our school’s ethos is established in the close relations built with our whole school community and beyond into the local community. School Council, Governors and Parental involvement are crucial in the development of a corporate sense of shared community and values.

**Aims**

RSE & Health Education at Neston Primary School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens. Teaching and learning aims to take place in an accepting and honest environment which enables all children to contribute.

**Objectives**

●To raise children’s self esteem and confidence, particularly in their relationships with others.

●To raise awareness and confidence in talking, thinking and listening about feelings and relationships.

●To enable children to develop the ability to understand the consequences of their actions.

●To develop children’s knowledge about healthier and safer lifestyles in order that they are able to make informed decisions.

●To enable children to develop their skills in language, decision making and assertiveness.

●To provide information about available support.

●To encourage children to value themselves and others and to understand and celebrate difference and diversity.

●To understand that relationships can take place between people of all genders and families can be formed in a number of ways

●To develop childrens’ knowledge of their body and the physical and emotional changes that occur as they grow up and to prepare children for these changes.

**Content**

When teaching RSE & Health Education at Meadow, we follow the Christopher Winter Programme.  We also refer to guidance from the Proud Trust as part of our commitment to the Rainbow Flag Award.

The following overview demonstrates the progressive nature of the lessons. All lessons will continue to promote all relationships: LGBT+ and straight.

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**Delivery**

RSE and Health is taught as an integral part of our school’s Personal, Social, Health & Economic Education provision from Reception to Year 6 by the children’s class teacher. In this way children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teaching and learning of RSE takes place through whole class, group and individual work. Children are taught in mixed gendered groups.

Active learning methods are utilised which encourage full participation. Care is taken to ensure that children’s needs and sensitivities are dealt with appropriately at all times. This includes adapting material where necessary for pupils with SEND or EAL requirements. We also take into account Moral, Spiritual and Cultural requirements.

Opportunities are available for children to seek further guidance in smaller groups or on an individual basis.

**Monitoring and Evaluation**

Subject leaders are responsible for the development of the subject areas and the policy.

The policy is then reviewed by the Governing Body (including parent governors) before being ratified.

Continual monitoring of the learning provision takes place throughout the year by the subject leads. This takes the form of staff and pupil feedback, learning walks and updating planning. Subject knowledge is kept up to date by reading and responding to statutory changes, as well as sharing good practice between professionals.

Approved by governors:

**Appendix**

**Neston Primary School’s coverage of statutory RSE and Health requirements**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Statutory Guidance** | | | | | |
| **RSE** | To understand why hygiene is important Explain why it is  important to keep  clean  Understand some  basic hygiene  routines  To recognise that all families are different Identify different  members of the  family  Understand how  members of a family can help each other | To understand  some basic  hygiene principles Know how to  keep clean and  look after oneself  To explore  different types of families and who to ask for help  Know there are  different types of families  Know which  people we can  ask for help | To introduce the  concept of male and female and gender stereotypes  Understand that  some people have fixed ideas about  what boys and girls can do | To consider touch and to know that a person has the right to say  what  they like and dislike Identify different types of touch that people like and do not like  Understand personal space  Talk about ways of  dealing with unwanted touch  To explore different types of families and who to go to for help and  support  Understand that all  families are different and have different  family  members  Identify who to go to for help and support | To explore the human lifecycle  Describe the main  stages of the human lifecycle  Describe the body  changes that happen when a child grows up To identify some basic facts about puberty  Discuss male and  female body parts  using agreed words  Know some of the  changes which happen to the body during  puberty  To explore how  puberty is linked to  reproduction  Know about the  physical and emotional changes that happen in puberty  Understand that  children change into adults so that they are able to  reproduce | To explore the  emotional and  physical changes  occurring in puberty Explain the main  physical and  emotional changes that happen during puberty  Ask questions  about puberty with confidence  To understand male and female puberty changes in more  detail  Understand how  puberty affects the reproductive organs Describe how to  manage physical  and emotional  changes  To explore the  impact of puberty  on the body & the importance of  hygiene  To explore ways to get support during puberty  Explain how to keep clean during  puberty  Explain how  emotions change  during puberty  Know how to get  support and help  during puberty | To consider  puberty and  reproduction  Describe how and why the body  changes during  puberty  in preparation for  reproduction  Talk about puberty and reproduction with confidence  Consider physical & emotional  behaviour in  relationships  Discuss different  types of adult  relationships with confidence  Know what form of touching is  appropriate  To explore the  process of  conception and  pregnancy  Describe the  decisions that have to be made before having a baby  Know some basic facts about  pregnancy and  conception  To explore positive and negative ways of communicating in a relationship  To have  considered when it is appropriate to  share  personal/private  information in a  relationship  To know how and where to get  support if an online relationship goes wrong |
| **Families**  **and**  **people who**  **care**  **for me** | 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. **RSE** - Foundation  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 | that families are  important for  children growing up because they can give love,  security and  stability. **RSE**  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.  **RSE *SMSC -*** | 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. **RSE - Foundation and *SMSC - Theme***  ***3-Diversity Theme 5- Equality***  that stable, caring  relationships, which may be of different types, are at the  heart of happy  families, and are | 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. RSE -  Foundation and  ***SMSC - Theme***  ***3-Diversity Theme 5- Equality***  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 | 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. **RSE -**  **Foundation and**  ***SMSC - Theme***  ***3-Diversity Theme 5- Equality***  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 | 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. **RSE *SMSC - Theme***  ***3-Diversity Theme 5- Equality***  that stable, caring relationships, which may be of different types, are at the  heart of happy  families, and are | 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.  **RSE - *SMSC -***  ***Theme 3-Diversity Theme 5- Equality*** that stable, caring relationships,  which may be of  different types, are at the heart of  happy families, and |

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|  | children’s families  are also  characterised by  love and care. RSE - Foundation and  Year 1 ***SMSC -***  ***Theme 3-Diversity Theme 5- Equality*** 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.  **RSE SMSC**  ***Theme 5- Equality*** | ***Theme***  ***3-Diversity***  ***Theme 5-***  ***Equality***  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. **RSE**  **-SMSC *Theme***  ***5- Equality*** | important for  children’s security as they grow up. **RSE - SMSC *Theme 5-***  ***Equality*** | they grow up. **RSE - SMSC *Theme 5-***  ***Equality***  how to recognise if  family relationships are making them feel unhappy or unsafe,  and how to seek help or advice from others if needed. **RSE** | they grow up. **RSE - SMSC *Theme 5-***  ***Equality***  that marriage  represents a formal  and legally recognised commitment of two  people to each other which is intended to be lifelong. **RE**  How do jews  demonstrate their faith in the community unit? **Autumn 1 RE**  What is Humanism? **Summer 1 and SMSC Theme 5-Equality**  **SMSC Theme 12-**  **Diversity** | important for  children’s security as they grow up.  **RSE**  **SMSC *Theme 5- Equality*** | are important for  children’s security as they grow up.  **RSE**  **SMSC *Theme 5- Equality*** |
| **Caring**  **friend**  **ships** | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **SMSC *Theme 1:No outsiders and SMSC Theme 12- Diversity***  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. **SMSC *Theme 1- No Outsiders and Computing - E Safety Computing lessons , RSE*** | | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **SMSC *Theme 1:No outsiders and SMSC Theme 12- Diversity***  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. **SMSC *Theme 1- No Outsiders and Computing - E Safety Computing lessons , RSE*** | | | | how important  friendships are in making us feel  happy and secure, and how people  choose and make friends. **RSE**  the characteristics of friendships,  including mutual  respect,  truthfulness,  trustworthiness,  loyalty, kindness, generosity, trust,  sharing interests  and experiences  and support with  problems and  difficulties. **RSE** - that healthy  friendships are  positive and  welcoming towards others, and do not make others feel  lonely or excluded. **SMSC *Theme***  ***1:No outsiders***  ***and SMSC Theme 12- Diversity***  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. **SMSC *Theme 1-***  ***No Outsiders and Computing - E***  ***Safety Computing lessons , RSE*** |
| **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. **SMSC *Theme 1:No outsiders, SMSC Theme***  ***3-Diversity SMSC Theme 5- Equality SMSC Theme 7, Ready, Respectful, Safe.*** *-* | | 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. **SMSC *Theme 1:No outsiders, SMSC Theme 3-Diversity SMSC Theme 5- Equality SMSC Theme 7 - stereotypes SMSC Theme 12- Diversity***  practical steps they can take in a range of different contexts to improve or support respectful relationships. **SMSC *Theme 1:No outsiders.***  the importance of self-respect and how this links to their own happiness. SMSC *Theme 7 - stereotypes* 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. SMSC *Theme 1:No outsiders and SMSC Theme 7 - stereotypes* | | | | |

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|  | *stereotypes* ***SMSC Theme 12- Diversity*** practical steps they can take in a range of different contexts to improve or support respectful relationships. **SMSC *Theme 1:No outsiders.***  the importance of self-respect and how this links to their own happiness. **SMSC *Theme 7 - stereotypes***  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. **SMSC *Theme 1:No outsiders and SMSC Theme 7 -***  ***stereotypes***  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. **SMSC *Theme 1:No outsiders. ESafety***  what a stereotype is, and how stereotypes can be unfair, negative or destructive. **RSE and SMSC *Theme 3-Diversity, SMSC Theme 5- Equality, SMSC Theme 7 - stereotypes*** | 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. **SMSC *Theme 1:No outsiders. ESafety*** | | | | |
| **Online**  **relationships** | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **E-safety computing**  how to critically consider their online friendships and sources of information including awareness of the risks  associated with people they have never met. **E-safety computing**  how information and data is shared and used online. **E-safety computing** | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **E-safety computing**  how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **E-safety computing** how information and data is shared and used online. **E-safety computing** | | | | that people  sometimes behave differently online,  including by  pretending to be  someone they are not.**RSE**  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. **RSE** the rules and  principles for  keeping safe  online, how to  recognise risks,  harmful content  and contact, and  how to report them. **E-safety**  **computing**  how to critically  consider their  online friendships and sources of  information  including  awareness of the risks associated  with people they  have never met.  **E-safety**  **computing**  how information  and data is shared and used online.  **E-safety**  **computing** |
| **Being**  **safe** | how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Computing - **E-safety** | how to respond  safely and  appropriately to  adults they may  encounter (in all  contexts, including online) whom they do not know.  Computing -  **E-safety** | that each person’s  body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **RSE** how to respond safely and appropriately to adults they may  encounter (in all  contexts, including online) whom they do not know. Computing **- E-safety**  where to get advice e.g. family, school  and/or other sources. **RSE** | what sorts of  boundaries are  appropriate in  friendships with peers and others (including in a digital context). **RSE - E-safety computing** about the concept of privacy and the  implications of it for  both children and  adults; including that it | how to respond  safely and  appropriately to  adults they may  encounter (in all  contexts, including online) whom they do not know.  **Computing -**  **E-safety** | what sorts of  boundaries are  appropriate in  friendships with  peers and others  (including in a  digital context).  **RSE & Computing -** E-safety  computing  that each person’s body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact. RSE How to respond safely to adults they may encounter in all contexts including online, whom they do not know,  **Computing -**  **E-safety**  how to recognise and report feelings of being unsafe or  feeling bad about any adult. **RSE**  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. **D&A**  information private. **7 E safety**  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.  **E-safety**  **computing**  how to be a  discerning  consumer of  information online including  understanding that information,  including that from search engines, is ranked, selected  and targeted.  **E-safety**  **computing**  where and how to report concerns  and get support  with issues online. **E safety RSE** |

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| **Physical**  **health**  **and**  **fitness** |  | the characteristics and mental and  physical benefits of an active lifestyle.  **PE & Science**  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. **PE &**  **Science**  the risks associated with an inactive  lifestyle (including  obesity). Year 5 PE **PE & Science** |  | | the characteristics and mental and  physical benefits of an active lifestyle. **PE & Science**  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. **PE & Science**  the risks  associated with an inactive lifestyle  (including obesity). **PE & Science** | the characteristics and mental and  physical benefits of an active lifestyle. **PE & Science**  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. **PE &**  **Science**  the risks  associated with an inactive lifestyle  (including obesity). **PE & Science**  how and when to seek support  including which  adults to speak to in school if they are worried about their health. **D&A** |
| **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. **Science and Drugs & Alcohol** | 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).**Science and Drugs & Alcohol** |  | what constitutes a healthy diet  (including  understanding  calories and other nutritional content). the principles of  planning and  preparing a range of healthy meals. |

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|  |  | **Science and Drugs & Alcohol**  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). **Science**  **and Drugs &**  **Alcohol** | |  |  |  | **Science and**  **Drugs & Alcohol**  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). **Science**  **and Drugs &**  **Alcohol** |
| **Drugs**  **,**  **alcohol and**  **tobacco** |  | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. **Drugs & Alcohol Unit** | | | | | |
| **Health**  **and**  **prevention** | about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. **RSE**  the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - **MHMind**  about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. **Sun safety unit** | the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - **MHMind**  about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. **Sun safety unit (F-Y2 and Assembly Y3-6)** | | | about dental health  and the benefits of  good oral hygiene and dental flossing,  including regular  check-ups at the  dentist. **Science**  the importance of  sufficient good quality sleep for good health and that a lack of sleep can affect weight,  mood and ability to  learn. - **MHMind**  about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage,  including skin cancer. **Assembly** | the importance of  sufficient good  quality sleep for  good health and  that a lack of sleep can affect weight,  mood and ability to learn. - **MHMind**  about safe and  unsafe exposure to the sun, and how to reduce the risk of  sun damage,  including skin  cancer. **Assembly** | how to recognise early signs of  physical illness,  such as weight  loss, or  unexplained  changes to the  body - **Science**  the importance of sufficient good  quality sleep for  good health and  that a lack of sleep can affect weight, mood and ability to learn. - **MHMind**  about safe and  unsafe exposure to the sun, and how to reduce the risk of sun damage,  including skin  cancer.  **Assembly** |
| **Basic**  **first**  **aid** |  | | how to make a clear and efficient call to  emergency services if necessary. **Drugs & Alcohol**  concepts of basic  first-aid, for example dealing with common injuries, including  head injuries. | how to make a clear and efficient call to  emergency services if necessary. **Drugs & Alcohol**  concepts of basic  first-aid, for example dealing with common injuries, including head injuries. | how to make a clear and efficient call to emergency services if necessary.  **Drugs & Alcohol**  concepts of basic  first-aid, for  example dealing  with common  injuries, including  head injuries. | how to make a  clear and efficient call to emergency services if  necessary. **Drugs & Alcohol**  concepts of basic first-aid, for  example dealing  with common  injuries, including head injuries. |
| **Changing**  **adolescent**  **body** |  | | | key facts about puberty and the changing  adolescent body,  particularly from age 9 through to age 11,  including physical and emotional changes.  **RSE & Science** | key facts about  puberty and the  changing  adolescent body,  particularly from  age 9 through to  age 11, including  physical and  emotional changes. **RSE & Science**  about menstrual  wellbeing including the key facts about the menstrual cycle **RSE & Science** | key facts about  puberty and the  changing  adolescent body,  particularly from  age 9 through to  age 11, including physical and  emotional changes. **RSE & Science**  about menstrual  wellbeing including the key facts about the menstrual cycle **RSE & Science** |