



RELATIONSHIP, SEX & HEALTH EDUCATION (RHSE)

SUMMARY of RELATIONSHIPS EDUCATION

The focus of primary school Relationship Education is on teaching the **FUNDEMENTAL BUILDING BLOCKS of POSITIVE RELATIONSHIPS**; with particular reference to friendships, family relationships, and relationships with other children and adults.

By the time they leave Primary School, all children will have been taught about the following core aspects:

FAMILIES & PEOPLE WHO CARE FOR ME

- families are important for children growing up because they can give love, security and stability
- 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
- 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 (e.g. '*Different Family, Same Love*')
- 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 (available to both opposite sex and same sex couples in England & Wales) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- 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

- friendships are important 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
- healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened; 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

RESPECTFUL RELATIONSHIPS

- the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs
- practical steps they can take to improve or support respectful relationships
- 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

- people sometimes behave differently online, including by pretending to be someone they are not
- 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
- 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

- boundaries that are appropriate in friendships with peers and others (including in a digital context)
- 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 / inappropriate - or unsafe – contact
- how to respond safely and appropriately to adults they may encounter who they do not know (in all contexts, including online)
- 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

Managing Difficult Questions

Primary-age pupils will may ask their teachers questions pertaining to sex or sexuality which go beyond what is set out in the curriculum for Relationships Education. At Christ Church CoE Primary School, we are aware that children whose questions go unanswered may turn to inappropriate sources of information. Our policy is that staff will make a decision about the best way to respond within the context of our graduated, age-appropriate programme of Relationships Education.

We recognise that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these

differences (including when they are due to SEND) and the potential for discussion on a one-to-one basis or in small groups.

Staff will consider what is appropriate and inappropriate in a whole-class setting. Strategies to handle a question which is not suitable for whole-class discussion might include having a 1:1 discussion outside of the lesson; referring to a more senior member of staff or speaking to parents about the question at the end of the day.

Sex Education

Sex education is not compulsory in primary schools.

The DfE guidance for RSHE covers everything that primary schools should teach about relationships and health, including puberty.

The National Curriculum for Science also includes subject content in related areas:

- the main external body parts
- the human body as it grows from birth to old age (including puberty)
- reproduction in some plants and animals

The Government has decided that it should be left for primary schools to determine whether they need to cover any additional content on sex education to meet the specific needs of their pupils or local context. Many primary schools already choose to teach some aspects of sex education and will continue to do so.

It is important that the transition phase (in Y6, before moving to secondary school) supports pupils' ongoing emotional and physical development effectively.

In this context, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and physical / emotional maturity of the pupils. It should ensure that both 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.

Primary Schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

As we will not have Y6 children at Christ Church until 2023, we have time to undertake this consultation process. We have included aspects of a Y6 Sex Education curriculum in our PSHE / RSHE curriculum map as a suggestion of what might be covered using the recommended Church of England resources.

Primary schools that choose to teach Sex Education must allow parents a right to withdraw their children. Headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.