

# Viking Academy Trust



## Relationships, RSE and Health Education Policy

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**Chilton Primary School**

**Approved by the Trust: Sept 2020**

**Reviewed biennially: Term 1**

**Last review date: Sept 2024**

**Signed**  **Chair of the Trust**



## **Chilton Primary School Relationships Education, RSE and Health Policy 2024-26**

### **What are the aims of this policy?**

The aims of this policy are as follows:

- To ensure complete clarity about what is being taught in regard to relationships education, RSE and health education at Chilton Primary School.
- To provide parents and carers with information about the intention, implementation and impact of the content taught, including information about their right to withdraw their child/ren from aspects of the content being taught.
- To ensure that content covered is aligned to the needs of the pupils in our school.

### **What is outlined in this policy?**

This policy outlines the definitions for relationships education, relationships and sex education and health education. These important aspects of teaching are part of our PSHE (Personal, Social and Health Education) curriculum.

There are three sections in this policy:

- Section 1: Relationships Education
- Section 2: Relationships and Sex Education (RSE)
- Section 3: Health Education

Under each section, you will find information about the content taught across Chilton Primary School for Relationships Education, Sex and Relationships Education and Health Education. You will also find information about who will teach the content and how the coverage for these topics will be met, in addition to information about how subjects will be monitored and evaluated.

### **Who is this policy for?**

This policy is for staff, parents and carers, governors and any other body who so wish to explore how Chilton Primary School teach and monitor relationships education, sex education and health education.

A copy of this policy can be found on our school website and can be provided to anyone who wishes to explore it further.

### **Who has created this policy and when will it be reviewed?**

This policy has been formed by the staff of Chilton Primary School in liaison with the local advisory body. Drafts of this policy have been shared with parents and governors. This policy will be formally reviewed in July, 2026.

## **Section 1: Relationships Education**

### **What is 'Relationships Education'?**

Relationships Education refers to teaching pupils to recognise and maintain healthy and positive relationships in their lives. This includes friendships, family relationships, and relationships with other children and adults.

### **Intention**

### **Why do we teach Relationships Education?**



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Although schools have always been expected to teach pupils about safe and positive relationships, this content was previously non-statutory, however from September 2020, all schools must cover the relationships education content outlined in the ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ statutory guidance (2021).

It is our intention that –

- Pupils practice holding respectful relationships with others whilst at school.
- Pupils feel ready for the relationships that each new stage of their lives bring as they grow and move through the school.
- Pupils leave Chilton Primary School in year six as young people who hold a strong foundation of understanding about how to create and maintain positive and healthy relationships with others in all contexts, including online.

### **What will be taught for Relationships Education??**

Throughout their time at Chilton Primary School, pupils will accumulate and develop character traits and personal attributes (through our core values) which will enable them to know ways to build strong and positive relationships with others.

Importantly, our pupils will also be taught the knowledge they need in order to recognise and report abuse (emotional, physical or sexual) or relationship concerns. This includes learning how to stay safe online.

By the end of primary school, as outlined by the statutory guidance from the Department for Education (2021), our pupils will have developed the following knowledge relating to relationships education:

#### **Families and people who care for me**

Pupils will know that:

- 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.
- 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**

Pupils will know that:

- 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**

Pupils will know that:

- 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.



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- 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**

Pupils will know that:

- 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.
- 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**

Pupils will know that:

- 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.

## **Implementation**

### **Who will teach Relationships Education?**

Although Relationships Education is taught discretely by a child's class teacher throughout each term, the values and key messages behind relationships education are also reflected continuously throughout our school year by all staff.

### **How will relationships education be taught?**

PSHE lessons are taught discretely through "Values" or "Safe Relationships" Weeks. There are six values foci and three Safe Relationships week per academic year. Resources from the PSHE Association, among other resource banks, are used to supplement and support planning and learning. It is the responsibility of the teacher to ensure that any children with SEN, special circumstances or any additional needs are considered when planning and delivering the teaching of relationships education.

Relationship education lessons are taught progressively and cohesively. This means that key messages build throughout the school year and throughout each year group.

In addition to discrete lessons, themes relating to relationships education are also taught through our weekly assembly slots and through workshops or special events. Coverage is also taught through our Curriculum Topic lessons.

## **Impact**

### **How will relationships education be monitored and evaluated?**



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The content of coverage for relationships education is clearly outlined for the staff of Chilton Primary School. It is therefore very clear to staff what content must be covered in their year group and how this content fits into the wider picture of learning across the school. To further ensure staff feel fully supported with the teaching of relationships education, there are some planned opportunities for CPD relating to relationships education provided through our staff professional development meetings. Staff are of course able to ask for additional support, training or resources at any time.

Pupils' learning in relationships education is informally assessed and evaluated by the teaching staff following each lesson taught. These teacher assessments are made with consideration of a pupil's contributions during discussion, and questions they may ask or answer and through any recorded work completed in response to the lesson input. If it becomes apparent that a child needs further support for any aspects of relationships education, teachers act by providing the appropriate interventions and holding conversations with parents or the school SENCO or DSL if necessary. These evaluations are made with safeguarding in mind and in accordance with keeping children safe in education.

Senior leaders will monitor and evaluate the provision for relationships education through informal lesson observations, conversations with staff and pupils and observations about how well the intentions of relationships are embedded within the school day.

### **Section 2: Relationship and Sex Education (RSE)**

#### **What is 'Relationship and Sex Education'?**

Relationships and sex education (sometimes known as sex education or sex and relationships education) is defined in the DFE's Sex and Relationship Education Guidance (2021), which states that –

*Relationship and sex education is the teaching of 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.*

The PSHE Association define sex and relationships education as –

*Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health (2014)*

As outlined in the 'Relationships Education' above, schools must teach relationships education from 2020. The teaching of sex education is not compulsory in primary schools; however, the government guidance provides clear and useful information about what *should* be taught at primary school level.

#### **What are the roles and responsibilities for RSE?**

Governors, senior leaders and subject leaders are responsible for ensuring that the content laid out by the DFE is taught effectively.

It is the role of the teachers to ensure they teach RSE as outlined in this policy and through their training. If a member of staff becomes concerned about a child in any way during the teaching of RSE, this will be reported to the DSL and reported accordingly. In advance to teaching any RSE content which falls outside of the PSHE or science curriculum, teachers must inform parents of this content. It is the role of the parents/carers to keep well-informed about the school's policy and communicate with staff regarding any concerns, suggestions or to discuss the right to withdraw.



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It is the role of the Head of School to ensure that all staff approach and teach RSE as outlined in this policy and in line with the school ethos.

### **Intention**

#### **Why do we teach Relationships and Sex Education?**

At Chilton Primary School, we aim to provide our pupils with the relevant, age-appropriate knowledge and understanding to help them grow, learn and develop positive and healthy behaviours for life. We believe RSE is important as we aim to ensure young people are well informed about RSE for them to make informed and safe choices as they grow.

It is our intention that –

- Pupils have access to learn relevant sex education content for their age and maturity.
- Pupils know how to keep their body safe.
- Pupils leave Chilton Primary School in year six ready for the next stage of their learning relating to sex education in secondary school.

### **Implementation**

#### **Who will teach relationships and sex education?**

Although Relationships Education is taught discretely by the class teacher throughout each term, the values and key messages behind relationships education are also reflected continuously throughout our school year by all staff. On occasion, special workshops or assemblies may be held (parents will be informed about this in advance).

#### **How will relationships and sex education be taught?**

RSE across the school is embedded into the PSHE and science curriculum.

The sex education aspect of the relationships and sex education will be taught during years' five and six. Before pupils are taught sex education, parents will be informed and given the chance to discuss or see any resources that might be used during lessons through a meeting with members of staff. Parents have the right to withdraw their child from sex education lessons, however, children must be taught the compulsory aspects taught during science lessons.

#### **What will be taught for relationships and sex education?**

Among other content, during relationships and sex education lessons, pupils will learn about –

- The human body
- The human life cycle
- Reproduction
- Puberty
- Menstruation
- Contraception
- Sexual orientation
- Sexual intercourse

Some of the above content taught for relationships and sex education will be done so through science lessons.

#### **Diversity and Inclusion in relationships and sex education**

It is our aim that the teaching of RSE is sensitive to the range of religious and cultural views about sexual behaviour. During the RSE lessons in Year 5 and 6, content teaches gender and LGBTQ+



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equality. Lessons are respectful and teachers are aware that young people's identity may be emerging. With this in mind, lessons are taught with consideration and sensitivity. Our pupils are taught to act respectfully towards others, in line with our core values.

Identify, gender identity and sexual orientation are taught throughout the PSHE curriculum and not exclusively through RSE.

During RSE lessons, pupils agree simple ground rules for discussion, which are intended to be recapped before each session. These ground rules allow all pupils to feel comfortable and set clear boundaries for a respectful discussion. In most cases, pupils' questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate (i.e. questions about a teacher's personal life or of a sensitive nature) and will not be answered. Through training sessions, teaching staff are prepared for questions which could arise and are the discussion ground rules provide clear guidelines for addressing inappropriate questions.

Not every child matures or develops in the same way. Some pupils have special education needs or disabilities, which means content may not be stage appropriate for them. In special circumstances, it may be deemed inappropriate for individual pupils to take part in some aspects of RSE, for example if a child is deemed vulnerable or at risk. If this is the case, teachers will discuss any concerns about content coverage with the child's parent or carer in advance. These pupils might then be provided a more stage appropriate provision in a smaller or one-to-one lesson.

### ***Impact***

#### **Monitoring and Evaluation of RSE**

Through lessons, pupils will be encouraged to informally self-assess by answering simple questions about their knowledge and understanding. For the science aspects of RSE, teachers will formally assess pupils learning in line with assessment approaches for other core subjects. The effectiveness of RSE will be monitored by the RSE lead. This monitoring will be through informal lesson observations, discussions with staff and pupils and exploration of any outcomes produced. The effectiveness of RSE across the school will be evaluated annually by RSE lead alongside the senior leaders. Any reflections will be used to inform the improvement of provision.

#### **Overall impact**

The main intended outcomes of our RSE programme are that pupils will –

- Know and understand their bodies and how relationships and sex are part of life.
- Understand they have a right to say no, cease unhealthy relationships and choose who they identify.
- Understand they have a responsibility to treat others with the upmost respect.
- Develop skills of keeping themselves safe and knowing how to ask for help when needed.
- Develop the attributes of respect, self-awareness and kindness.

## **Section 3: Health Education**

### **What is 'Health Education'?**

Health education refers to the teaching and learning of both physical health and mental wellbeing.

### ***Intention***

#### **Why do we teach Health Education?**



## **Chilton Primary School Relationships Education, RSE and Health Policy 2024-26**

At Chilton Primary School, we know that teaching pupils about their physical health and mental wellbeing, and how they are interlinked, is a key responsibility of schools. When pupils understand physical health, they can use this learning to lead and maintain healthy choices. They know how and why physical health is important, and they understand the value of caring for their physical health. At Chilton Primary School, raising pupils' awareness of how to evaluate, improve and maintain good mental wellbeing is of the utmost importance.

It is our intention that –

- Pupils know that both physical health and mental wellbeing can be impacted by our behaviours.
- Pupils know how to recognise when their physical health or mental wellbeing is good or bad.
- Pupils know that speaking out about their mental wellbeing and seeking support can safeguard them against mental ill health.
- Pupils develop skills and strategies, such as resilience and self-regulation, and know how to deploy these in order to guard themselves against poor physical health or mental ill health.

### **Implementation**

#### **Who will teach health education?**

Health education might be taught by class teachers, PE and sports teachers, senior leaders and special visitors.

#### **How will health education be taught?**

Health education will be taught discretely through various subject areas including science, PSHE and PE, however, the vital messages of health education are taught through all aspects of school life from lunchtimes to on stage performances.

**What will be taught for health education?** By the end of primary school, as outlined by the statutory guidance from the Department for Education (2019), our pupils will have developed the following knowledge relating to health education:

#### **Mental wellbeing**

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 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).





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- 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**

Pupils should know

- 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 online.

### **Fitness and Physical Health**

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**

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 Tabaco**

Pupils should know

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

### **Health and Prevention**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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 including the key facts about the menstrual cycle.

## **Impact**

### **Monitoring and Evaluation of health education**

Through lessons, pupils will be encouraged to informally self-asses by answering simple questions about their knowledge and understanding. For the science aspects of health education, teachers will formally assess pupils learning in line with assessment approaches for other core subjects. The effectiveness of health education will be monitored by the PSHE lead. This monitoring will be through informal lesson observations, discussions with staff and pupils and exploration of any outcomes produced. The effectiveness of health education across the school will be evaluated annually by the PSHE lead alongside the senior leaders. Any reflections will be used to inform the improvement of provision.

### **Overall impact**



## **Chilton Primary School Relationships Education, RSE and Health Policy 2024-26**

The main intended outcomes of our health education programme are that pupils will –

- Know the importance of exercise, good nutrition and sufficient sleep.
- Know and identify a range of emotions.
- Know how to articulate how they feel physically and mentally.
- Know how to support themselves and others' health and wellbeing.
- Understand the link between physical health and mental wellbeing.
- Know why and how to ration their time spent online.

As a result of the teaching and learning, we expect our pupils to value both their physical health and mental wellbeing, using strategies to do so. We aim for our pupils to leave Chilton Primary School with the appropriate confidence, and both self and other awareness.