



PUTNEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Junior School Relationships and Sex Education Policy (RSE) and Health Education Policy

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Junior School Relationships and Sex Education Policy (RSE) and Health Education Policy

Objective

We want all pupils:

- to lead a healthy and safe lifestyle,
- to respect others
- to care for and respect their bodies and their mental health, and
- to form and maintain robust and mutually rewarding relationships with others.

We want to equip pupils with the tools, knowledge and confidence that will enable them to make informed choices and to seek guidance and support from reliable sources, should they need it, whether in school or at home.

Relationships Education

The focus in the junior school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- friendships,
- family relationships, and
- relationships with other children and with adults
- learning about different families, including single-parent families; families with same-sex parents; mixed race and faith families

Drawing attention to the features of healthy relationships in a range of contexts, including online, should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships if and when they encounter them.

Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Individual character traits and positive personal attributes are deliberately cultivated in a whole school context. These include:

- Resilience
- Perseverance
- Self-respect
- Self-worth
- Honesty
- Integrity

- Courage
- Empathy
- Humility
- Kindness and compassion
- Generosity
- Trustworthiness
- A sense of justice

Pupils will be taught to recognise and to report abuse, including:

- Emotional abuse,
- physical abuse and
- sexual abuse

with a focus on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

The NSPCC PANTS rules are taught from Reception to Year 6 and revised annually.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. To ensure that this is the case:

- There are 'Who Can I Talk To?' posters in each toilet cubicle
- Each class has a Chatterbox to raise concerns / topics for discussion with their class teacher
- We have two Secret Safes where girls can post notes for the attention of Miss Franks. We also have an online Secret Safe where girls can post messages in confidence. This was introduced due to COVID-19, but will continue to be used going forward
- At the beginning of the year, pupils complete a form for their pupil diaries detailing adults in school who they feel comfortable talking to

Provision

In the Junior School, the RSE Curriculum is delivered alongside PSHEE (Personal, Social, Health and Economic Education) through:

- the Opening Minds programme
- the use of whole school assemblies
- themed weeks, e.g. Anti-bullying Week; Respect Week; Diversity Week
- Form Time
- other cross-curricular opportunities, e.g. range of texts used in English

Relationships and Sex Education - Growing Up and Puberty

In Year 4, pupils are taught about physical and emotional changes which occur during puberty, including menstruation and breast development.

The presentation for pupils is shared with parents in advance and there is an opportunity to meet with the Junior School Deputy Head (Pastoral) to ask any questions.

In Year 5 and Year 6, sessions for pupils are led by an external provider (Julie Johnson) or the School Nurse. Pupils learn more about menstruation, physical and emotional changes which they will experience going through puberty. They also learn about changes which happen to boys during this time as well as about the human life cycle and how a baby is conceived and born.

The presentation for pupils is shared and discussed with parents in advance. There is an opportunity to meet with the Junior School Deputy Head (Pastoral) and the external provider to ask any questions and to discuss how best to prepare their daughter in advance of the sessions.

Parents have the right to withdraw their daughter from these sessions. However, the school will work with families to ensure that the needs of the child are met.

Appendix 1

Extract from: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

By the end of Year 6

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious
- 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 should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- 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 should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Health Education

By the end of Year 6

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)
- 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

Physical health and fitness

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 tobacco

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

Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

Sex education is not compulsory in primary schools

However, it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It is important that pupils receive factual and accurate information from trusted adults.

The Department for Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that pupils 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.

- Year 5 & 6 parents will be consulted well in advance of any Sex Education provision being delivered
- They will be given the opportunity to view the presentation to pupils and to discuss any concerns or questions with the Deputy Head Pastoral before making a decision on whether they feel the content is appropriate for their daughter at that time
- They will be provided with resources to support discussions with their daughter at home in advance of any lessons in school to help to prepare her as appropriate.

Withdrawal from sex education

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child.

Parents have the right to withdraw their children from sex education. Any parents considering withdrawing their child from sex education should contact the Head / Pastoral Deputy Head to discuss their concerns.

Answering difficult questions

It is important that pupils feel confident to ask any questions they may have openly and without judgement or ridicule. Facility will always be made for questions to be raised discreetly or anonymously.

Members of staff are aware that views around RSE are varied. While personal views are respected, all aspects of RSE are taught without bias. Topics are presented using a variety of different views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

The age and maturity of pupils is considered when answering questions. Questions do not have to be answered immediately but may be addressed individually later. Individual teachers will use their skill and discretion in this area and refer to the Deputy Head Pastoral or Head of Junior School for support or guidance.

Confidentiality and safeguarding

As a general rule the pupil's confidentiality will be maintained by the teacher or member of staff concerned. As well as offering objective, age appropriate and factual information, they will always encourage the pupil to discuss any questions, worries or concerns with a trusted adult at home and offer support in doing so if required.

If the member of staff believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (Head of Junior School) and the school's Safeguarding Policy will be followed.

Designated Safeguarding Lead:

Mrs P Page Roberts Head of Junior School

Deputy Designated Safeguarding Lead:

Mr A Miller Deputy Head

Miss I Franks Deputy Head

Miss J Tew Head of EYFS

Mrs J Jones Head of KS1