Putney High School Policy

PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

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

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Table of Contents

Page No

Policy statement 3
Statutory requirements 3
Aims 3-4
Curriculum coverage 4-6
Teaching and learning 6
Inclusion 7
Safeguarding 7
Confidentiality 7
Assessment 8
Working with parents and carers 8
Right to withdraw 8
Roles and responsibilities 9
Monitoring and evaluation 10
Junior School RSE overview 11-16

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

1. Policy Statement

At Putney High School, we believe that Relationships, Sex and Health Education (RSHE) is fundamental to preparing children for life in modern Britain. Through a carefully planned curriculum, pupils develop the knowledge, skills, confidence and values needed to build positive relationships, stay healthy, remain safe and become responsible citizens.

Our RSHE curriculum promotes respect, kindness, inclusion, equality and safeguarding while recognising the importance of family, community and individual wellbeing.

2. Statutory Requirements

This policy has been developed in accordance with:

- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- Education Act 2002
- Keeping Children Safe in Education
- SEND Code of Practice
- National Curriculum for Science
- Department for Education statutory guidance on Relationships Education and Health Education.

Relationships Education and Health Education are statutory in all primary schools. Sex Education beyond the National Curriculum for Science remains non-statutory, although schools may choose to teach additional age-appropriate content.

3. Aims

RSHE at Putney High School aims to enable pupils to:

- develop positive, respectful relationships
- understand different family structures
- recognise healthy and unhealthy friendships
- stay physically and mentally healthy
- understand personal safety both offline and online
- recognise abuse and know how to seek help
- understand changes during puberty
- develop resilience and emotional literacy

- appreciate diversity and equality
- become responsible digital citizens
- prepare confidently for secondary education.

4. Curriculum Coverage

The curriculum is progressive from EYFS to Year 6.

EYFS - Children will learn:

- making friendships
- sharing and kindness
- recognising feelings
- managing emotions
- classroom rules
- similarities and differences
- personal hygiene
- healthy eating
- keeping safe
- trusted adults

Key Stage 1 (Years 1–2) - Children will learn:

Relationships

- families who care for us
- caring friendships
- respect
- kindness
- inclusion
- bullying and how to report it

Health

- healthy eating
- exercise
- sleep
- hygiene
- medicines
- feelings
- mental wellbeing
- road safety
- online safety

Science links

- body parts
- life cycles
- animals including humans

Lower Key Stage 2 (Years 3–4) - Children will learn:

Relationships

- positive friendships
- resolving conflict
- teamwork
- respect
- stereotypes
- diversity
- recognising unsafe situations

Health

- healthy lifestyles
- emotional wellbeing
- managing change
- internet safety
- privacy
- consent in everyday situations
- first aid awareness

Science links

- nutrition
- skeleton
- muscles

Upper Key Stage 2 (Years 5–6) - Children will learn:

Relationships

- respectful relationships
- peer influence
- online relationships
- discrimination
- stereotypes
- managing conflict
- healthy boundaries

Health

- puberty
- physical and emotional changes
- menstrual wellbeing
- body image
- mental health
- managing pressure, including peer pressure
- transition to secondary school

Science links - Pupils will learn:

- human reproduction puberty
- life cycles

Where appropriate, the school may also teach additional age-appropriate Sex Education to support pupils' understanding before transition to secondary school. Parents have the right to request withdrawal from this additional sex education but not from statutory Relationships Education or Health Education

Lessons on puberty / menstruation (Years 4-6) and sex education (Year 6) are led by the school nurse.

5. Teaching and Learning

RSHE will be delivered through:

- dedicated PSHE lessons
- Science
- Computing
- assemblies
- visitors where appropriate
- themed days
- safeguarding opportunities
- cross-curricular learning

Teaching will:

- be factual
- age appropriate
- inclusive
- evidence informed
- respectful
- non-judgemental
- responsive to pupils' needs.

6. Inclusion

All pupils will access the curriculum regardless of:

- disability
- special educational needs
- race
- religion
- sex
- gender reassignment
- sexual orientation
- family background

Reasonable adaptations will be made to ensure accessibility for pupils with SEND.
Teaching will reflect the diverse families and communities represented within Britain while remaining age appropriate and respectful.

7. Safeguarding

RSHE contributes significantly to safeguarding by helping children:

- recognise abuse
- understand consent appropriate to their age
- identify trusted adults
- know how to seek help
- recognise unsafe situations
- stay safe online

Any disclosures made during lessons will be managed in line with the school's safeguarding procedures.

8. Confidentiality

Teachers cannot offer complete confidentiality.

Where safeguarding concerns arise, staff have a legal duty to follow safeguarding procedures and report concerns to the Designated Safeguarding Lead.

9. Assessment

Assessment is formative and includes:

- discussion
- questioning
- pupil voice
- self-reflection
- quizzes
- observation

No formal testing takes place.

10. Working with Parents and Carers

We recognise parents and carers as children's first educators.

The school will:

- consult parents on the policy
- inform parents about curriculum content
- share resources where appropriate
- communicate before puberty and sex education lessons
- encourage ongoing discussion at home

Parents may request to view teaching materials.

11. Right to Withdraw

Parents **cannot** withdraw children from:

- Relationships Education
- Health Education

Parents **may request withdrawal** from any additional non-statutory sex education delivered by the school. Such requests should be made in writing to the Headteacher and will be discussed before a decision is implemented.

12. Roles and Responsibilities

Governing Body

Responsible for:

- approving the policy
- monitoring implementation
- ensuring statutory compliance

Headteacher

Responsible for:

- implementation
- staffing
- curriculum quality
- safeguarding

PSHE/RSHE Lead

Responsible for:

- curriculum planning
- staff development
- monitoring
- assessment
- resources

Teachers

Responsible for:

- delivering lessons
- maintaining an inclusive environment
- identifying safeguarding concerns

Pupils

Expected to:

- participate respectfully
- listen to others
- follow agreed class rules
- ask appropriate questions

13. Monitoring and Evaluation

The policy will be reviewed annually through:

- lesson observations
- Learning walks
- pupil voice
- parent feedback
- staff feedback
- curriculum review
- governor monitoring

Junior School RSE Overview

Extract from: Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships education: content to be covered by the end of Year 6

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships
Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
7. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
8. The conventions of courtesy and manners.
9. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
10. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
11. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
12. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary health and wellbeing: content to be covered by the end of Year 6

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.