



Upper Nidderdale Primary Federation

Relationships and Health Education Policy

Policy:	Relationship, Health and Sex Education
This Policy was approved:	June 2023 Updated Sep 2023 Updated May 2024 Updated February 2025
This Policy will be reviewed:	June 2026
Governor committee responsibility:	Headteacher

Legislation (statutory regulations and guidance)

This policy has been developed from statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and from The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019. The revised Department for Education statutory guidance states that from September 2021, all schools must deliver statutory Relationships Education in primary schools.

The government want pupils to be able “to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” The 13 areas of learning under the statutory guidance are;

- **Families and People Who Care for Me**
- **Caring Friendships**
- **Respectful Relationships**
- **Online Relationships**
- **Being Safe**
- **Internet Safety and Harms**
- **Health and Prevention**
- **The Changing Adolescent Body**
- **Physical Health and Fitness**
- **Basic First Aid**
- **Drugs, Alcohol and Tobacco**
- **Mental Wellbeing**
- **Healthy Eating**

Keeping Children Safe in Education 2024

Opportunities to teach safeguarding.

129. Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.

130. In schools, relevant topics will be included within Relationships Education and Health Education. In teaching these subjects, schools must have regard to the statutory guidance.

131. Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, transphobia and sexual

violence/harassment. The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Rationale and Ethos

The Upper Nidderdale Primary Federation consider that Relationships, Health and Sex Education (RHSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and is linked to Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

We also believe that RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in the wider society. It should prepare pupils for the opportunities, responsibilities and experience of adult life.

We want our Relationships Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. It is a vital part of our safeguarding duty to ensure that children recognise what makes a relationship healthy, and what to do if they feel it is unhealthy. Teaching about mental wellbeing is central to this, especially as children's happiness is a priority. We acknowledge that young people are increasingly experiencing challenges. We believe that Relationships Education will give children the knowledge and capability to take care of themselves and receive support if problems arise.

We are very aware that for many children the distinction between the online world and real life is less marked than for many adults. They often operate freely in the online world and some spend a substantial amount of time online. As part of our Relationships Education we will take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions. We will educate pupils to see the good in the benefits of the

internet and social media, but also to use them discriminately. Keeping safe online will play a major part in our teaching.

We intend that our Relationships Education will be complemented by our school ethos of CHAMPS and this will continue the development of personal attributes such as kindness, generosity, respect and honesty. The knowledge and attributes gained will support their own, and others wellbeing and attainment, and help them become successful and happy adults who make a meaningful contribution to society. To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health, relationships and to build their self-efficacy.

In line with SIAMS expectations, for our church schools, we have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to other.

The policy is based on DfE guidance from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' February 2019.

The policy has also been informed by:

- Education Act 1996
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century
- Keeping Children Safe in Education – statutory safeguarding guidance (2016)
- Children an Social Work Act (2017)
- The Equality and Human Rights Commission Advice and Guidance
- SEND Code of Practice 0-25 years (statutory guidance)

Roles and Responsibilities

- The RSE programme will be led by Nicola Wilkinson
- It will be taught by teachers who have received training to deliver the programme.
- The working party will be made up of staff, parents, governors and pupils.

Head Teacher

It is the responsibility of the head teacher to:

- Ensure that parents and staff are informed about the RSE policy.
- Ensure that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so they can teach effectively and handle any issues sensitively.
- Monitor the policy on a regular basis and report to governors on the effectiveness of the policy.

Parents and Carers

Parents and carers are the prime educators for children on the matters covered in Relationships Education, Sex Educational and Health Education. We believe that school should complement and reinforce the role, building on what pupils learn at home. We will ensure that we work closely with parents when planning and delivering this subject. We will ensure that parents know what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE.

Right to withdraw from Sex Education

Parents have the right to request that their children be withdrawn from some or all of sex education delivered as part of the statutory RSE. As part of good practice, the Headteacher will discuss the request with parents, and if appropriate, the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This discussion would include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social or emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class.

The head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in school, other than part of the science curriculum, if the parent/carer still insists. **There is no right to withdraw from Relationships Education or Health Education.** As a school we will document this process and keep appropriate records.

Governors

As well as fulfilling their legal obligations, the governing body will also ensure:

- All pupils make progress in achieving the expected educational outcomes.
- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in a way that is accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content, and the right to request that their child is withdrawn.
- The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Equality Act of 2010 Equality (including SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when teaching pupils with special educational needs and disabilities. We will ensure high quality teaching that is differentiated and personalised and that will be our starting point to ensure accessibility.

Under the provisions of the Equality Act, we will ensure that all pupils are treated equally regardless of their sex, race, disability, religion belief or gender.

The religious background of pupils will be taken into account when planning and teaching so that topics are handled appropriately.

As part of our RSE curriculum, children are made aware of issues such as sexism, misogyny, homophobia and gender stereotypes, as well as what constitutes sexual harassment and violence. We take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff play an important role in modelling positive behaviours.

Use of materials

We will ensure that we consult with parents, and provide examples of the resources to be used. We believe that this will be reassuring for parents and enable them to continue the conversations started in class at home.

Language

Children will be introduced, at appropriate stages, to the correct terminology in RSE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

- Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will avoid any negative impressions.
- Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those asked at other times. All questions will be handled sensitively and set within a general context.
- Questions which teachers feel uncertain about answering will be discussed with the head teacher, and where appropriate, answered at a later date. Consideration will be given to religious and cultural factors and to parents' wishes.
- If such a situation occurs, parents will be informed and consulted.

Relationships Education Planning and Content

See Appendix A, B and C (Sex Education see highlighted section for the lesson on sex)

Menstruation

See Appendix D

Aims and Objectives

We will:

- Provide a secure, sensitive and caring framework where learning and discussion can take place.
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.

- Foster self-worth and awareness, together with a sense of moral responsibility.
- Help pupils to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Ensure that RSE is available to all children regardless of gender, ability, cultural or religious background to ensure equal opportunities for all.
- Help children to develop the confidence, self-esteem and self-assurance to value themselves and others.
- Help children to understand and recognise that there is a range of families and relationships that are all equally valuable.
- Teach children to name body parts and describe how their bodies work.
- Teach children to use the internet and social media with care and to be aware of how to keep themselves safe.

Curriculum Design and Intent

EYFS Guidance – Children will:

- Learn to respect themselves and others.
- Develop a positive self-image.
- Learn about relationships.
- Learn about friendship – sharing, taking turns and playing co-operatively.
- Learn to resolve minor disagreements through listening to each other to come up with a fair solution.
- Understand what bullying is and that it is unacceptable behaviour.
- Learn to discuss their feelings, and know some ways to manage their feelings.
- Find out about past and present events in their own lives, and in those of their families.
- Talk about their own and others' behaviour and its consequences.

Science Links to Relationships Education, Relationships and Sex Education (RSE) and Health Education

In Key Stage 1 children learn:

- That animals and humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That animals and humans can reproduce offspring and these grow into adults.
- To recognise the similarities and differences between themselves and others.
- To treat others with sensitivity.
- To name external genitals.

In Key Stage 2 children learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Relationships Education - Statutory

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 a 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 two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.
- How to recognise if 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 different from them (for example physically, in character, personality or background), or they 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, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is and how stereotypes can be unfair, negative and 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 risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

Pupils should know:

- What sort 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 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.

Drugs, Alcohol and Tobacco

Pupils should know

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

Appendix A **Year 1 and Year 2**

Relationships - Growing Up Key Stage One

Lesson title	Learning objective	Learning outcomes
<p style="text-align: center;"><u>Lesson 1</u> Our Bodies</p>	<ul style="list-style-type: none"> • To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and difference between boys and girls. (H 10) 	<p>I can name the main parts of boys' and girls' bodies including vulva, vagina, penis and testicles.</p>
<p style="text-align: center;"><u>Lesson 2</u> Is it OK?</p>	<ul style="list-style-type: none"> • To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). (R 11) • To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R 8) 	<p>I understand how to respect my own and other people's bodies.</p>
<p style="text-align: center;"><u>Lesson 3</u> Pink and Blue</p>	<ul style="list-style-type: none"> • To learn ways in which we are unique. (L 8) • To identify and respect the differences and similarities between people. (R 8) 	<p>I understand that we are all different and different people like different things.</p>
<p style="text-align: center;"><u>Lesson 4</u> Look at Me Now!</p>	<ul style="list-style-type: none"> • To learn about the process of growing from young to old and how people's needs change. (H 8) • To learn about growing and changing and new opportunities and responsibilities that 	<p>I can describe how I have changed since I was a baby.</p>

	<p>increasing independence may bring. (H 9)</p>	
<p><u>Lesson 5</u> Getting Older</p>	<ul style="list-style-type: none"> • To learn about the process of growing from young to old and how people's needs change. (H 8) • To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. (H 9) 	<p>I can describe how I will change as I get older.</p>
<p><u>Lesson 6</u> Changes</p>	<ul style="list-style-type: none"> • To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H 5) • To think about themselves and to learn from their experiences. 	<p>I can describe things that might change in a person's life and how it might make them feel.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • female • gay • gender • love • male • penis • testicles • vagina • vulva 	

Appendix B – Lower Key Stage 2

Relationships – Growing Up Lower Key Stage Two

Lesson title	Learning objective	Learning outcomes
<u>Lesson 1</u> Changes in Boys	<ul style="list-style-type: none"> To learn how their body will, and emotions may, change as they approach and move through puberty (H 18) 	I can describe how boys' bodies will change as they go through puberty.
<u>Lesson 2</u> Changes in Girls	<ul style="list-style-type: none"> To learn how their body will, and emotions may, change as they approach and move through puberty (H 18) 	I can describe how girls' bodies will change as they go through puberty. This will include menstruation.
<u>Lesson 3</u> Changing Emotions	<ul style="list-style-type: none"> To learn how their body will, and emotions may, change as they approach and move through puberty (H 18) To recognise that they may experience conflicting emotions and when they need to listen to their emotions or overcome them. 	I can describe the feelings that some people experience as they grow up.
<u>Lesson 4</u> Relationships <u>and</u> Families	<ul style="list-style-type: none"> To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend the rest of their lives together and who are of a 	I understand that there are many different types of relationships and families. 'And Tango Makes Three' by

	<p>legal age to make that commitment. (R 5)</p> <ul style="list-style-type: none"> To learn about the difference between sex, gender identity and sexual orientation. <p>(R 17)</p> <ul style="list-style-type: none"> To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. <p>(R 19)</p>	<p>Justin Richardson and Peter Parnell.</p>
<p><u>Lesson 5</u> To understand about permission seeking and consent</p>	<ul style="list-style-type: none"> To learn about seeking and giving permission (consent) in different situations. (R26) To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27) 	<p>I can describe what consent is.</p> <p>I can tell the difference between a secret and a surprise.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Adoption • Fostering • Gay • Lesbian • Menstruation • Puberty • Periods • Reproduction • Same sex relationships • Stereotypes 	

Appendix C
Upper Key Stage 2 Sex Education Planning

Relationships - Growing Up Upper Key Stage Two		
Lesson title	Learning objective	Learning outcomes
<u>Lesson 1</u> Changing Bodies	<ul style="list-style-type: none"> To identify external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. (H 30) To learn about the physical and emotional changes that happen when approaching puberty (including menstruation) (H31) 	I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies.
<u>Lesson 2</u> Changes and Responsibilities	<ul style="list-style-type: none"> To learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle, menstrual wellbeing and wet dreams). (H31) To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. (H32) 	<p>I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> <p>I understand changes that are happening to my body.</p>
<u>Lesson 3</u> Let's Talk About Sex	<ul style="list-style-type: none"> To learn about the processes of reproduction and birth as part of the human life cycle; to learn how babies are conceived (and that there are ways to prevent a 	I understand about the human life cycle and how babies are conceived.

	<p>baby being made), to learn how babies need to be cared for. (H33)</p>	
<p><u>Lesson 4</u> Relationships</p>	<ul style="list-style-type: none"> To learn that people may be attracted to someone emotionally, romantically and sexually; to know that people may be attracted to someone of the same sex or different sex to them; to know that gender identity and sexual orientation are different. (R2) Know that other 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 characterized by love and care. 	<p>I can understand that there are different types of relationships and different types of families.</p> <p>I understand what a loving relationship is and that there are many types of relationships.</p>
<p><u>Lesson 5</u> Relationships</p>	<ul style="list-style-type: none"> Know that marriage* represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong. <p><i>(*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.</i></p> <ul style="list-style-type: none"> To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents and that families of all types can give family members love, security and stability. (R7) 	<p>I can describe relationships and use the appropriate vocabulary to describe different relationships and sexual orientation.</p>
<p><u>Lesson 5</u> Healthy Relationships</p>	<ul style="list-style-type: none"> To know what constitutes a positive, healthy relationship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests) 	<p>I know what constitutes a healthy relationship.</p>

	<p>and experience. To know that friends can support with problems and difficulties and that the same principles apply to online friendships as well as face to face relationships. (R11)</p> <ul style="list-style-type: none"> • To recognise different types of physical contact; to know what is acceptable and unacceptable; to know strategies to respond to unwanted physical contact. (R25) • To recap work on permission and consent (R26) 	<p>I know what to do if a relationship feels unsafe or uncomfortable.</p> <p>I can recognise different types of physical contact and I know what is acceptable and unacceptable.</p> <p>I understand about permission seeking and giving, as well as consent.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Bisexual • Civil partnership • Conception • Consent • Gay • Heterosexual • Lesbian • Menstruation or periods • Pansexual • Permission • Sexual orientation • Transgender 	

Appendix D

Menstruation Wellbeing

We believe that the onset of menstruation can be confusing or even alarming for girls if they are not prepared. We will teach about Menstrual Wellbeing as per Department of Education guidance. We believe that pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to the curriculum content to be taught, we will also support pupils in managing their menstruation, including requests for menstrual products.