



Relationships, Sex Education and Mental Health Policy
2019-2020 Consultation – Parents / Governors /staff

Relationships, Sex Education and Mental Health Policy

RELATIONSHIP EDUCATION

We teach relationship education to enable pupils to develop the skills, knowledge and understanding of healthy, supportive and fulfilling relationships- this will enable the pupils to lead happy, rewarding lives.

Relationship education is a planned programme of study which gives opportunities to discuss, and gives time for reflection on, the nature of healthy relationships and the work required to maintain different types of relationships. The sensitive nature of the subject matter will be taken into account when planning the programme of study. Personal circumstances of the children will also be considered.

Programme of study

Different types of relationships will be studied, the similarities and differences will be discussed at an age appropriate level.

Types of relationships to be discussed:

- Parent-child
- Sibling
- Different types of family structures (including LGBT+ families and Looked After families)
- Friendship
- Child- family member
- Child-teacher
- Child – adult
- Marriage and civil partnership
- Adult friendship
- Adult sexual relationship (including LGBT+ relationships)
- Developing a sense of identity and self.

The focus of these discussions will include: what a healthy relationship looks like; the responsibilities of a person in a relationship; the rights of a person in a relationship; the benefits of a good relationship; what a bad relationship looks like; the damage bad relationships can cause to both parties and witnesses (e.g. children); what an abusive relationship looks like. These discussions will also include building of resilience, self-esteem and where to seek help to minimise the impact of negative experiences.

Programme of Study

Families

- 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 to 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

Friendships

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show 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
- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (even when we're 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've never met
- How information and data is shared and used online
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

DEVELOPING HEALTHY BODIES AND SEX EDUCATION

We teach developing healthy bodies and sex education to enable pupils to understand their own bodies and how bodies will grow and change over time. Within this planned programme of study, we also teach the human life cycle and the mechanics of sexual intercourse; this includes the emotions and reactions that can occur in different stages of life and at times of significant change. The focus will be on the emotional and moral aspects of sex and relationships and will be taught in line with current guidance. The sensitive nature of the subject matter will be taken into account when planning the programme of study.

Programme of Study

- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe). This will include teaching the 'Pants Rule'.
- Scientific terms to talk about the body
- How to keep bodies clean and healthy, including the dangers of substance abuse
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

Programme of Study- parents may request to withdraw their child.

- The changes that adolescence brings for boys and girls (Year 5)
- Drawing on knowledge from science lessons, how a baby is conceived and born (Year 6)
- The mechanics of sexual intercourse (Year 6)

Parents' right to request to withdraw their child from sex education.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

MENTAL HEALTH

We teach mental health education to enable pupils to develop the skills needed to develop mental resilience. This planned programme of study will include raising awareness of mental health issues such as depression, stress and anxiety. The children will be encouraged to develop the skills to recognise how they feel and to express themselves in constructive ways. The study will focus on building mental resilience, self-esteem, mindfulness and courage; it will also cover the ways to get help for mental illness.

Programme of Study

- Understanding that mental health is as important as physical health and how each impacts on the other
- Understanding that mental health has ups and downs and how to change negative thoughts to positive thoughts
- Basic understanding of some mental health issues e.g. depression, anxiety, negative stress and psychoses
- The importance of talking about feelings and the vocabulary to do so
- The importance of seeking help from family, school, trusted adults
- How to seek help independently
- That family, friends and trusted adults want to and can help with poor mental health
- Activities that can support good mental health and recognising the need to use them
- Removing the stigma and embarrassment around poor mental health
- Developing a lifestyle that supports good physical and mental health

