

# Cape Primary School Relationship and Health Education Policy



The Cape Primary School  
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<b>Approved by:</b>	Full	<b>Date:</b> September 2020
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<b>Last reviewed on:</b>	March 2024
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<b>Next review due by:</b>	March 2025
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## **Definition**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education (and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education).

Relationship and Health Education (RHE) promotes the emotional, social and cultural development of pupils, and involves learning about the different types of relationships (families, strangers, friends, etc) whilst detailing issues of safety and making the right choices. RHE looks in greater detail at how health and well-being can impact our mental health. It enables children to make and maintain respectful and caring relationships, deal with conflict and recognise signs of danger. It embeds the life-long knowledge of preventing and responding to dangers and how/where to seek help including, sexual harassment and sexual violence. This will involve supporting children to gain up-to-date and relevant knowledge, building self-esteem in order to feel positive about themselves, empowering pupils to stand up for what they know to be right as well as protecting their boundaries and maintaining their privacy.

## **Philosophy**

At Cape Primary School it is our explicit aim to offer a good-quality education and provide a happy, friendly and exciting, yet disciplined environment where every child matters. All children are encouraged to take part, do their very best and share any concerns.

It is our aim for education to be a route to spiritual, moral, social and cultural development and, thus, the well-being of all Cape's pupils. We respect and value the multi-cultural diversity of our school community and foster harmony and understanding. Staff, governors and parents at Cape Primary School believe that Relationship and Health Education – as with British Values - should be part of a broader Personal, Social, Health & Economic Education programme designed to develop pupil's self-esteem and their sensitivity and sense of responsibility towards others. RHE must consider the cultural backgrounds of all our pupils and the views of their parents.

## **Policy Formation and Consultation Process**

The policy has been written using the following supporting material:

- Statutory guidance - Relationships education (Primary) Updated 13 September 2021
- Sex and Relationships Education in Schools (England) Briefing paper 2017
- Personal, Social, Health and Economic (PSHE) Education (DfE, September 2021)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, September 2021)
- Guidance from HMI lead: Roary Pownell (HMI Curriculum Lead for RSHE, PSHE, Citizenship: November 2021)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE September 2021)
- Responding to Children Telling You They Have Experienced Sexual Abuse, Sexual Violence and Sexual Harassment (The Children's Society 2021)
- PSHE Association.
- Emotional Wellbeing and Mental Health - Children and Education Sandwell MBC

### **Policy formulating procedure:**

1. Amendments and updating from previous policy completed by S Loveridge.
2. Draft policy presented to Head Teacher –S Baker - and staff for feedback.
3. Consultation with a group of parents/carers and parent governors and UKS2 School Council.
4. Full governing body to agree policy

### **Persons Responsible**

PSHE and Citizenship Coordinator:	S Loveridge
Science Coordinator:	N Scott
Designated Safeguard Leader (DSL) and Deputy Head Teacher:	W Richmond
Safeguarding Governor:	S Khan
Deputy Head Teacher	V Patel
Head Teacher:	S Baker

### **Aims and Objectives of the Policy**

- To understand the significance of mutual respect, equality, responsibility, love, boundaries and care in healthy relationships.
- To promote the importance of family life and stable relationships for bringing up children, including different types of families such as single parents and same sex parents.
- To maintain an ethos where the children have the confidence to take part in sensitive discussions and develop responsible attitudes based on mutual respect.
- To develop empathy towards the needs of others and have a positive attitude to growing up in modern-day Britain.
- To know what is acceptable and unacceptable verbal, mental and physical behaviour.
- To understand the privacy boundaries, they control on their own body and the need to respect the privacy boundaries of other children and adults.
- To inform children on matters of personal hygiene and related health issues.

- To empower children to make informed relationship choices through developing their self-respect, ability to speak out and understanding of what is unacceptable behaviour.
- To teach children the importance of being responsible for what they choose to access.
- To give children the tools to stay safe online and offline and how to recognise when something is risky, inappropriate or unsafe.
- To empower pupils to speak up about issues affecting themselves and others in order to maintain their own self-respect and safety.
- To encourage the aspiration to fulfil healthy, safe and loving lives.
- To educate against and challenge discrimination and prejudice
- To introduce the basics of human reproduction and teach the correct vocabulary to describe their bodies (anus, vagina & penis).
- To prepare pupils for– and during- puberty including the emotional, social and physical changes and provide a brief understanding of sexual development.

### **Equal Opportunities**

In support of the equal opportunities policy, all pupils will have the same opportunities to benefit from the RHE resources (resourced by Cape or provided by School Nurses) and teaching methods, regardless of age, ability, gender, religion or race.

### **Delivery of RHE**

Relationship and Health Education is taught as part of a whole school approach from EYFS to Year 6. Half termly, Personal, Social, Health & Economic Education focus days, have been designed to develop pupil's self-esteem and their sensitivity and sense of responsibility towards others. Alongside which are specific curriculum Science lessons and appropriately chosen Outside Agency Visitors (delivering workshops, theatre productions, assemblies and School Nurse visits). RHE is included within all elements of the National Curriculum and are to be addressed through discussions when they arise.

- All RHE will be taught in mixed gender classes.
- Ground rules are firmly established and revisited when needed for sensitive sessions.
- Children will know that they are free to question further and discuss issues with their own or another teacher.
- Teachers will answer children's direct questions in an open and factual way however they will not enter into discussions about personal issues and lifestyles.
- Teachers will follow the agreed policy regardless of their personal views.
- One-off lessons for Year 5 Puberty Talks, Year 6 Growth and Development and FGM Safety talks will be delivered by health professionals, when available, otherwise Cape staff will deliver using pre-agreed resources.
- Children with Special Educational Needs will have their needs addressed in order to obtain delivery of RHE.

- Pupils will be encouraged to speak openly, at any time, to a ‘trusted adult’ at Cape regarding personal issues, concerns, worries or fears.  
*Any concerns for any pupil will be passed immediately to the DSL.*

*By the end of a child’s time at Cape children will have experienced a curriculum that enables them to know and understand about:*

### **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
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

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.

### **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

## **Resources and Criteria Used for their Selection**

All resources will be chosen by the PSHE Coordinator (in consultation with staff and governors) after taking external advice, where appropriate, (e.g. Sandwell MBC's PSHE advisors, School Nurses). Parents' feedback will be taken into consideration in order to effectively deliver RHE.

## **Involvement of Parents, Pupils and Staff**

Parents are given the opportunity to contribute to the formulation of the RHE policy.

Parents are informed of programme delivery for Year 5 Puberty Talks, Year 6 Growth and Development and FGM Safety.

Pupils are encouraged to contribute to, and agree, the content of the RHE policy through the UKS2 School Council & British Value Ambassadors representatives.

Staff and Governors will be consulted through the draft stages of the RHE policy before it being ratified by the Governors.

## **Parental Right to Withdraw**

Parents have the right to request that their child be withdrawn from some or all of programme delivery for sex education delivered as part of statutory RHE, however they are encouraged to allow their children to participate.

Requests for withdrawal should be put in writing and addressed to the Head Teacher.

## **Child Protection Procedure and Confidentiality**

Sandwell MBC's Child Protection Policy (adopted by the school) will be followed. All referrals, whatever their origin, will be taken seriously. Confidentiality must not prevent action if the child is at risk. Staff will listen sympathetically to anything told confidently by a child. If the staff member suspects that a child is at risk, the appropriate people (DSL team) will be contacted in accordance with the school's Child Protection Procedures.

## **Monitoring and evaluation**

The delivery of RHE is monitored by S Loveridge through individual 'PSHE Class Evidence Books', learning walks and pupil voice (to include the School Council and British Value Ambassadors).

Pupils' development in RHE is monitored by class teachers as part of Cape's internal assessment for learning.

This policy will be reviewed by S Loveridge and V Patel annually. At every review, the policy will be approved by the Governing body and S Baker, the Head Teacher.

**PSHE Focus Days.**

<b>Term</b>	<b>Focus</b> <i>(To also include)</i>
<b>Autumn 1</b>	<b>Health and Wellbeing - Part 1</b> <i>Families and people who care for me</i> <i>Caring friendships</i> <i>Online relationships</i>
<b>Autumn 2</b>	<b>Health and Wellbeing - Part 2</b> <i>Families and people who care for me</i> <i>Caring friendships</i> <i>Being Safe</i>
<b>Spring 1</b>	<b>Living In The Wider World - Part 1</b> <i>Online relationships</i> <i>Being Safe</i>
<b>Spring 2</b>	<b>Living In The Wider World – Part 2</b> <i>Online relationships</i>
<b>Summer 1</b>	<b>Relationships –Part 1</b> <i>Caring friendships</i> <i>Respectful relationships</i> <i>Online relationships</i>
<b>Summer 2</b>	<b>Relationships –Part 2</b> <i>Respectful relationships</i> <i>Online relationships</i>

### **Science Curriculum relating to RHE**

<b>Year Group</b>	<b>Topic Covered</b>
<b>EYFS</b>	Myself <i>(My body)</i>
<b>Year 1</b>	The Human Body (including body parts and senses) <i>(Body parts)</i>
<b>Year 2</b>	Off-Spring and Basic Animal Needs <i>(Hygiene, diet &amp; exercise)</i>
<b>Year 3</b>	Nutrition and Skeletons <i>(Bones &amp; muscles. Balanced diets.)</i>
<b>Year 4</b>	Teeth & Digestive System
<b>Year 5</b>	Life Cycles of Mammals Changes in Human Development & Growth <i>(Birth to old age)</i> Reproduction <i>(Animals &amp; briefly humans (inc. puberty) -gestation)</i>
<b>Year 6</b>	Evolution <i>(Animals &amp; plants. Humans: Nutrition &amp; exercise. Drugs &amp; alcohol)</i>

KCSiE talks about alignment of a selection of policies to the school's Safeguarding Policy and that they should not be applied in isolation; schools must use a 'joined up' approach to Safeguarding procedures and ethos in school. Policies to be aligned with the school's Safeguarding Policy are: Behaviour; Code of Conduct; Online Safety; Anti-bullying; and PSHE. After the 'Everyone's Invited#' investigation and their report



in June 2021 'Review of Sexual Abuse of School and Colleges'; additional guidance was sent out to schools and colleges:

Link added to the document [Sexual Violence and Sexual Harassment between children in schools and colleges](#) (September 2021)

In our PSHE lessons we aim to teach children about keeping themselves safe and being respectful of others. The new [Sexual Violence and Sexual Harassment](#) document is encapsulated in our curriculum and is captured in our [Safeguarding Across the Curriculum](#) document.

### **Definitions:**

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Please note that sexual violence and harassment can take place in homes, schools, out in the community and online.

### **Unacceptable behaviours:**

- All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
- All staff understand, that even if there are no reports in their schools, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).
- All staff at Cape Primary School understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours by staff is not acceptable, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff members will report all concerns.

### **Child on child abuse is most likely to include, but may not be limited to:**

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); coercion or coercive behaviours.
- up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### **Process for responding to reported incidents:**

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required. At Cape Primary School, all incidents will be reported to the DSL or Deputy DSL via a concerns form. They will in turn investigate the concerns raised and apply one of these measures:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Parents of both the victim or the perpetrator(s) will be informed, unless by doing so will put a child in harm's way.

A 'zero-tolerance' approach at Cape Primary School:

In receiving raised concerns, regarding any sexual harassment and violence behaviours, we are clear that we will not tolerate these behaviours at our school. We would however, like to emphasise that we will not demonise anyone – we will support and listen to all of the pupils involved. This will include the alleged perpetrator(s) who will be offered support, so that they can change their behaviour.

Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Taking the wishes of the victim(s) into account:

If an incident of sexual harassment or violence has taken place in school, home or the community, school will ensure that victims are kept at a reasonable distance from the alleged perpetrator(s) while on school premises (including during any before or after school-based activities).

In some cases, it might be that victims prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

In discussions with the victim(s), at Cape Primary School we will ensure that we listen to the victim(s) and that their wishes will help us to inform our response, but the DSL/Deputy DSL will make the final decision.

1. A 'culture of respect' at Cape Primary School
2. Our school ethos and Behaviour Policy help to underpin a culture of respect at our school. The input of our children in helping to construct the Behaviour Policy and Anti-bullying Policy which incorporates Cape's empowerment scheme: 'No! Stop! I don't like it!' are pivotal in supporting our pupils in reporting any incidents of abuse and harassment. come forward. Our culture and ethos of respect, tolerance, acceptance and diversity will help all pupils to call out incidents and make it harder for anyone to get away with sexist or inappropriate sexual behaviour. In light of a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. This can especially be linked to online platforms and social media, as well as in person.

### **Sanctions to be applied:**

At Cape Primary School we will apply appropriate for different 'levels' of sexual harassment and sexist comments. These sanctions will be:

A verbal warning and an apology to their peer with a verbal explanation to parents when collecting

A letter or phone call to parents

Detention - in school invitation and discussion with parents

A period of internal exclusion (length dependent on incident) – potential Early Help support or contacting children's services

Fixed-term (length dependent on incident) or permanent exclusion - Police involvement

### **Our response to each incident will be proportionate. We will consider:**

The age and developmental stage of the alleged perpetrator(s)

The nature and frequency of the alleged incident(s)

How to balance the sanction alongside education and safeguarding support (if necessary, these will take place at the same time)

### **Smaller incidents at school**

Staff must call out behaviour as it happens so this will help all pupils understand what is and isn't OK. If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot. Staff could use this as an opportunity to engage class discussion on being respectful and using inappropriate language.

If the pupil apologises, staff must keep an eye out for any recurrence from that particular pupil.

If they refuse, staff members must escalate the incident to a more serious sanction.

Parents must be informed every time of any low-level incidents, so that this can be addressed at home in conjunction with school, thus helping ensure all parties are on board to help and find a solution going forward, in order change inappropriate to appropriate behaviours.

### **Support for the alleged perpetrator(s)**

At Cape Primary School, we understand that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it can be because they're

communicating their own experience of abuse. We will offer them a safe space to explain what may have happened/ or may be happening to them, and to discuss how their actions weren't appropriate. We will gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences. We refer them to appropriate agencies such as Creative Therapy or counselling services to help them modify their behaviours. We will use the agencies and toolkits outlined in KCSiE paragraph 466, alongside our Local Authority Support packages.

**Online behaviours**

At Cape Primary School, we understand that harassment and abuse can happen online as well as in person. Whilst we know that at school we follow a curriculum that delivers safeguarding online guidance and support to our pupils. We also acknowledge that our children will spend time at home on their own devices accessing the internet, online chat and social platforms, having access to potential 'inappropriate sexualised images, language and violence'. We will maintain a vigilance in school in listening out for 'indicators' or receiving concerns from their friends and peers, alongside sharing any images online that our children have accessed any inappropriate materials online or have taken part in any chat groups that are inappropriate for their age or with strangers they do not know. Our staff will ensure that they report any reports or concerns raised to the DSL or Deputy DSL immediately so that action can be taken and parents can be informed straight away and offered advice on how to act. Dependent on the nature of the concern, there might be an offer of Early Help, or a referral to Sandwell Children's Trust or to the Police.

**Change Log**

Date	By Who	Update
11/03/24	S Baker	Policy reviewed and date amended for forthcoming year