



# Relationships, Sex and Health Education Policy

Review Date December 2023

Every Child, Every Chance, Every Day; Working Together





# RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

(This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE)

**Date of policy: December 2022**

**Date of review: December 2023**

**Name of RSHE Coordinator: Mrs Shipley**

**Name of RSHE Governor: Judith Gurd**

## **1. Introduction**

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

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 and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 8 for more details.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

## **2. Formulation, dissemination, monitoring and review of policy**

The RSHE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: discussion at staff briefing; parental questionnaires, and governor involvement. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy is available on the school website and free of charge to interested parties via the school office.

The RSHE policy and curriculum will be reviewed annually by the RSHE Coordinator and governors. This review will be informed by the following: pupil and staff evaluation of the programme; teacher assessment; changes in legislation and guidance; and, parent feedback, gathered through an annual survey.



### **3. What is RSHE?**

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

We acknowledge that not all parents/carers feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

### **4. Key Objectives**

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment.
- Make pupils aware of their rights especially in relation to their bodies.
- Enable the development of social and relationship skills and protective behaviours.
- Prepare pupils for the physical and emotional changes of puberty.
- Develop understanding of reproduction and birth within the context of loving and caring relationships.
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex.
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings.
- Develop pupils' skills around assessing risk and keeping safe.
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds.
- Enable pupils to recognise and manage their emotions.
- Provide pupils with the knowledge and skills to access appropriate support.

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

### **5. Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and



celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents/carers are made aware of what will be taught and when through our termly newsletters.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

## **6. The Curriculum**

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. These



objectives will be shared with parents/carers via the termly newsletters and are also available within our PSHE framework document available on the school's website.

Some elements of RSHE are delivered through National Curriculum science:

Below is a list of topics covered by our RSHE programme:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

We deliver our RSHE curriculum through assemblies, class reward time, a weekly PSHE lesson and topic work.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis.

## **7. Resources**

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. These can be from the Coram Scarf lesson plans, the Christopher Winters project or any other relevant material.

If parents/carers would like to familiarise themselves with the resources to be used, they should speak to their child's teacher or the RSHE coordinator. These resources will also be available for parents/carers to view during our autumn parent's and carer's open afternoon.

If parents/carers would like to discuss any of the resources in more detail, please contact Mrs Shipley who will gladly talk through the programme of study relevant to the child.

## **8. Sex Education**

In addition to Relationships and Health Education we also cover sex education in



year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents/carers are able to withdraw their child from this learning if they choose to, see 'Right to withdraw from sex education' section 15 below.

## **9. Teaching and Learning**

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques (e.g. case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection

RSHE will be delivered all year round – parents/carers will be informed of what will be covered in the termly newsletters.

## **10. External speakers**

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures. Examples of external providers we use are Equation who deliver the GREAT project to our Year 5 children and the DARE project that is delivered to our Year 6 children.

## **11. Safe learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.



When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the coordinator as part of the evaluation and monitoring process.

## **12. Staff training**

All staff delivering RSHE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

## **13. Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked workbooks; self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report.

## **14. Parents**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents/carers are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families.

Parents/carers will be routinely informed about RSHE through the school termly newsletters and within admission paperwork, to explain when RSHE will take place in different year groups and what will be covered.





We will regularly consult with parents/carers on an annual basis about any needs they may have in relation to our RSHE programme.

Any parents wanting more information about our RSHE curriculum can contact Mrs Shipley via the school office.

### **15. Right to withdraw from sex education:**

Whilst we always try to work with parents/carers to explore their views, we also accept that parents/carers can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents/carers can exercise their right to withdraw their child from sex education in year 6 by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

### **16. Confidentiality, safeguarding and child protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **17. Menstrual wellbeing**

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in the classroom toilets in year 5 and 6, the corridor toilet by year 4 and the disabled toilet off the hall.
- Pupils can access sanitary products from any member of staff. These products are kept in the Year 5/6 area of school.
- For those experiencing period poverty free sanitary protection can be accessed from our Year 5/6 team, the office staff and Mrs Shipley.

When a pupil starts menstruating in school, we will support them on-site and inform parents/carers. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If a parent/carer feels their child



has difficulties managing their periods at school please contact their class teacher or Mrs Shipley for support.

### **18. More information**

If you would like to discuss our provision of RSHE further, please contact Mrs. Shipley

If you have a complaint about any aspect of our RSHE provision please address this in writing to the Headteacher, whereby the complaints policy will be followed.

