

Relationship, Sex and Health Education Policy

Introduction

1.1 Legislation

Our school's policy on Relationship, Sex and Health Education (RSHE) is based on the requirements of Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 that makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in addition to statutory Science and the new statutory Relationships and Health Education.

Parents have the right to withdraw their children from the sex education. For our school this means the only lesson parents have the right to withdraw from is the lesson on conception and birth which is part of the Year 6 unit of work (Lesson 3).

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sex education. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

Other Relevant Policies

Science
Personal Social and Health Education (PSHE)
Safeguarding
British Values – Tolerance and Respect
Behaviour
Anti-bullying
Online Safety

2. **Aims and Objectives**

Relationships, Sex and Health Education is part of the personal, social, health and economics education (PSHE) curriculum in our school. We have therefore also used the PSHE Association's Programme of Study to help inform the content of our RSHE lessons. When we inform our pupils about relationships and sex issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE, all those contributing to the programme are expected to work within the aims listed below.

We aim to:

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions

- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

3. Context

We teach about relationships and sex in the context of the school's aims and values.

While RSHE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work.

We teach RSHE on the understanding that:

- It is taught in the context of family life
- It is part of a wider process of social, personal, spiritual and moral education
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control.

4. Organisation, Content and Teaching Methods

We teach about relationships and sex through different aspects of the curriculum.

While we carry out the main RSE in our PSHE curriculum, we also do some RSE through the statutory science curriculum and other subject areas, such as PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

The Statutory content is as follows:

Science Curriculum

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education

Families and people who care for me

Caring Friendships

Respectful Relationships

Online Relationships

Being Safe

Health Education

Mental Wellbeing

Internet Safety and Harms

Physical Health and Fitness

Healthy Eating

Drug, Alcohol and Tobacco

Health and Prevention

Basic First Aid

The Changing Adolescent Body (Puberty)

We liaise with other professionals about suitable teaching materials to use with our children in RSE lessons. Teachers do their best to answer all questions with sensitivity and care.

As part of our RSHE we use the Christopher Winter Project (CWP) scheme of work as recommended by the PSHE Association and the Local Authority.

The programme of study for each year group is as follows:

Relationships Education

Year 3: Valuing differences and keeping safe

Differences: male and female

Personal space

Different Family Structures

Health and Relationships Education

Year 4: Growing up

Growing and changing

What is puberty?

Healthy Relationships

Health Education

Year 5: Puberty

Talking about puberty

Male and female changes

Puberty and hygiene

Health Education/ Science / Relationships and Sex Education (RSHE)

Year 6: Puberty, relationships and reproduction

Puberty and reproduction

Understanding relationships

Sex education (conception and pregnancy)

Communication in relationships

How RSHE is taught:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles may be used including, information sheets, pamphlets, visual aids and models, games, role-play, and online material.

Training Staff

It is important that staff delivering RSHE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

A copy of this policy will be supplied to all staff and governors and referenced in the staff hand book. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to RSHE or who may be involved in its delivery.

5. Inclusion

Tolerance and respect for British Values underpins our curriculum including:

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBTQ+
- Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

6. Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships, Sex and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

7. The Role of Parents

The school is well aware that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's RSHE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSHE in the school

- Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary
- Inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home
- Make the RSHE resources used in our lesson available for viewing at RSHE curriculum talks
- Send a letter home to parents in advance of when the children will be taught to give parents adequate time to address any questions or concerns

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

Organising a meeting with the Head Teacher.

Emailing office@gsjs.barnetmail.net

Parents have the right to withdraw their child from Sex Education (Lesson 3 - Year 6). From September 2020 parents **do not** have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent wishes their child to be withdrawn from the one RSHE lesson, they should discuss this with the Head teacher/ Class Teacher.

Letters to parents of children in all year groups will be sent home, informing them when the programme will take place and reminding them of their right to withdraw their child from the programme.

8. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, the school nurse and other professionals, give us valuable support with our RSHE programme.

Confidentiality and Safeguarding

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the head teacher about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also Child Safeguarding Policy).

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSHE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSHE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

9. The Role of the Head Teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's

responsibility to ensure that members of staff are given sufficient training, so that they can teach about Relationships, Sex and Health Education effectively, and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Assessing, Monitoring and Review

The RSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development

The Curriculum Committee of the governing body is responsible for monitoring the delivery of our RSHE policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

This policy will be reviewed every two years, or earlier if necessary.

February 2024

Appendix 1

Parent form for withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	