



Policy for Relationships and Sex Education, and Health Education (RSHE)

Introduction and Intent

Our school's policy on relationships and sex education and health education (RSHE) is based on DfE guidance and requirements. In the DfE document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

The objective of RSHE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHCE Education, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

RSHE will focus on teaching the fundamental building blocks and characteristics of positive relationships which are age-appropriate, with particular reference to friendships, family relationships, and relationships with other children and with adults, including online. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

The policy takes into account requirements on schools in law, such as The Equality Act 2010 and the DfE's departmental advice for schools.

Aims and Objectives

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Consent;
- Respect for the views of other people;
- Sexual abuse and what they should do if they are worried about any sexual matters.

Context and Implementation

RSHE is enhanced by our supportive school ethos, where all are valued and encouraged, positive relationships are seen as important, and there is a safe and secure school environment which is conducive to learning. Attention is given to developing a safe and secure classroom climate and giving pupils time to reflect on and consolidate their learning

We follow Rights Respecting Schools guidelines which influence the ethos and teaching in our school. In addition to articles 13 and 29, PSHCE supports the following articles:

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 34: You have the right to be free from sexual abuse.

We teach about sex in the context of the school aims and values. While sex education in our school means that we give the children information about sexual behaviour, we do this with an awareness of 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 marriage and 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.

We use the Jigsaw Scheme for PSHCE and the “No Outsiders” scheme as our main resources, supplemented with appropriate materials from other sources, such as the Entrust Scheme for PSHCE. More details can be found on our school website under the relevant year group or are available via the school office.

The Relationships and RSHE Curriculum

RSHE is not delivered in isolation. Opportunities exist throughout the curriculum for promoting RSHE. Relationships and RSHE is learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health, at a level appropriate to the needs and maturity of the children. It is not about the promotion of sexual orientation or sexual activity.

The teaching of RSHE helps young people develop confidence in talking, listening and thinking about the importance of healthy, loving and supportive relationships. A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

Organisation

As a whole school, we teach children about relationships, and we encourage children to discuss issues.

In Year One the children cover these aspects of the PSHE Framework,

- Know how to keep clean and look after oneself
- Know how people grow and change
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help

In Year Two the children cover these aspects of the PSHE Framework,

- Talk about the ways boys and girls can be the same and different
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- Describe some differences between male and female animals
- Describe some differences between boys and girls
- Understand that making a new life needs a male and a female
- Describe the physical differences between males and females
- Name the male and female body parts

In Year Three the children cover these aspects of the PSHE Framework,

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support

In Year Four the children cover these aspects of the PSHE Framework,

- Describe the main stages of the human lifecycle
- Describe the body changes that happen when a child grows up
- Know that during puberty the body changes from a child into a young adult
- Understand why the body changes during puberty
- Identify some basic facts about pregnancy
- Know about the physical and emotional changes that happen in puberty
- Know that each person experiences puberty differently

In Year Five the children cover these aspects of the PSHE Framework,

- Explain the main physical and emotional changes that happen during puberty.
- Ask questions about puberty with confidence.
- Understand how puberty affects the body and the emotions.
- Describe how to manage physical and emotional changes.
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty

In Year Six the children cover these aspects of the PSHE Framework,

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Explain how babies are made
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- As part of our learning of British Values, children learn to be aware of and respect different types of relationships i.e. homosexuality

In Science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material found in the national scheme of work for Science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

Working with Parents and Carers

Our school believes that the primary role in child sex education lies with parents and carers and we therefore seek to work in partnership with parents and carers to provide effective RSHE and to ensure that our programme will complement and support their role as parents.

We aim to build a positive and supporting relationship with the parents and carers of the children at our school through mutual understanding, trust and cooperation. To promote this objective we:

- Answer any questions that parents or carers have about the RSHE of their child;

- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about arrangements for RSHE in the school.

Parents and carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education but not from Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. This is in line with government statutory guidance. If a parent/carer wishes their child to be withdrawn, they should discuss this with the class teacher and make it clear, in writing, which aspects of the programme they do not wish their child to participate in. Parents and carers are invited to view our resources and discuss any concerns with our staff.

The Health Education Curriculum

The focus will be on teaching the characteristics of good physical health and mental wellbeing. Staff make it clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience

RSHE will be taught by school staff, teachers and teaching assistants, and we may invite outside visitors in to support teaching and learning, e.g. school nurse, following the protocol for visitors. Staff are aware of the need for confidentiality and to handle sensitive and controversial issues carefully. The nature of this subject means that, at times, issues may arise that cause safeguarding concerns and staff are aware of the need to follow the child protection and safeguarding policies at all times.

Staff are also aware that some children, such as those with special educational needs and disabilities or English as an Additional Language, may need additional support to access the curriculum content and staff will ensure that it is explained in an appropriate way so that it is accessible for all children.

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, members of the Local Health Authority, such as the school nurse, social workers, the Families First Team and other health professionals give us valuable support with our RSHE programme.

Confidentiality

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection and safeguarding. Teachers will respond in a similar way if a child indicates that they have been a victim of abuse.

They will immediately inform the head teacher, who is the designated safeguarding lead, about their concerns, or a deputy designated safeguarding lead if the head teacher is absent. The Headteacher (or deputy designated safeguarding lead) will then deal with the matter in consultation with health care professionals (see our Safeguarding Policy).

The role of the Head Teacher

It is the responsibility of the Head teacher to ensure that the RSHE policy is implemented effectively.

Impact

Our RSHE Curriculum is part of our PSHCE curriculum. It is planned to demonstrate progression and to make links with other subjects where appropriate. If children are showing a good understanding of learning during lessons

and can recall key facts at the end of the unit, they are deemed to be making good or better progress. If they are finding learning difficult, support is provided as appropriate. This is recorded in our assessment information.

Additionally, we measure the impact of our curriculum through our monitoring and evaluation programme using the following methods:

- Work scrutiny reflecting on standards achieved against the planned outcomes
- Pupil discussions about their learning

We will know we have succeeded when the children are developing secure knowledge and skills, and can make responsible, informed choices about their relationships which have a positive impact on their mental, emotional and physical health and well-being, and enable them to be mentally and emotionally healthy and happy.

Monitoring and review

The Governing Board gives serious consideration to any comments from parents and carers about the RSHE programme, and maintains a record of all such comments.

Date Reviewed by Governors Spring: 2024

Date of Next Review: Spring 2027