




Relationships, Sex and Health Education Policy

(Approval by Local Governing Board)

Revised and adopted by Governing Board:	Summer 2021
Review Date:	Summer 2022
Changes:	Summer 2022- change to curriculum to specify thematic approach across the school
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Safeguarding Duty	<p>“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes; preventing impairment of children’s mental and physical health or development”(KCSIE Jan 2021)</p> <p>“ All staff have a responsibility to provide a safe environment in which children can learn.” (KCSIE January 2021)</p>
UN Convention on the Rights of the Child 	<p>Article 3- best interests of the child Article 4 –Protection of every child’s rights Article 6 – ensuring children survive and develop to their full potential Article 19- protection from all forms of violence Article 20- looking after children deprived of a family Article 28- right to an education Articles 32,33,34,35,36- protection against child labour, drug abuse, sexual exploitation and other forms of exploitation</p>

This policy should be read alongside:

- Equality policy
- SEND policy and School Information Report
- Safeguarding and Child Protection Policy
- PSHE Curriculum Overview

1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- › Help and support young people through their physical, emotional and moral development.
- › Help young people learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.
- › To help learners develop the skills and understanding they need to live confident, healthy and independent lives.
- › To help learners understand and deal with difficult moral and social questions.
- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Develop skills for a healthier safer lifestyle.
- › Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- › Create a positive culture around issues of sexuality and different relationships
- › Teach pupils the correct vocabulary to describe themselves, their identity and their bodies

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hursthead Junior School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – PSHE lead and Headteacher read and discussed all information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a focus group meeting to discuss the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE as part of pupil voice questionnaires exploring PSHE lessons in school.
5. Ratification – once amendments were made, the policy was shared with governors and Trustees and ratified

4. Definition

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

RSHE forms part of our PSHE curriculum (Personal, Social, Health and Economic Education) alongside British Values, REAL Wheel values, Financial Education and UN Convention on the Rights of the Child.

However, topics are not always taught specifically or in isolation; they can be addressed in response to children's needs.

Our curriculum has been developed using the PSHE Association PSHE Curriculum builder and is under constant review in response to the needs of the children.

From September 2022, we will teach PSHE across the school thematically, with every year group addressing the same themes in the same term. See appendix four. Teachers will still be able to teach a lesson which reacts to an event or situation, even if it does not directly fit with the current term's themes.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

Health Education

- › Mental wellbeing
- › Internet safety and harms
- › Physical health and fitness
- › Healthy eating
- › Drugs, alcohol and tobacco
- › Health and prevention
- › Basic first aid
- › Changing adolescent bodies

For more information about our RSHE curriculum, see Appendices 1 and 2.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). A range of teaching methods which involve children's full participation are used to sensitively teach RSHE. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach RSHE may include fiction, reference books, leaflets and extracts from video clips.

RSHE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. If a child identifies as either gender, then they may choose which group they join for the session.

As with all areas of the curriculum, staff will also judge whether a smaller, focused group is a more appropriate way to deliver some content to vulnerable children or those with SEND.

There will be a graduated, age-appropriate, programme of relationship, sex and health education. Teaching methods will take account of the developmental differences of children.

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Governing Board

The Local Governing Board will ratify the RSHE policy after recommendation from The Quality of Education Committee, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

- › The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSHE

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. Staff need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If this member of staff believes that the child is at risk or in danger, she/he talks to one of the Designated Safeguarding Leads (Mrs Powell or Miss Potter) who may confer with Mrs Kendrick, Headteacher, before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. A member of staff cannot promise confidentiality if concerns exist. The child will be supported by the teacher throughout the process.

Staff do not have the right to opt out of teaching RSHE and all teachers will be expected to teach RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSHE:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

The Headteacher will then support the parents to understand the objectives for the lesson, discussing concerns with the parents, talking them through the lesson and sharing the resources which will be used with the children.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses and Local Authority advisers, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by PSHE Lead (Hollie Taylor) and Headteacher (Tracy Kendrick) through a regular programme which includes learning walks, book looks, pupil voice interviews and parental feedback.

Pupils' development in RSHE is monitored by the class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Lead and Headteacher, in conjunction staff and parents, every two years. It will then be approved by the Quality of Education Committee and ratified by the Local Governing Board.

Appendix 1: RSHE Expectations by the end of Key Stage Two

Relationships Education Expectations

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- 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 (available to both opposite and same sex couples) and civil partnerships represent 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

Caring 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, 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

- The importance of respecting others, even when they're very different (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

- That people sometimes behave differently online, including by pretending to be someone they're 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

- 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's 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'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 and/or other sources)

Sex Education Expectations

There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Physical Health and Mental Wellbeing Expectations

By the end of primary, pupils will need to know:

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent bodies

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Appendix 3: Parent form: 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	

Appendix 4: Thematic curriculum approach 2022-2023

	AUTUMN	SPRING	SUMMER
Learning super powers	Adaptability Kindness, empathy and gratitude	Determination Self-control	Independence Communication
PSHE (PSHE Association)	Families and Friendships Belonging to a community Respecting Ourselves and Others including protected characteristics: age, marriage and civil partnership, pregnancy and maternity	Media literacy and digital resilience Safe relationships Respecting Ourselves and Others including protected characteristics: disability, race, religion or belief	Keeping Safe Growing and changing Respecting Ourselves and Others including protected characteristics: sex, sexual orientation and gender reassignment
Ongoing throughout the year: Financial Education plus Physical Health and mental wellbeing			