



# Greenslade Primary School

## Draft Relationships, Sex and Health Education Policy



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Approved By:	
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This Policy covers the school's approach to Relationships, Sex and Health Education. It has been produced in line with the statutory guidelines from the Department for Education and should be read in conjunction with our **PSHE** Policy.

## **Introduction**

Greenslade is a place where all children and adults work together, celebrating and learning from each other's similarities and differences. The staff and governors have a responsibility under the 2010 Equalities Act to ensure our pupils receive a diverse, inclusive curriculum promoting equality of opportunity for all members of our community. We are committed to treating all adults and children with equal respect regardless of gender, race, religion, ability, or social class. Discrimination of any kind by children, staff, parents, carers, governors, or visitors is unacceptable. Please see our Equality of Opportunity Policy.

This document is a statement of the aims, principles and strategies for the teaching and learning of Relationships Sex and Health Education at Greenslade Primary. The policy was originally developed in 1997 by a working party of teaching staff, parents and governors. It has since been reviewed annually by staff and parents and updated in November 2020 in conjunction with the Local Authority and DFE guidance. It is currently shared and discussed in most detail annually with parents of children at our meeting prior to the start of our Sex Education programme. The policy should be considered in conjunction with our PSHE programme. The policy contributes to the requirements of the Education Reform Act in which schools should promote the spiritual, moral, mental, and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

## **Defining Relationships Sex and Health Education?**

Relationships Education teaches and embeds the fundamental characteristics and skills required in building and maintaining positive relationships. These include friendships, family and relationships with other adults and children both in real life and online.

Sex Education ensures that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle understand how a baby is conceived and born. It is taught in conjunction with the national curriculum for science.

Health Education teaches pupils the characteristics of good physical health and mental wellbeing, recognising they are both a normal part of daily life.

## **Aims**

Firmly embedded in our Early Years Foundation Framework and PSHE curriculum, the objective of Relationships, Sex and Health Education is to help and support young people in their physical, emotional, intellectual, and moral development throughout their primary education.

Our aim is to help young people develop an understanding and respect for themselves and others. The programme also aims to equip children with the resources and skills to move with confidence from childhood through adolescence and into adulthood. The programme threaded through the key stages has been designed following the developmental needs of our children and to provide a foundation for further work at secondary school. Our Relationships, Sex and Health Education programme should provide knowledge and understanding about consensual loving relationships, the nature of sexuality and the process of human reproduction. Our aim is for children throughout the key stages to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner. We aim to

provide information that respects all cultures and viewpoints, is accurate, honest and easy to understand at the child's individual level. Our teaching will be relevant and appropriate to the age and maturity of our children.

In Relationships, Sex and Health Education our aim is for all children to:

- ✓ Learn to develop and maintain consensual relationships that show care, respect and understanding for other people.
- ✓ Have self-respect and respect for others.
- ✓ Be able to express feelings, worries and concerns.
- ✓ Be open-minded and challenge stereotypes.
- ✓ Continually develops his/her own attitudes toward and value of others.
- ✓ Be aware and show understanding of the attitudes and values of others.
- ✓ Promote his/her own physical and emotional wellbeing.
- ✓ Protect his/her own physical and mental health and the physical and mental health of others.
- ✓ Be well informed and understands his/her own physical and emotional development.
- ✓ Understand and be able to empathise with development of the opposite sex and the attitudes and beliefs of those from varying standpoints, cultures and religious backgrounds.
- ✓ Have a growing awareness of his/her own responsibilities.

### **Policy Development**

This policy has been developed in consultation with staff, pupils and parents/carers.

The consultation and policy development process involves the following steps:

1. Review - a member of staff or working group pulled together all relevant 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/carer/stakeholder consultation - parents and any interested parties were invited to provide their feedback.
4. Pupil consultation - we investigated what exactly pupils want from their RSE.
5. Ratification - once amendments were made; the policy was shared with governors and ratified.

### **Curriculum Content**

The Primary Focus of relationships education provides the building blocks for recognising and developing positive relationships. It includes reference to:

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

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others

and, when issues arise, know how to seek support as early as possible from appropriate sources. It includes reference to:

- 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

In Key Stage 2 Sex Education focuses on:

- Ensuring both boys and girls are prepared for the changes that adolescence brings.
- How a baby is conceived and born, drawing on knowledge of the human life cycle set out in the national curriculum for science.

Please see appendix one for more detail. It details the government's learning expectations for all pupils by the end of key stage 2.

### **Delivery of RSHE**

At Greenslade Relationships, Sex and Health Education (RSHE) is taught throughout the curriculum and is particularly embedded within our PSHE Curriculum (See Appendix 1). The curriculum content is delivered by teachers who aim to ensure that there are no stigmas attached to children based on their home circumstances (families can include single parent families, same sex parents, families headed by grandparents, adoptive/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).

RSHE is also taught within the curriculum areas below:

The Science Curriculum:

Key Stage One Science

- ✓ To know that animals, including humans, move, feed, grow, use their senses and reproduce.
- ✓ To recognise and compare the main external parts of the body of humans.
- ✓ To know that humans and animals can produce offspring and that these grow onto adults.
- ✓ To recognise the similarities and differences between themselves and others and treat others with sensitivity.

Key Stage Two Science

- ✓ To know that the life processes common to humans and other animals include nutrition, growth and reproduction.
- ✓ To understand the main stages of the human life cycle.

The Computing Curriculum:

Key Stage One Computing

- ✓ Use technology safely and respectfully, keeping personal information private.
- ✓ Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

#### Key Stage Two Computing

- ✓ Use technology safely, respectfully and responsibly.
- ✓ Recognise acceptable/unacceptable behaviour.
- ✓ Identify a range of ways to report concerns about content and contact.

The Physical Education Curriculum through ensuring children:

- ✓ Are physically active for sustained periods of time.
- ✓ Lead healthy, active lives.

### **Roles and Responsibilities**

**The Head Teacher is responsible for:**

- ✓ Ensuring that RSHE is taught consistently across the school.
- ✓ Providing a programme of INSET for all staff as appropriate.
- ✓ Liaison with parents regarding changes to the RSHE policy and curriculum content.
- ✓ Discussing any issues with parents regarding non-statutory sex education.

The class teacher will be the main adult teaching content and facilitating discussions for his/her own class. The teacher will be supported by appropriate staff to provide a gender balance if necessary. At times, this means that children will have the opportunity to discuss and ask questions in gender groups.

**Greenslade Teachers will:**

- ✓ Deliver a high quality inclusive, progressive and age appropriate relationships, sex and health curriculum in line with the school policy and statutory requirements.
- ✓ Use a variety of teaching methods and resources to provide an engaging curriculum which meets the needs of all pupils.
- ✓ Establish clear ground rules for RSHE sessions with the class and revisit at the beginning of each session.
- ✓ Ensure that information is presented objectively and accurately.
- ✓ Provide a safe, positive environment for open, guided discussion of RSHE content and arising issues.
- ✓ Manage and respond to questions in a sensitive and development appropriate manner.
- ✓ Not discuss personal experiences
- ✓ and will use their professional judgement, based on their training, to manage the level and style of content covered in discussions.
- ✓ Receive the appropriate training and develop good subject knowledge.
- ✓ Is sensitive to parental concerns including those relating to religion and culture.

**All School Staff are expected to:**

- ✓ Respond to any safeguarding concerns in line with the Child Protection / Safeguarding policy.
- ✓ Understand that Relationships, Sex and Health Education is part of a child's holistic social, emotional and intellectual development at school and away from school.
- ✓ Ensure that information is presented objectively, accurately and in line with school policies.

**All Pupils are expected to:**

- ✓ Engage during sessions.
- ✓ Treat others with respect and sensitivity.
- ✓ Demonstrate self-respect.
- ✓ Show understanding and be open minded during lessons.
- ✓ Respect the confidentiality of others outside of the RSHE sessions.
- ✓ Share any concerns with a trusted adult.

### **Working with Parents and Carers**

Greenslade wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. We endeavour to:

- Inform parents about the school's RSHE policy and practice.
- Respond to any questions that parents may have about the RSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Sex Education materials are shared and discussed with parents and carers at a meeting held annually before the programme of teaching begins. Arrangements can be made available for parents and carers who wish to supplement the school programme.
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

### **Parents' right to withdraw**

The Relationships Education, Relationships and Sex Education, and Health Education 2019 Regulations issued under the Children and Social Work Act 2017 state Relationships Education for children in Primary schools is statutory. **Under these regulations' children cannot be withdrawn from Relationships and Health Education.**

**Under these regulations' parent or carers can withdraw children from non-statutory Sex Education.** This refers only to content not referred to in the statutory Science National Curriculum Programme of Study.

Parents and carers wishing to exercise this right are asked to do so in writing using the form in appendix 2 of this policy. They are also invited to discuss the issues with the Headteacher. He will explore the concerns of parents and carers and the possibilities available to enable inclusion. He will discuss any impact that withdrawal may have on the child and the possible negative experiences or feelings that may result and how they can be minimised.

Once a child has been withdrawn from Sex Education, they cannot take part again until the request for withdrawal has been formally removed. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

### **Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our professional development staff meetings. Visitors may also be invited from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

### **Monitoring and Review**

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. There may be learning walks completed by members of the SLT.

This policy will be reviewed every two years. It will also be reviewed considering changes to any statutory guidance, feedback from governor's, staff or pupils and any borough or school issues which arise and need addressing.