Relationships, Sex and Health Education Policy

To enable every individual regardless of ability to achieve their full potential, to prepare for future life and to become life-long learners, developing a thirst for learning and to become good citizens equipped for the challenges of the 21st century.

Our motto is - **It's fun to learn**

The values that underpin this vision can be set out under the following headings.

To Develop An Understanding Of Self

Each child should be guided to

- Develop an appreciation and awareness of self
- Become independent learners and thinkers
- Achieve their fullest potential regardless of their ability
- Have high personal expectations of work and behaviour
- Have a positive attitude towards their own learning
- Show a healthy attitude to living an active life through sport and other recreational activities

To Develop An Understanding Of Relationships

Each child should

- Care for others and oneself
- Show mutual respect and tolerance for spiritual and cultural diversity
- Understand the importance of learning together, and working together as a team

To Develop An Understanding Of Society

Each child should endeavour to become

- Good citizens
- Effective and constructive members of the community
- Able to appreciate and celebrate their own and others success
- Valuable members of the school community

To Develop An Understanding Of The Environment

Each child should

- Take an active role in caring for the learning environment of the school
- Be safe and cared for in a stimulating learning environment
- Appreciate and respect the environment of the school

Aims

This policy intends to outline the teaching of Relationships, Sex and Health Education, in line with statutory guidance from the Department of Education. This policy should be read in partnership with the Single Equality Policy and PSHE policy.

Roles and Responsibilities

The RSHE policy has been developed in consultation with parents/carers pupils, staff and governors. It will be reviewed annually using the processes outlined below. Responsibilities regarding the policy are outlined below:

Governing Body

- Nominate PSHE/RSHE lead in school
- Development and implementation of an RSHE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSHE policy
- Ensure all staff comply with policy
- Make a copy of the policy available on the school website and to parents.
- Adequate resourcing available for subject
- Link governor to monitor RSHE/PSHE
- Monitoring, review and evaluation of this policy

Headteacher

- Consult with key stakeholders about the RSHE policy
- Implement RSHE policy
- Monitor compliance to policy
- Work closely with the link governor and coordinator
- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSHE
- Monitor the effectiveness of this policy and report annually to governors

Co-ordinator

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSHE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Ensure information is provided to parents on what will be covered and when.

Class teachers

Class teachers will be responsible for teaching RSHE within their PSHE lessons, and will keep parents and carers informed of the topics that will be covered in their termly letters which will help parents to foster conversations at home.

Engaging Stakeholders

Parents will be informed about the RSHE policy on the school website, and will be notified through ParentMail letters when sensitive subjects will be discussed in school, so that parents and carers are able to nurture a conversation at home.

We are committed to working with parents and carers by ensuring they are fully aware of what is being taught and provide additional resources or sign posts should they wish to discuss Sex Education at home.

Parents and carers have the right to withdraw children from Sex Education. Children cannot be withdrawn from elements covered under the National Curriculum for Science which includes the reproduction of plants and animals; body changes in Year 4 and menstruation in Year 5.

Review

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

Definitions

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like, but also the difference between public and private behaviours. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

This Policy uses the following acronyms

RSE – Relationship and Sex Education (Formerly SRE)
RSHE – Relationship, Sex Education and Health Education
PSHE – Personal, Social Health and Economic Education
DfE – Department for Education
CPOMS – A safeguarding reporting tool used in school.

Legislation (Statutory regulations and guidance)

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

Curriculum Design

As a Primary School we have been required to teach Relationship and Health Education since September 2020. Current regulations and guidance from the Department of Education states that parents may not withdraw from this.

We have chosen a curriculum which ensures that by the end of primary phase, all children will have had an opportunity to learn the statutory content as described in DfE's 'Relationships and sex education (RSE) and health education' document - Outlined below:

Relationships Education (Primary)

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

Health Education (Primary)

- 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

The whole school approach to our programme of study will allow pupils to learn in a thematic way at an age-appropriate level, building on prior learning, through discussion, circle time and project work. Lessons will challenge prejudice, and address misconceptions in line with our School's statement on equality and welcome children to learn in a safe and welcoming environment.

As an inclusive school, and under the legislation of the Equalities Act 2010, children will have an opportunity to learn equality in line with our British Values.

Our RSE programme is an integral part of our whole school PSHE education provision and will be taught under the three core themes:

- **Families and friendships**
- **Living in the wider world**
- **Health and wellbeing – including body changes.**

Within these three core themes are a number of important topics that are covered to ensure all children, throughout their time at our school, are able to work towards objectives that support those in the PSHE Association Programme of Study.

During the Autumn term, the whole school core theme is **Families and friendships**. In the course of this theme, children are supported to learn about themselves and their peers, manage their feelings, work together as a team and stay safe using different devices on the internet. These are all valuable as all children should be guided to feel confident in themselves and their feelings. In addition, with ever-increasing access to technology, all children will learn to be safe online.

In the Spring term, **Living in the wider world** is the core themed followed by the whole school. As part of this theme, children are supported to understand more about what makes a good citizen living in modern Britain. The children learn the value of money, think about careers and what impact we all have on the environment. The broad range of topics within this theme, allow the children to delve into numerous important issues that affect the world they are growing up in.

Finally, PSHE in the Summer term covers the key theme of **Health and wellbeing- Including body changes** throughout the whole school. In covering this theme all children are supported to gain a good knowledge of how to keep safe and lead a healthy lifestyle. Along with keeping a positive and healthy mental wellbeing to best support all children as they journey through their education at school and navigate their lives outside of school.

PSHE embodies much of our existing ethos in our school. PSHE in some way runs through every aspect of school life, meaning some aspects of the curriculum will be met through Science, Geography and Computing. As well as this, PSHE works in conjunction with the Zones of Regulation approach that is used throughout the school.

In addition to the outlined curriculum themes, teachers are expected to respond to the microclimate of their classroom and address issues and topics in their classrooms as and when they are needed and appropriate. (For example; friendship issues, bullying, and kindness to others).

Growing Up and Changes to the Adolescent Body

There are a number of important lessons that are covered within this topic. For example, the children learn to name their body part, including external genitalia, are prepared for the physical and emotional changes that come with puberty (which is part of health education) and all children are taught about the menstrual cycle.
These lessons are taught as part of PSHE at appropriate times (in years 2, 4 and 5) and follow a PSHE quality mark scheme from Medway which are available on request.

Sex Education

Sex Education (Human reproduction and birth) is not currently taught at Oldfield. However, some aspects of reproduction of animals is taught in Science in Year 5 under: "Describe the life process of reproduction in some plants and animals"

While it is recommended by the Department for Education that primary schools teach Sex Education, it is not compulsory to do so. Oldfield School has decided not to teach Sex Education, this decision has been made following current school practice and consultation with the school governors.

Sex Education may be something which is added to the curriculum in the future should the school and governors feel appropriate teaching resources are available. In which time, parents and carers will be consulted.

Teaching Strategies

Teachers and pupils will agree ground rules by reminding pupils of our school ethos, and respecting the viewpoints of others. Children will know more sensitive issues can be discussed with Mrs Greene (Pastoral Lead)

- We take into account different learning styles in line with our Teaching and Learning Policy and tailor our learning programme accordingly;
- Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and discussion groups;
- The programme will be taught through a range of teaching methods, including poems, posters, stories, videos etc.;
- We follow the guidelines for Equal Opportunities and Inclusion as stated in the PSHE and policy;
- We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example, "No one (teacher or pupil) will have to answer a personal or embarrassing question. Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way".
- We can use distancing techniques with role play to help pupils act out situations with invented characters, appropriate videos and theatre groups to help pupils discuss sensitive issues and develop their decision-making skills in a safe environment;
- If necessary, teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')
- It is important that children feel able to ask any questions that they wish and that their questions are valued. We will allow children to raise questions and will use an "AskIt Basket" system in each class. Children can ask questions by writing questions and posting them in the box. This gives the teacher time to prepare for what the children want to know about mostly.
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- If a question is too personal, the teacher should remind the pupils of the ground rules and /or refer her or him to the appropriate person such as Mrs Greene (Pastoral Lead);
- If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In some cases, this may result in talking to the parents/carers of the child;
- If a teacher is concerned about sexual abuse, they should follow the school's safeguarding procedures.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and use CPOMS as a reporting tool. The School Safeguarding policy will be followed at all times.

Inclusion

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued in our school community.

SEND

Pupils with Special Educational Needs will have the same opportunities and entailments as all other pupils, and are offered the same curriculum. The aim is to provide equal access through the use of classroom assistants or use of adapted resources where necessary.

Diverse Families

In our provision of RSHE and PSHE, we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

Assessment

RSHE will be assessed as part of the PSHE lessons, and children will have an opportunity to complete a baseline assessment before a topic and at the end to help teachers understand what learning has taken place.

All classes will use floor/class books to record and keep evidence for PSHE. These could be used for assessment as well as any additional worksheets, but many elements of the RSHE lessons will be taught informally so assessment will be through discussion with teachers.