



Heathfield Primary School

Relationships and Sex Education (RSE) and Health Education Policy

Policy Version Control	
Policy prepared by (name and designation)	Mark Dipple (Head of School) Rebecca Dunn (PHSE Lead)
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Chair of Local Governing Body	David Dalby
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Introduction

The Department for Education introduced Relationships Education for primary pupils from September 2020. Heathfield Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is carefully matched to the pupils' level of maturity.

Purpose and Vision for Relationship, Sex and Health Education

Relationships Education is lifelong learning about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is a key part of our Personal, Social, and Health Education (PSHE) and Social, Moral, Social and Cultural (SMSC) provision, and is an important aspect of preparing our children for life in Modern Britain.

Sex education at primary school is about ensuring that children are adequately prepared for learning at secondary school – and for the information which they are receiving through the media, online and 'everyday life' – delivered in an age appropriate manner.

Aims

As part of RSE, pupils need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life.

The following aims complement those of the Science curriculum in KS1 and KS2.

- To have the confidence and self- esteem to value themselves and others;
- To understand about the range of relationships, including the importance of family for the care and support of children;
- To develop confidence in talking, listening and thinking about feelings and relationships;
- To be able to name parts of the body and describe how their bodies work;
- To be prepared for puberty;

- To understand the consequences of their actions and behave responsibly within relationships;
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support;
- To understand the role the media plays in forming attitudes;
- To understand how safe routines can reduce the spread of viruses.

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum, which is delivered by teachers, or teaching assistants.

The scheme of work for RSE at Heathfield maps out a progressive series of lessons/units for each year group. These themes are continually revisited and built on so that children develop a secure understanding.

In reception, children will focus on building relationships, managing self and self-regulation. Years one – six study age appropriate content under the five key themes: Respectful Relationships; It's My Body; Living in the Wider World; Staying Safe and Health and Wellbeing. In Year 4 onwards we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

For more detail about each year group's content, please refer to the progression document and, for parents, the parent information letter which were circulated during the initial consultation.

We also teach RSE through other subject areas (eg Science, RE and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The Role of Parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We encourage families to discuss any questions they have about the curriculum with the class teacher.

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

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 and other health professionals, give us valuable support. Health professionals are expected to work within the school's RSE policy and on the instructions of the Head of School.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Executive Headteacher/Head of School.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Children with significant SEND needs are expected to understand the concepts of RSE at a 'stage appropriate' level and will be supported by specialist staff when appropriate.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships – no matter whom that relationship is with. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. Such issues often occur outside of PSHE lesson

time, e.g. from texts, children are reading or TV they may discuss. Teachers are aware that 'incidental' teaching is key in all aspects of RSE.

Right of Withdrawal of Pupils from Sex and Relationship Education

Parents are not able to withdraw children from general PSHE lessons or those focussing upon relationships education. This is detailed in the DFE publication 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'.

Some parents, however, prefer to take the responsibility for the sex education aspects of education. They have the right to withdraw their children from all or part of the sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and/or decisions with the Head of School at the earliest opportunity to allow for discussion time. Parents and carers are welcome to review any RSE resources the school uses.

Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Children are not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving children should always be discussed with the nominated child protection lead.

The curriculum is underpinned with key safeguarding elements throughout – teaching children about privacy, rights and responsibilities in relation to themselves and others.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Executive Headteacher/Head of School to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in monitoring and evaluation exercises led by the Leadership Team and subject coordinator.

The local governing body is responsible for approving, overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum. The policy review is built in to the annual cycle of key policies which must be revisited by the Governing Body each year as part of this process.

The local governing body will make sure that:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Resources

Electronic resources are used in lessons. As a school, we use resources from the PSHE Association website, all of these resources are Quality Assured.

Resources/websites

www.pshe-association.org.uk

www.twinkl.co.uk

www.1decision.co.uk

www.jigsawpshe.com

[Lucinda and Godfrey materials](#) - a whole school approach delivering RSE, taught through age appropriate storybooks that follow the two characters as they progress through primary schools.