

# Relationships and Sex Education Policy (2023 - 2026) incorporating PSHE and Health Education

## Definition of Relationships, Sex and Health Education

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

## Definition of Personal, Social, Health and Economic Education

Personal, Social, Health and Economic Education (PSHE) curriculum also incorporates money and work, media literacy, digital resilience and belonging to a community.

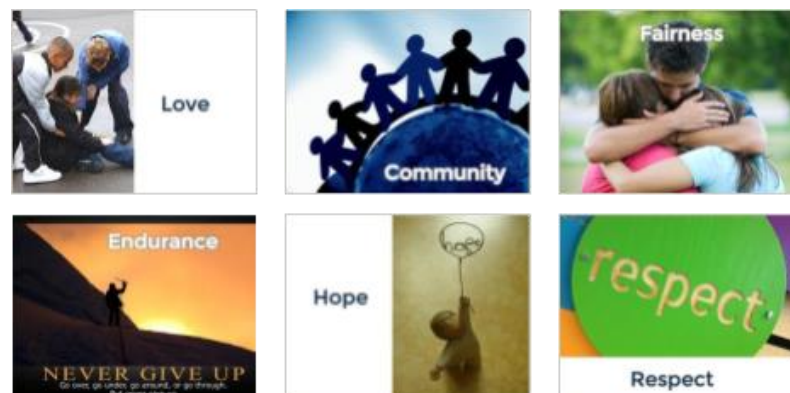
## Why is RSHE and PSHE important to our school?

“ At the heart of the community, with community at its heart. ”

Ingham Primary School is a special place with a real passion for learning. But most of all, we are a community, a family, where all are cared for, valued and nurtured and all can thrive and succeed now and in the future. Knowing our children and caring for their physical and mental well-being is at the heart of everything we do.

“ Successful. Confident. Caring. ”

Our values are also important to us. Like the rings inside a tree, they run to the core of the life of the school. We talk about them, practise them and celebrate them. They are:



We believe that our school should be an inclusive community where ALL aim high, achieve well and develop self-confidence, positive values and beliefs, a sense of community, well-being and caring attitudes towards others. PSHE is central to this ethos and equips children with the knowledge, skills and strategies to live healthy, safe and responsible lives.

### Key Drivers

These are the areas that drive our curriculum and our educational thinking. We have three key drivers:



Diversity



Environment



Independence

## **Curriculum Intent**

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To give pupils the knowledge and skills to recognise and manage their mental and emotional well-being.
- To understand what it means to be part of a community
- To encourage pupils to develop an understanding of money and employment
- To provide opportunities for all students to learn appropriate to their needs

## **Legislation**

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.

## **Policy development, responsibilities, and review**

The RSE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed every three years using the processes outlined below. Responsibilities regarding the policy are outlined below:

### ***Governing body***

- Nominate PSHE/RSHE lead in school
- Development and implementation of RSE 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 RSE/PSHE
- Monitoring, review and evaluation of this policy

### ***Head teacher***

- Consult with key stakeholders about the RSHE policy
- Implement RSE 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 RSE
- Monitor the effectiveness of this policy and report annually to governors

- ***RSE Lead*** 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 RSE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

### ***Review***

The policy will be reviewed every three years. 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.

### ***Dissemination***

We will raise awareness of this policy via:

- The school website
- The staff handbook
- Meetings with parents
- School events
- Meeting with school personnel
- Communications with home such as weekly newsletters
- Reports such as annual report to parents and headteacher reports to governing body
- Information displays in the main school entrance.

## **Content of RSHE and PSHE Curriculum**

At Ingham Primary School we follow a thematic, spiral curriculum for PSHE and RSHE which builds on prior learning.

### **Sex Education**

Our provision of sex education in Upper Keystage Two meets the developing needs of our pupils. In broad terms it takes a balanced and factual approach exploring healthy relationships, consent, reproduction, pregnancy and child-birth in an age-appropriate manner. Parents are able to withdraw their child from this part of the curriculum if they would prefer to deliver this element of the curriculum themselves. (see parent section below).

### **Puberty**

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. We therefore teach puberty, as part of Health Education in the summer term of Year 4.

### **Mental Health**

The majority of pupils will have good mental wellbeing most of the time. Pupils are taught the factors that contribute to and help us maintain wellbeing. Once understanding of wellbeing is established pupils are taught to understand and identify when someone may be experiencing poor mental health, contributing factors, positive strategies to improve wellbeing and when people need help from others.

## **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.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

### **Pupils with Special Educational Needs and Disabilities**

As with other subjects, pupils with SEND may need additional support to access the RSHE/PSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSHE/PSHE – this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

### **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.

## **Gender**

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

## **Delivery**

We carry out the main RSHE teaching through our Personal, Social, Health and Citizenship Education curriculum which is delivered through half-termly theme days and during weekly class assembly time. However, well-being, diversity and personal development is woven through our whole curriculum, The planning and delivery of the programme is undertaken by the class teacher. Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSHE/PSHE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning RSHE, PSHE and related issues.

All teachers will deliver RSHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHE and RSHE sessions.

## **Answering questions**

As with any topic pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents.

## **Assessment**

As with all curriculum areas there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning at the end of each half term. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

There will be a section in the end of year report to parents on RSHE and PSHE.

## **Confidentiality and safeguarding**

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

## Partnership with parents

We see parents as key partners in our provision of RSE and PSHE. To support the important role of parents we provide regular PSHE newsletters outlining the content of our PSHE/RSHE curriculum for that term together with resources and activities to try at home. Parents are encouraged to talk with their child about the RSHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme, or the content of upcoming lessons, we ask that they speak with their child's class teacher in the first instance.

### Right to withdraw from sex education:

In line with legislation parents have a right to withdraw their child from any sex education content that we deliver outside of national curriculum Science, statutory Relationships Education and statutory Health Education. The only content of this kind is in the Year Five/Six programme which is delivered in the summer term. As mentioned above, each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable. A letter will be sent home to advise which topics will be covered in advance. If you are considering exercising your right to withdraw your child from these elements or require further information, please make contact with the RSHE Lead to discuss your concerns. If you then wish to formally withdraw your child from these elements please confirm this in writing by letter or email address to the Head teacher. Pupils that are withdrawn will be given appropriate work to complete.

### Complaints

If you have a complaint about the RSHE/PSHE policy or provision please follow the school's existing complaints procedure which can be found on the school website

Other useful policies linked to RSHE/PSHE include our anti-bullying policy, equality policy and safeguarding policy.

Nominated PSHE/RSHE link governor: Michelle Ramsbottom

PSHE/RSHE Curriculum Lead: Heather Lovett

**Approved by:** [Name] **Date:** [Date]

**Last reviewed on:** [Date]

**Next review due by:** [Date]