

Relationships Health and Sex Education policy



Approved by:	The Governing Body	Date: 27 th January 2021
Last reviewed on:	27 th January 2021	
Next review due by:	27 th January 2022	

Contents

1. Aims	2
2. Statutory requirements.....	3
3. Policy development	3
4. Definition	4
5. Curriculum	4
6. Delivery of RHSE	4
7. Roles and responsibilities	6
8. Parents' right to withdraw.....	7
9. Dealing with difficult questions	7
10. Training	7
11. Safeguarding.....	7
12. Monitoring arrangements	8
Appendix 1: Curriculum map.....	9
Appendix 2: By the end of primary school pupils should know.....	11
Appendix 3: Parent form: withdrawal from sex education within (H)RSE.....	13

1. Aims

The aims of Relationships Health and Sex education ((RHSE) at our school are to:

- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development
- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We will teach RHSE in the context of our values of COURAGE LOVE EXCELLENCE. We are committed to ensuring that all children are able to celebrate difference and to upholding the Equality Act. We are a NO OUTSIDERS school and approach the sensitive issues of different relationships through picture books and careful discussion and exploration of the rights of everyone within British democracy and values.

2. Statutory requirements

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

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. However, Barn Croft believes that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching some aspects of sex education.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools. At Barn Croft we teach RHSE as set out in this policy.

We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as **SEND**. We will discuss with parents the level to which their children will understand certain aspects of the curriculum but the main outcomes will be focused on children being able to keep themselves safe (for example by being able to name the parts of the body using the proper scientific names) and on building self-esteem and confidence. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves.

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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance to revise our current policy
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 meeting about the policy – due to the COVID-19 pandemic this was done through virtual meetings.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity.

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

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, 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.

Having considered various resources, Barn Croft Primary School believes that the resources provided by 1Decision, the PSHE Association and the NO OUTSIDERS programmes best reflect our school ethos and meet the needs of our children, context and wider school community. The Curriculum Map in Appendix 1 is mapped to the resources, including lesson plans, on the 1Decision website.

Primary sex education will focus on:

- Using the correct anatomical language for genitalia (Year 1 upwards)
- How a baby is conceived and born (Year 6)

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHSE

RHSE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of RHSE are taught within the science curriculum and during sex education lessons in Year 6.

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

In terms of sex education in Year 6, this will focus on conception and where babies come from. The correct anatomical language for genitalia will be taught in Year 1 to enable the children to be able to use the correct language as they progress through the school.

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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

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).

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

The Single Equality Act covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

The NO OUTSIDERS project is a way of teaching children from a very young age that everyone has the right to be treated equal through the use of picture books. Through high quality texts and pictures children are able to understand the issues around fairness and equality for anyone whatever their gender, disability, race, age, sexual orientation, gender-identity or religion and beliefs. We regularly put the books on show for parents to look through and we are constantly adding to the booklists for each year group which we will share with parents so they can read them with their children at home.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from specific Year 6 sex education lessons.

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from specific Year 6 sex education lessons.
- Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching specific Year 6 sex education lessons are encouraged to discuss this with Tracey Griffiths (Headteacher), Chris Moses (Assistant Headteacher & PSHE Lead) or Emma-Jane Kelly (Assistant Headteacher Teaching & Learning)
- The school's PSHE education lead is Chris Moses
- The school's SENDco is Chris Moses
- The school's Mental Health & Well-Being Lead is Helen English
- The school's Designated Safeguarding Lead is Tracey Griffiths
- The school's Teaching & Learning and Curriculum and Assessment Lead is Emma-Jane Kelly

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the specific sex education lessons taught in Year 6 (not the Science curriculum), but only following a conversation with Tracey Griffiths (Headteacher) Chris Moses (Assistant Headteacher & PSHE Lead) or Emma-Jane Kelly (Assistant Headteacher for Teaching & Learning). This is so that the school can ensure safeguarding procedures and that the parents have an understanding of what and how they could teach their children these aspects of the curriculum at home. We will always endeavour to support parents to do this and recommend resources for them to use.

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

Alternative work will be given to pupils who are withdrawn from specific sex education lessons in Year 6.

9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, encouraging children to write their questions privately to give to the teacher to be answered later or in collaboration with the parents or referring to another more senior member of staff. Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

10. Training

The headteacher and senior leaders have received up to date training regarding the new RHSE curriculum and will ensure that staff are trained.

Staff will be trained on the delivery of RHSE either as part of their induction or as part of a planned programme of professional development.

The headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHSE.

11. Safeguarding

Confidentiality and Handling Disclosures

All staff, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum.

Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school counsellor. Where there are concerns, child protection procedures will be followed.

Child Protection

Teachers need to be aware that effective RHSE, which brings an understanding of what is, and is not, acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of school staff suspects that a child is a victim of, or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. The senior member of staff with designated responsibility for child protection is the Head Teacher, Tracey Griffiths, but concerns can be reported to any/all of the trained Designated Safeguarding Leaders via the MyConcern platform in the same way as all concerns are reported.

If a member of staff is accused of abuse, the procedures outlined in the school's child protection and safeguarding policy will be followed. Any allegations made about staff should come straight to the Head Teacher, Tracey Griffiths. If the allegation is against the Head Teacher then the concern should be reported to the Chair of the Governing Body, Colin Whitehead or to the Waltham Forest LADO (see the Safeguarding Policy).

12. Monitoring arrangements

The delivery of RHSE is monitored by Tracey Griffiths (headteacher) through:

Learning Walks

Planning scrutinies

Pupil conferencing

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

This policy will be reviewed by Tracey Griffiths (headteacher), Chris Moses (Assistant Headteacher & PSHE Lead) and Emma-Jane Kelly (Assistant Headteacher for Teaching & Learning) annually. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Relationships Health and Sex Education curriculum map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping/Staying Safe	Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows	Cycle Safety	Peer Pressure Adult's views Children's views	Water Safety
Keeping/Staying Healthy	Washing Hands Science: Drawing and labelling body parts and linking to associated senses.	Healthy Eating Brushing Teeth Science: basic needs for survival and importance of healthy lifestyle including exercise, nutrition, and hygiene. Notice that offspring grow into adults (not reproduction).	Medicine Science: Nutrition and the impact on health. Identifying and describing the purpose of skeletons and muscles. Explore the impact of	Healthy Living Science: Function of the digestive system and impact of nutrition and lifestyle. Learn the parts of the body associated with digestion and how these function. Dental care and function. Consider the impact of poor lifestyle on these functions and human bodies.	Smoking Adult's views Children's view	Alcohol Science: Recognise the impact of diet, exercise, drugs and lifestyle on the body's functions. Identify the role of the heart and circulatory system and the impact lifestyle has on its function.
Relationships (Y1 – Y3) Growing and Changing (Y4 – Y6)	Friendships	Bullying Body Language	Touch	Appropriate Touch and Relationships	Puberty Adult's views Children's views Science: Describe the changes as humans develop to old age. <i>Gestation of babies including length and mass (NS)</i>	Conception <i>Science: Gestation of babies including length and mass (NS Y5)</i>
Being Responsible	Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing	Coming Home on Time	Looking out for others Adult's views Children's views	Stealing

Feelings and Emotions	Jealousy	Worry Anger	Grief	Jealousy	Anger Adult's views Children's views	Worry
Computer Safety	Online Bullying	Image Sharing	Making Friends Online Computer Safety Documentary	Online Bullying	Image sharing Adult's views Children's views	Making Friends Online
Money Matters		Money Matters	Money Matters			
The Working World				Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases
Hazard Watch	Is it safe to eat and drink? Is it safe to play with?	Is it safe to eat and drink? Is it safe to play with?	Is it safe to eat and drink? Is it safe to play with?			
A World Without Judgement				Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values

Science objectives in green are statutory.

Objectives in red are non-statutory and so parents have the right to withdraw their child from these lessons after communicating with the headteacher.

Appendix 2: By the end of primary school pupils should know

<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • 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 represents 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
<p>Caring friendships</p>	<ul style="list-style-type: none"> • 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
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (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

<p>Online relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are 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
<p>Being safe</p>	<ul style="list-style-type: none"> • 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 is 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 are 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

Appendix 3: Parent form: withdrawal from sex education within RHSE

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	Include notes from discussions with parents and agreed actions taken.