

Relationship, Sex and Health Education Policy



The Federation of Rawcliffe Bridge and Rawcliffe Primary Schools

Statement of Intent

The Federation of Rawcliffe Bridge and Rawcliffe Primary School is committed to offering all children aged 3-11 a rich and diverse educational experience. Our aim is to provide the best possible learning opportunities to enable every child to fulfil their maximum potential academically, socially and culturally.

Every member of our community is valued and respected. We listen to each other and every voice is heard. We celebrate our achievements and differences.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. This is taught as part of our PHSE Curriculum (see PHSE Policy).

Sex Education is a programme tailored to the age and the physical and emotional maturity of our pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The aims of relationships, sex and health education (RSHE) at our schools are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment.
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings.
- Develop pupils' skills around assessing risk and keeping safe.
- Provide pupils with a toolkit for recognising, understanding and managing their emotions.

Statutory Requirements and Related Policies

Our Federation follows the guidance set out by 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Related policies:

- Behaviour Policy
- Child Protection and Safeguarding
- Anti-bullying Policy
- SEND Policy
- Equal Opportunities Policy

The Curriculum

RSHE will be taught in each mixed-age class throughout the schools from Nursery through to Year 6. The curriculum we deliver, whilst mixed-age, is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance.

Some elements of RSHE are delivered through national curriculum Science:

Year 2

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 5

- pupils should be taught to describe the changes as humans develop to old age.
- describe the life process of reproduction in some plants and animals

Year 6

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

At The Federation of Rawcliffe Bridge and Rawcliffe Primary Schools, we allocate a minimum of ten hours per term, in order to teach the RSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

In our schools, we use 'The Jigsaw Programme'. This is a whole school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings.

The Jigsaw Programme: Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

What will my child actually be taught about puberty and human reproduction?

We have a statutory duty to teach Sex and Relationships Education, this is addressed through 'Relationships' unit in term 5 and 'Changing Me' unit in term 6. Within the attached SRE parent information leaflet, there is more specific information.

All lessons are taught using correct terminology, child-friendly language and diagrams.

Mixed Year Group Teaching

As we have mixed year group classes, we follow each year group in turn. In 2021/22 the school will be following the year 1, 3 and 5 units. In 2022/23 we will be following the year 2, 4 and 6 units. This does not apply for the 'Changing Me' unit, for which children will be separated into their individual year groups.

Equality, inclusion and support

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Positive Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing and discussing requests from parents to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a regular basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education.
- Communicate openly and constructively with school staff regarding relationships, health and sex education.
- Attend, or contribute, to any consultation regarding the delivery of relationship, health and sex education.

Legislation

Parents and parental rights to withdraw (See Appendix 1):

At The Federation of Rawcliffe Bridge and Rawcliffe Primary Schools, we are committed to working alongside parents so that we can support children as we believe that successful teaching around RSHE is a partnership between school, parents and carers. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSHE as we recognise that it can be a sensitive subject for families for a number of different reasons.

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in year 6. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

POLICY DEVELOPMENT

This policy has been developed and all stakeholders have an opportunity to comment. The consultation and policy development process involved the following steps:

1. Review – school leaders pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and associated documents on the website. They were given the opportunity to make comments and ask questions of the Leadership Team.
3. Ratification – once amendments were made, the policy was shared with the Federation Governing Board and ratified,

Appendix 1:

Name of school:			
Name of child:		Class:	
Name of parent/ carer:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like us to know:			