

Relationships, sex & health education policy



Black Firs School

We have a legal responsibility under The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all children receiving primary education.

Definitions

Relationship Education - 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.

Sex Education - Although The RE, R&SE&HE (England) Regulations 2019, makes Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the children. Black Firs will continue to deliver Sex Education following previous provision.

Health Education (HE) – It will build children's knowledge, skills, and positive attitudes about health. It will focus on steps children can take to protect their own and others' health and wellbeing – this includes teaching simple self-care techniques, personal hygiene, how to prevent health and wellbeing problems, and basic first aid.

Introduction

We believe in life-long-learning at Black Firs; RSHE is part of our children's learning for life. Learning that will enable them to live safe, fulfilled and healthy lives. Our School delivers a holistic life-long curriculum which is balanced, broadly-based and promotes a child's spiritual, moral, cultural, mental and physical development. Our Mission statement says 'as individuals we make a positive, responsible contribution to - the life of the School, the well-being of the external community and in shaping our own future.'

Relationship Education aims to help children 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.

Children need help to 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.

Sex Education is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic. We aim to give children a safe space to ask the questions they may have, without shame or judgement, about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both female and male bodies function and change as they grow into adults.

Health Education promotes emotional health & wellbeing through our School values of belonging, mastery, independence & generosity. These further embedded into all our learning respect, responsibility, resilience, courage, compassion, creativity, empathy, forgiveness, hope, justice, trust, perseverance, honesty, wisdom. Physical well-being is promoted and developed through our Physical Education programme, Forest School and Outdoor Education programme. It develops children's physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education also provides opportunities for children to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

We believe that Relationship, Sex and Health Education should:

- ✓ Be taught in a positive, supportive and caring environment
- ✓ Present facts in an objective, balanced and sensitive manner
- ✓ Present facts within a clear framework of values
- ✓ Develop child's health related knowledge and understanding
- ✓ Be complementary and supportive to the role of parents
- ✓ Incorporate the spiritual, moral and cultural dimensions of the Personal, Social, Health and Economic (PSHE) education and our global Citizenship curriculum

We teach RSHE within the wider context of building self-esteem and self-confidence, emotional well-being, relationships and healthy lifestyle choices beginning in Preschool through to Year 6.

Aims

The aim of Relationship, Sex and Health Education is to provide children with age appropriate information, explore attitudes and values, help them to respect themselves and others, and equip them with the skills to make responsible and informed decisions about health and well-being, relationships, and related attitudes and behaviour.

We aim:

- To develop child's confidence and ability to be participating members of society and value themselves and others
- To be able to recognise and demonstrate positive relationships that they can build upon at home and at School.
- To raise children's self-esteem and confidence, especially in their relationships with others
- To understand the value of family life, marriage, and committed relationships and the importance of love and respect and stability in all of these.
- To understand the rights and responsibilities in relationships.
- To develop attitudes and skills for a healthier safer lifestyle, helping them to understand the characteristics and mental and physical benefits of an active lifestyle.
- To develop child's respect and care for their bodies
- To help children develop a positive self-image and provide them with firm foundations for later learning which will ensure that they are properly prepared for the opportunities, responsibilities and experiences of adult life.
- To help children be prepared for puberty and adulthood, and provide the knowledge and information to which all children are entitled – age and stage appropriate
- To reinforce existing knowledge and have the correct terminology to talk about their bodies
- To develop children understanding of their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help children develop and use communication, decision making and assertiveness skills to cope with the influences of their peers and the media
- To ensure they have knowledge of personal safety – who to seek for help and support
- To know when is it appropriate to share information about ourselves both on and off-line
- To help children gain access to information and support

Opportunities and Experiences

RSHE will be taught in the literacy-study context of the School's wider curriculum using appropriate picture books similar to the No Outsiders programme. It will inform the work related to Personal, Social, Health and Economic Education and Citizenship, KiVa, Science and RE. It is our intention all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.

In the Early Years, children will explore and learn about

- Stages of growth in people, animals and plants
- The caring aspects of parenthood
- The caring aspects of friendship
- Feelings in the family e.g. love, anger, sadness
- Knowledge of personal safety – who to seek for help and support (*using the NSPCC 'Pantosaurus' resources*)
- Different types of families – single-parent, multi-generational, looked after children etc.
- The names of the main parts of the body

The Early Years learning environment encourages imaginative role play, which may lead to questions and issues being raised about sex and relationships. These will be dealt with sensitively and appropriately using the professional judgement of the teacher. Any discussions or issues arising spontaneously will be dealt with in the same way, where it is felt necessary these discussions will be shared with parents.

Our School Curriculum includes the NC Science objectives; parents do not have the right to withdraw their child.

National Curriculum Science

During Key Stage 1 children will learn:

- that animals including humans, move, feed, grow, and use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- identify similarities and differences between themselves, including gender, and treat others with sensitivity.
- that humans and animals can reproduce offspring and that these grow into adults

During Key Stage 2, children will learn:

- the life processes common to humans and other animals include: nutrition, growth and reproduction.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

We believe that children should be introduced, at appropriate stages, to the correct terminology in their programme of RSHE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

In both Key Stage 1 & 2, questions relating to human sexuality which are not part of the planned curriculum may be likely to arise spontaneously within everyday discussion. Where appropriate, in the professional judgement of the teacher, an individual child's question will be dealt with briefly, sensitively, and truthfully during group or whole class work. The teacher will decide when a question should be answered on an individual basis and guard against giving other children inappropriate information, in either case the teacher will use anatomically correct vocabulary.

Throughout School, children are encouraged to assert their right to protect their bodies from unwanted or unwelcome contact with others. It will also be made clear that children should speak to a trusted adult if they have any worries or concerns relating to personal matters. Where a member of the teaching staff in School is alerted to the possibility that a child is at risk of sexual abuse they will immediately follow the School's Child Safeguarding procedures.

The following ground rules will guide all RSHE content and delivery.

- ✓ Scientific, biological and anatomical terms are used in all RSHE lessons. Family names are not used in order to avoid confusion – particularly important for safeguarding.
- ✓ Meanings of words are described in a sensitive, sensible and factual way.
- ✓ Distancing techniques are always used. Individual people are never mentioned.
- ✓ The teachers strive to provide active learning strategies, so that RSHE are fun and interesting
- ✓ Teachers strive not to avoid controversial issues. If an issue arises that is considered to be controversial by society, teachers may discuss this issue in brief, explaining why this is the case, in a non-judgemental way.
- ✓ If a teacher is asked a question that is classed as 'too sensitive' or 'too controversial for a year group/child, they will tell the child/class that at this stage they do not feel that it is appropriate to discuss this topic.
- ✓ Know and understand how changes at puberty affect the body in relation to hygiene.
- ✓ How a baby is conceived and born.
- ✓ Know about different patterns of friendship and to be able to talk about friends with important adults.
- ✓ Prepare girls for the onset of menstruation.
- ✓ Teaching staff will monitor child questions and contributions, and refer any disclosures following the School's safeguarding procedures.
- ✓ A question box will be made available for children, particularly for those in KS2. The teacher can then choose to answer questions on a one-to-one basis or to the whole class.
- ✓ Older children are asked not to discuss the content of their RSHE lessons with younger children – we aim to be age and stage appropriate in the content we teach.
- ✓ Questions are not directed at individuals. Nobody is forced into answering.

Resources

In KS1 children will use resources that are age appropriate and will go beyond the biology of birth and growth to look at what it means and how it feels to 'grow up'. They will explore the physical changes that accompany birth and growth, along with the caring and nurturing roles of parents and siblings.

In KS2 – Years 5 and 6 - children will use Channel 4 produced materials aimed at children aged 5-11 which considers all aspects of sex and relationships, including puberty, relationships, conception and birth. This resource addresses both the emotional and physical aspects of growing up.

Teachers will establish ground rules with the children - no one will have to answer a personal question or be forced to take part in any discussion and only the correct names will be used for parts of the body. Circle time, group discussions, role play may be used.

Mrs. Wright will teach the Year 6 in the Summer Term using videos entitled '*Living and Growing Units 1, 2 and 3*'. And also use various questionnaires and fact sheets related to the above topics. This would be followed up in the summer term. TACADE lesson plans and notes, The Healthwise Primary School Sex Education pack and Cheshire Healthy Schools Partnership will be available for all staff to use when appropriate. The resources to be used will be available in school for parents to examine.

In addition, books will be carefully chosen which are informative and are designed for each Key Stage. It is the view of the school that these materials cover the 'biological aspects' that are included in the Science curriculum for both KS1 and KS2.

In respect of personal safety, teachers across all Key Stages have access to the NSPCC 'Panosaurus' Underwear Rule teaching resource which helps to deliver 'stay safe' messages for children aged 5-9 years old.

Confidentiality

Teachers will need to know the boundaries of their legal and professional responsibilities (*refer to DfE Sex and Relationship Education Guidance*) Children need to know that teachers cannot always guarantee complete confidentiality. Children will need to know that if this confidentiality has to be broken they will be informed first and then supported as appropriate.

Assessment

- Children' knowledge and understanding of concepts and facts – linked to both the PSHE and Citizenship and Science teaching and learning will be assessed.
- The way children are using their accumulating knowledge and understanding to develop personal and interpersonal skills and positive attitudes and build their own learning power e.g. through making informed judgements, maintaining positive relationships and tackling challenges and looking after personal health and safety. Children need to have experiences where they can learn to apply and strengthen their knowledge and skills in a variety of contexts.

In addition to assessment by teaching and support staff, children are given openings to self-assess, time to reflect at the end of tasks and opportunities on the insights and development knowledge, skills and understanding gained, this will help develop their own capacity as learners and promote life-long learning skills and attitudes.

Equal Opportunities

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language. special need, disadvantaged and looked after children. RSHE is taught through both Science and PSHE and Citizenship, which are taught to all children. We recognise that when teaching RSHE we will be working within children' real life experiences. We strive to create a safe and supportive learning environment; creating an ethos of trust and open dialogue with the children by establishing clear ground rules, managing sensitive and controversial issues and developing a clear understanding of confidentiality.

It is our intention all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision, if required.

Teachers and other adults involved in teaching RSHE will sometimes hear disclosures that suggest /indicate that a child may be vulnerable or at risk. We will ensure they receive appropriate support by implementing the Safeguarding Procedures (*see Safeguarding Policy*) & using CPOMs to record or report concerns.

Parental Communication

Black Firs is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our School through mutual understanding, trust and co-operation. Parents will be notified whenever this policy is under review.

Letters will be sent to parents/carers to inform them the teaching programmes for RSHE in Y2, Y5 and Y6 children, prior to them being taught. The resources used will be open for inspection for parents. A time will be allocated for parents to view these materials before they are used.

Copies of this policy will be available for parents/carers on our website & on request and at meetings. Parent/carers have the right to withdraw their children from sex education except for those parts included in the statutory curriculum for Science. If parents wish to withdraw their child/children they should contact the Head Teacher.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

Monitoring and Evaluation

The PSHE and Citizenship subject leader in conjunction with the Science subject leader are responsible for monitoring the standards of children's work and the quality of teaching. The subject leaders support colleagues in the teaching of Relationships, Sex and Health Education by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the School. The policy is to be reviewed bi-annually by the Headteacher and an appointed governor.

This policy needs to be read in conjunction with the following policies

- PSHE and Citizenship Education
- Anti-bullying
- Equal Opportunities
- Behaviour
- E-Safety
- Child Protection/ Safeguarding