

ROXETH PRIMARY SCHOOL



RELATIONSHIPS SEX and HEALTH EDUCATION POLICY

*Approved by the Governing Body: February 2024
Review Date: February 2027*

OUR MISSION STATEMENT

learning together, making progress, achieving goals

Roxeth Primary School
Relationships, Sex and Health Education Policy
2024

Rationale

At Roxeth Primary School we aim to provide a positive, safe and comfortable environment to prepare children for the future. We value the importance of Relationships and Sex Education (RSHE) at an appropriate age related level to help, support and safeguard young people through their physical, emotional and mental development.

The school recognises the primary role of the parent in terms of education and values the importance of family life. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. It does not promote any one form of relationship, but ensures that there is no stigmatisation or bullying of children based on their or their family's choices in terms of sexuality, gender or family structure.

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 19: Every child has the right to be protected from harm

Article 2: Every child has the right to be treated equally and with respect

At Roxeth we aim to teach RSHE, where the children are educated, informed with age-appropriate lessons:

- To deliver RSHE through cross curricular links e.g. PSHE, Science, RE and PE.
- Establishing a safe, open and positive learning environment.
- Ensure that the teaching, resources and materials are appropriate having regard to the age and religious backgrounds of the pupils.
- Provide accurate and age-appropriate information.
- Develop knowledge, skills and attitudes.
- Puberty and bodily changes will be guided through the Science and Health curriculum.
- Resources used will be flexible in order to meet the needs of the pupils and curriculum.
- Other links to RSHE is through the teaching platform Kapow, PANTS, Rights Respecting Schools, Healthy School, assemblies, British Values and Values of the month.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*

- The school follows an open door policy. The RSHE page on the school website reflects some of the classroom resources and has further guidance and reading material for parents. Furthermore, parents are welcome to come and have a detailed look at the resources being used to deliver the lessons.

Statutory information

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make

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Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education. Health Education is compulsory in all schools except independent schools.

Purpose

A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of relationship, health and sex education reflects their expectations and complements teaching at home.

Children and young people have a right to good quality education (Article 28), as set out in the United Nations Convention on the Rights of the Child.

We believe that:

- RSHE should be inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- It will also help pupils understand how can they be caring and respectful in relationships, friendships, being safe online.

We also know that RSHE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (2011) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

This policy was written after consultation with the senior leadership team (Head teacher, SENCO and Governors) Science lead, RE lead and parent volunteers.

Working with parents

The school is committed to working with parents and has involved them in the formulation of this policy. It is school policy that the personal beliefs and attitudes of teachers will not influence the teaching of Relationship, Sex and Health Education within the guided framework.

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality {LGBT} which go beyond what is set out for Relationships Education. The teachers will support the children in graduate age appropriate lessons and children can make informed decisions free of prejudices. Teachers will be sensitive towards religious or cultural factors. Teachers will use correct terminology. The teacher will use their professional knowledge and discretion in addressing the questions either as a whole class, in small groups or have a 1:1 talk.

Abortion and FGM

Teachers should be able to give clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced-marriage and female genital mutilation at the age-appropriate level.

LGBT

Through the course of the programme of teaching on RSHE there is likely to be discussion about same sex relationships. Members of staff are encouraged to answer relevant questions openly and frankly.

The children may be aware of homosexuality/bisexuality/lesbianism through their life exposure to family, friends, news, media and fictional television programmes (soap operas, dramas etc.). The children need to be aware that there are many types of relationships and discrimination or prejudice based on sexuality is both illegal and against the values of equality and fraternity that we are striving for in our society.

Withdrawal

The school will follow the statutory curriculum and keep abreast with Government Guidelines.

Parents cannot withdraw their children from statutory:

- Safeguarding education
- Health Education
- Relationship Education

If parents have concerns, they need to have a discussion with the class teacher, subject leader, SENCO and SLT (Assistant Head teacher, Deputy Head teacher, or Headteacher).

Links with other school policies

- Science
- Equal Opportunities
- Teaching and Learning policies
- Child protection
- Behaviour
- Anti-bullying
- Safeguarding
- Special Education Needs and Disabilities

SEND/Equal Opportunities

All pupils, including those with Special Educational Needs and learning difficulties are included in Relationship and Sex Education lessons. The programme will help pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We identify those pupils who need extra support or intervention. RSHE lessons may be pre-taught or taught separately on an individual needs basis.

Monitoring and Evaluation

The PHSE/RSHE subject lead has responsibility for monitoring the teaching of Relationship and Sex education and Health Education (RSHE) ensuring the programme is being effectively implemented.

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This will be done by checking planning, learning walks, book look and pupil voice. Reviews will be by teachers, analysing whether it meets the priorities and needs of their year group. Feedback from pupils (pupil voice), as well as parents and governors, will also be taken into account. The **policy** will be reviewed every three years or in line with statutory changes.

Training for Staff

All staff will attend any relevant training. There will also be INSET provision for staff within school. The coordinator will attend and disseminate any relevant training.

Menstrual Well-being

Some pupils will begin menstruation while in primary education. To support pupils who are menstruating, we have in place the following:

- Access to sanitary products; from Welfare.
- Provide emotional support.

If a pupil starts menstruating in school, we will support them on-site and will inform parents. Our RSHE programme covers basic information about menstruation by the end of Year 4, building upon their learning in detail in Year 5, with a recap in Year 6.

Curriculum Outline:

At Roxeth, we aim to deliver RSHE through PSHE and cross link it with Science, PE and RE. Lessons will be delivered weekly. For KS1- lessons will be planned for 40 minutes whereas for KS2- lessons will be planned for 50 minutes. The lessons could also be part of whole school assemblies or a focused whole school theme. Lessons could be discussion lead and children need to record their learning in their books.

Health Education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being. Health Education has the following eight areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

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

The Relationship and Sex Education is covered through:

Families and People who care for us

Pupils will learn:

- 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.
- About marriage and civil partnership as a legal declaration of commitment, made by two adults who love and care for 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

Caring friendships

Pupils will learn:

- How important friendship make 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.

Respectful relationships

Pupils will learn:

- 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.

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- 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.

Online relationships

Pupils will learn:

- 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.

Being safe

Pupils will learn:

- 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 uncomfortable 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, for example family, school or other sources.

Additional Information:

Parents and Carers can access additional information on the school website. The website has additional information about progression skills and knowledge acquired through the child's primary years. The curriculum overview is on the website.

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<https://www.roxethschoolharrow.org/page/?title=PSHE+and+RSHE&pid=105>

This revised policy was agreed: by the Governing Body 1st February 2024

To be reviewed February 2027

Further information is also available on the following websites:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSHE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf)
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHe-and-health-education>
- Relationships www.childline.org.uk/
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>
- <https://periodpositive.com/>