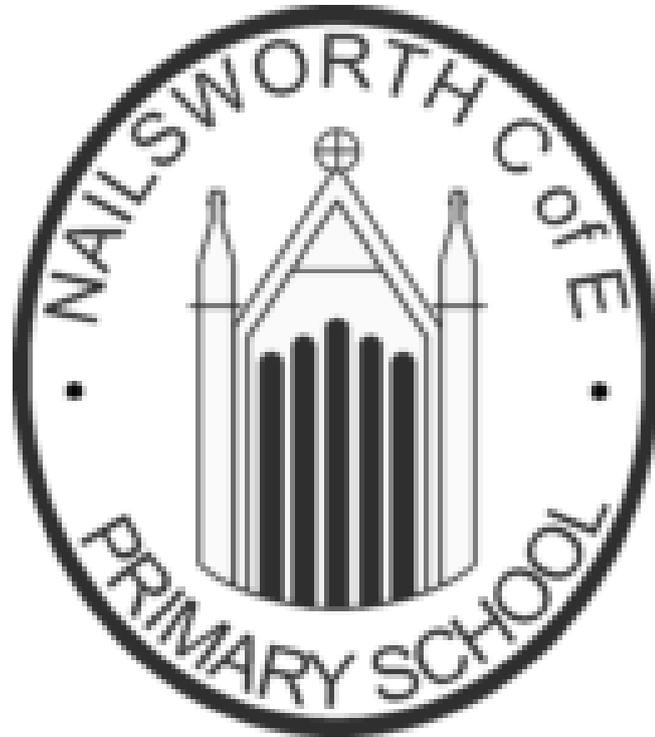


## Policy Statement for

# Relationship, Health and Sex Education Policy (RHSE)



Policies to refer to and cross reference: SEND policy, Safeguarding policy

<b>Change History</b>	<b>Summary of Key Changes</b>
June 2016	Updated to refer to Safeguarding & Safeguarding and Child Protection
March 2019	Updates and amendments linked to school guidance on Relationship (and Sex) Education and Health Education.
Nov 2020	Update to policy based upon new statutory government guidance

## 1 Introduction

### 1.1 Relationship, Health and Sex Education

Relationship and Health Education became statutory subject area in September 2020. For brevity's sake, we will refer to Relationship, Health and Sex Education in the rest of this policy as RHSE. The RHSE Policy takes account and is based upon government guidance (link below).

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

1.2 RHSE is part of and sits within the Personal, Social and Health Education (PSHE) school curriculum (see **Appendix A** for curriculum overview).

## 2 Aims and objectives

The RHSE policy should be read alongside the school's policy on Safeguarding and Child Protection <https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/> The RHSE policy shares the same aims:

- To make sure our school is a place where children feel safe, are encouraged to talk and are listened to
- To make sure children know how to maintain fitness, health and mental wellbeing
- To help children to develop the skills they need to recognise abuse and stay safe, including online
- To utilise the RHSE curriculum to meet the needs of our children

2.1 RHSE ensures that children learn about:

- Physical and Mental Health and Wellbeing
- Physical development of their bodies as they grow into adults
- Human reproduction, body parts, respect for their own bodies and sexual activity as part of respectful and loving relationship (term 5&6 in Year 6)
- Substance awareness, healthy eating and basic first aid
- Online safety, British Values and how to stay safe
- School Christian values that link to RHSE

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- See **Appendix A** for curriculum overview.

## 2.2 Pupils with Special Educational Needs and Disabilities (SEND)

RHSE will be made accessible to all pupils including those children with SEND. When a child requires reasonable adjustments to be made in order for them to access RHSE. Teaching of RHSE will be differentiated and personalised. Content will be tailored to meet pupil needs at different developmental stages of their learning.

Please click the link below to see our SEND policy.

<https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>

## 2.3 Assessment

RHSE is taught on a weekly basis and is assessed by teachers and overseen by the PSHE subject leader. The PSHE subject leader conducts learning observations, advises teachers and scrutinises children work to ensure RHSE is taught, is consistent with curriculum overview, government guidance and meets expected quality.

## 3 Sex Education

3.1 Within the RHSE, Sex Education is taught towards the end of Key Stage 2 and in year 6 we teach children about

- Sex in the context of loving, respectful and consensual relationships
- Respect for their own bodies, how to stay safe and stay safe online
- Learn about their responsibilities to others, and be aware of the consequences of sexual activity
- Body parts and reproduction
- Parental right to withdraw their children from Sex Education – see 6.2

## 4 The National Healthy School Standard

4.1 As a Healthy School, which promotes health education, we:

- Consult parents and publish on our policies so that parents can share their views
- Listen to the views of the children in our school regarding RHSE
- Use local initiatives that support us in providing the best education programme that we can - including GHLL.

<https://www.ghll.org.uk/pink-safeguarding-curriculum/pink-curriculum-resources/>

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## 5 Organisation

- 5.1** We teach about RHSE, when appropriate, through different aspects of the curriculum such as science, PE and ICT in order to prevent duplication of curriculum content.
- 5.2** In science lessons teachers inform children about how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth particularly in year 5 and 6. **There is no parental right to withdraw children from science curriculum.**
- 5.3** In Year 5&6 many children experience puberty at or around this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 5.4** In Year 6 we arrange a letter (and a meeting if parents so wish) to consult with parents of children to share information on Sex Education lessons, to explain what the issues are, and how they are taught. **Parents will have an option to withdraw children from Sex Education lessons (see 6.2).**

## 6 The role of parents

- 6.1** The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:
- Inform parents that the school's RHSE policy is available for them to read
  - Answer any questions that parents may have about RHSE
  - Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school.
  - Inform parents about the best practice known with regard RHSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

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**6.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school.** Parents do not have the right to withdraw children from the Science curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **7 The role of other members of the community**

**7.1** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, Gloucestershire Healthy Living and Learning <https://www.ghll.org.uk/> and NSPCC. <https://www.nspcc.org.uk/>

## **8 Confidentiality**

**8.1** RHSE lessons are conducted in a sensitive manner. If a child makes a disclosure deal it will be dealt with according to our safeguarding and child protection policy. The Headteacher or Deputy Safeguarding Lead will then deal with the matter in consultation with professionals. See also our policy on Safeguarding and Child Protection <https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>

## **9 The role of the Headteacher**

**9.1** It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RHSE policy and that the policy is implemented effectively. It is also the Headteachers responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively, and handle any difficult issues with sensitivity.

**9.2** The Headteacher liaises with external agencies regarding the school RHSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

**9.3** The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

## **10 Monitoring and review**

**10.1** The Standards Committee of the governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and

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recommendations to the full governing body, as necessary, if the policy needs modification. The Standards Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

**10.2** This policy will be reviewed every year or earlier if necessary.

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## Appendix A

## Key Stage 1

<b>Topic</b>	Some topics are taught and discussed on an ongoing basis (across terms) in order to meet the needs of the children in that class.
<b>Families and people who care for me</b>	Characteristics of healthy family life – care, commitment, time and shared experiences.
	How families in school or the wider world sometimes are different from their family. Diversity.
<b>Caring friendships</b>	Mutual respectful friendships, truthfulness, trustworthiness, sharing and turn taking.
	Healthy friendships, positive and welcoming towards others, do not exclude or make others feel lonely.
	Know that friendships have their difficulties and can be worked through so that a friendship is repaired or strengthened.
<b>Respectful relationships</b>	The importance of respecting others, even when they are different from us.
	Different types of bullying and understand this is unacceptable behaviour and who they can get support from in school if needed.
<b>Online Relationships</b>	The rules and principles for keeping safe online – this is age appropriate and may make reference to ‘you tube’ and ‘online games’ and will include discussion on appropriate amounts of ‘screen time’ and links to good sleep and bedtime. (see computing also)
<b>Being safe</b>	Appropriate boundaries with friends and peers. Respecting others personal space and concept of privacy. Responding to adults properly (including stranger danger).
<b>Mental wellbeing</b>	How to recognise and talk about their emotions.
	Anger and strategies to manage.
	Calming/Peaceful focus and strategies to achieve this (e.g. Breathing and Mindfulness).
<b>Physical health and fitness</b>	The Health benefits of active lifestyle and importance of regular exercise including vigorous exercise. The risk associated with an inactive lifestyle (delivered mainly through PE).
<b>Basic first aid</b>	Know where and whom they can get first aid from in school. Know how to make an efficient call to 999 emergency services if necessary when outside school or at home.
<b>Healthy Eating</b>	Foods that can make up a healthy meal. Planning and preparing a meal (use of school kitchen).
<b>Health maintenance</b>	Importance of good quality sleep as it can affect weight, mood and ability to learn. Safe and unsafe exposure to sunshine. Dental Health, hygiene and dentist visits. Managing own basic hygiene (see science also).
<b>Continuous Provision</b>	Christian Values and a Successfully Human Being. The Thrive Approach. Maths curriculum including money and financial education. Science curriculum and naming of basic body parts, birth and growth. British Values/Citizenship.

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## Key Stage 2

<b>Topic</b>	Some topics are taught and discussed on an ongoing basis (across terms) in order to meet the needs of the children in that class.
<b>Families</b>	Know that stable, caring relationships are at the heart of happy families and characterised by love and care.
<b>Caring friendships</b>	Strategies to cultivate friendships and work through the 'ups and downs' so that a friendship is repaired/strengthened/improved. Recognise whom you can and cannot trust and how to judge when a friendship is making them feel unhappy
<b>Respectful relationships</b>	The importance of respecting others, even when they are different from us. British Values Know what a stereotype is and how they can be negative and/or unfair. Know the importance of permission seeking and giving in relationships. Different types of bullying and understand this is unacceptable behaviour and who they can get support from in school or outside.
<b>Online Relationships</b>	People sometimes behave differently online including pretending to be someone they are not. How to critically consider their on line friendships. Awareness of risks associated with people they have never met. Know that principles of respect for others should apply with online friendships as well as face to face. Know what types of data (including personal data) is shared and used online and how to protect their personal information.
<b>Being safe</b>	Each person's body belongs to them and appropriate / inappropriate contact (e.g. shake hands, hug a friend or family member, high five-team mate). Know where to get advice when needed from school.
<b>Mental wellbeing</b>	How to recognise and talk about their emotions. Anger and strategies to manage. Calming/Peaceful focus and strategies to achieve this (e.g. Breathing and Mindfulness).
<b>Physical health and fitness</b>	The Health benefits of active lifestyle and importance of regular exercise including vigorous exercise. The risk associated with an inactive lifestyle - delivered mainly through PE.
<b>Basic first aid</b>	Know where and whom they can get first aid from in school. Know how to make an efficient call to 999 emergency services if necessary when outside school or at home. Concepts of basic 1 <sup>st</sup> aid for dealing with common injuries. Self-rescue in swimming.
<b>Healthy Eating</b>	Foods that can make up a healthy meal. Planning and preparing a meal - use of school kitchen and Star Anise. Characteristics of poor diet, calories, obesity and balanced energy intake and output. Importance of Vitamins and Minerals (Micronutrients).

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<b>Health maintenance</b>	Importance of good quality sleep as it can affect weight, mood and ability to learn. Safe and unsafe exposure to sunshine. Dental Health, hygiene and dentist visits. Managing own hygiene (links to science curriculum).
<b>Substances</b>	Facts about the legal and illegal harmful substances and their risks. Including smoking, alcohol use and drug taking.
<b>Changing adolescent body, Sex Education</b>	<b>Year 5</b> - Changes in the adolescent body and puberty (science curriculum – no parent right to withdraw)
	<b>Year 6</b> - Living and Growing and separate male/female discussion groups post lesson (parent right to withdraw). Puberty re-cap from Y5. Transitions to secondary school.

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