

Relationships, Sex and Health Education Policy



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Statutory requirements

From the academic year 2020/21, under the Relationships Education, Relationships and Sex Education (RSHE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017:

- It is compulsory for all primary schools to provide relationships education.
- It is compulsory for all schools including academies and free schools, but not independent schools, to provide health education.
- Primary schools may choose to provide sex education other than that covered by the science curriculum too.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Langley Park Primary School (LPPS), we teach RSHE as set out in this policy. LPPS is a family school and we hold seven core values at the heart of all that we do. The teaching of RSHE will be aligned with our core values:

Respect Passion Empathy Perseverance Reflection Unity Wonder

Our pupils understand the importance of showing **respect**; having a **passion** for learning; **empathising** with others; **persevering** in the face of a challenge; **reflecting** so that learning can continue; the virtue of a **united** community; and showing curiosity and **wonder** in all areas of life.

We believe that equipping pupils with a secure knowledge and understanding of these seven core values is important for children’s holistic development and future success.

2. Intention

Our intention is that the teaching of relationships, sex and health education, in a graduated and age-appropriate approach, will enable children to gain an enriched understanding of themselves, others around them, the wider world and the integral part they play within this. The teaching of RSHE will empower all pupils with knowledge so that they can remain safe, healthy and can make informed decisions in all aspects of their lives.

As a school, we recognise that learning within the RSHE curriculum reaches out to all areas of school life. Learning is not confined to the classroom; a child's understanding of the concepts in RSHE can be further developed and embedded throughout our daily interactions all around the school. It is important that all members of our school community understand they have a responsibility to implement this policy and promote the values of the school at all times they are dealing with children.

Objectives

For pupils

- To understand the fundamentals of healthy relationships, family relationships and other relationships which young children are likely to encounter. Pupils will learn what is necessary for maintaining successful relationships, in an age-appropriate way.
- To develop an awareness that families may come in different forms to the one they are familiar with, to develop a respect for this and an understanding that fundamentally all families are characterised by love, care and security.
- To understand the importance of self-respect and respecting others; to recognise and value their own identity and the identities of others.
- To understand the importance of kindness, consideration and empathy in society. To know that building resilience, developing perseverance, showing honesty, integrity, humility, generosity and a sense of justice will contribute towards having a strong and well-developed character.
- To understand the consequences of their actions and to behave responsibly within relationships.
- To be able to distinguish between mental and physical wellbeing and to recognise the equal importance of both. Pupils will be equipped with strategies for maintaining positive, strong and resilient emotional, mental and physical wellbeing.
- To be aware of the changes that happen to males and females during puberty and to be prepared for this.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand how to stay safe online and to recognise the role the media plays in forming attitudes and opinions.

We will work towards these objectives in partnership with all our families.

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:

a) Review: A working group reviewed the new statutory guidance. This was then cross-referenced with the PSHE programme of study (Jigsaw) and the Science scheme of work (Switched on Science) to ensure coverage was sufficient and objectives were taught progressively.

b) Consultation:

Stage 1: Governors, parents and staff were all given a copy of the following documentation:

- Relationships, Sex and Health Education statutory guidance from the Department of Education.
- RSHE progression map of objectives, outlining the knowledge and understanding the children will develop as they move throughout the school.
- A draft version of this policy which outlines our intentions for the subject alongside key definitions.

Stage 2: Separate meetings were held with governors, parents and staff so that all stakeholders had the opportunity to view and discuss the RSHE content.

Stage 3: Governors, parents and staff had the opportunity to voice their opinions and share their views during a consultation period on the above content.

c) Review: A working group reconvened to review suggestions made by staff, parents and school governors.

d) Ratification: Once amendments were made, the policy was shared with the chair of governors and ratified.

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing accurate information, and exploring issues and values.

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

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).

Health education focuses on the following areas:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco

- Health and prevention
- Basic first aid
- Changing adolescent body

Sex education: As recommended by the Department for Education (DfE), we choose to teach elements of sex education to our KS2 pupils, building on their understanding of what is already taught in the science curriculum.

There are no list of expectations for this at primary level, but the DfE suggests it should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

We will deliver the content through a graduated approach which is tailored to the age and the physical and emotional maturity of our pupils. RSHE is not about the promotion of sexual activity.

5. Inclusion

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding. We will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND code of practice when planning for these subjects.

The teaching of RSHE will ensure that the quality of access for all pupils, regardless of gender, race or disability, provides equal opportunities and avoids any form discrimination. Teachers will not discriminate against any pupils because of any ‘protected characteristics’ under the Equality Act 2010 (for example, age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation).

The majority of RSHE teaching is carried out in class groups, with girls and boys taught together. Due to the sensitive nature of some topics, teachers may choose to organise the children in to same sex groups for some of the lessons to ensure that pupils feel comfortable to ask questions, access the learning and gain a full understanding.

6. Curriculum

Detailed progression maps of RSHE knowledge and understanding are included in Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, staff and governors 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 and in a factual way so that children do not seek answers online.

Summary of sex education content	
Year 3	Linking to their Year 2 science learning, children are taught about the concept of reproduction and that animals, including humans, produce offspring. They learn where and egg and sperm are made and learn that when they come together, this

	makes a baby. They are not taught HOW a baby is made and there is no reference to sexual intercourse.
Year 4	Children learn that offspring gain half their genes from their birth mother and half their genes from their birth father. There is no reference to sexual intercourse or HOW the egg and the sperm come together.
Year 5	Children learn what the act of sexual intercourse is and how this happens. They understand that sexual intercourse can create a baby when a man's sperm and a woman's egg meet. It is explained in the context of being an intimate, loving and very private part of an adult relationship. Teaching staff deal with no other examples of sexual relations in this context. If other questions do arise, such as possible relationships between members of the same sex, staff will not go into further details. They learn that having a baby is a choice and that some people have protected sex to stop the sperm and egg from meeting. No details of contraception are shared. They understand that the age of sexual consent is 16 in the UK.
Year 6	Children learn that following conception, a baby will grow and develop inside the mother's womb. They learn how it is born into the world. Lessons also consolidate the understanding of sexual consent and address issues linked to peer pressure.

Parents are able, on request and after discussion with the Head Teacher, to withdraw their child/children from the non-statutory content. See section 9 for further information on this.

7. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Teachers deliver this using the Jigsaw PSHE scheme of work.

Jigsaw PSHE connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development. Designed as a whole-school approach, Jigsaw provides a detailed and comprehensive scheme of learning for children as they progress throughout primary school. The scheme provides well-structured, progressive lessons taught in a spiral approach throughout all year groups. It aims to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

The teaching of RSHE builds upon and links with the biological objectives taught within the science curriculum; in Key Stage One and Key Stage Two:

- Notice that animals, including humans, have offspring which grow into adults (**Year Two** programme of study: Animals, including humans)
- Describe the life processes of reproduction in some plants and animals (**Year Five** programme of study: Living things and their habitats)
- Describe the changes as humans develop to old age (**Year Five** programme of study: Animals, including humans)

Where appropriate, outside agencies may be invited into school to reinforce concepts taught with the RSHE curriculum. We believe that this enhances the RSHE curriculum as they bring with them specialist knowledge and different ways of engaging with young people. The Head Teacher, alongside the lead teacher, will ensure any educational visitors are made aware of this policy and that the content planned fits in with our approach to teaching RSHE. A lesson plan and resources will be checked for suitability and age-appropriateness prior to any sessions beginning.

8. Roles and responsibilities

8.1 The governing board

As well as fulfil their legal obligations, it is the governing body's responsibility to monitor the below criteria:

- The RSHE policy is clear, concise and up to date with all relevant statutory guidelines.
- The subject is well resourced, staffed and timetabled in a way that ensures Langley Park Primary School fulfils its legal obligations.
- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

8.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for the following areas:

- To deliver RSHE in a sensitive way
- To model positive attitudes to RSHE
- To monitor progress effectively and ensure all pupils can access the curriculum content
- To respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory elements of RSHE

Staff do not have the right to opt out of teaching RSHE; all staff are expected to teach the requirements of their year group. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teacher.

8.5 Lead teacher

The lead teacher for RSHE will fulfill the following:

- To monitor the effective delivery of the subject and provide support where necessary
- To ensure resources are continually suitable and up to date
- To equip the relevant staff with the skills and confidence needed to deliver the content accurately and effectively, through CPD opportunities
- To ensure parents are kept informed with the content being taught to their child prior to this happening in their child's year group, for example: letters or pre-recorded videos
- To liaise with outside agencies, where appropriate, to further support children's understanding of the concepts taught within RSHE, for example: The LifeBus / health professionals within the community

- To discuss with any visiting agencies the details of all aspects, including resources, of what will be covered in any session that they are being invited to provide, as well as confidentiality and reporting any safeguarding issues, before the session takes place
- To organise educational visits, where appropriate, to further support children's development of the concepts within RSHE

8.6 Pupils

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

9. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships or health education nor from any elements of the national curriculum for science.

Parents **do** have the right to withdraw their children from the non-statutory components of sex education within RSHE. There are opportunities for parents to learn about the school's approach to teaching sex education and when different topics will be covered. They can request to view the content of what is being taught in advance of when it is taught, including resources.

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

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the curriculum expectations for RSHE and how best to deliver the content. It is included in our continuing professional development calendar.

The Headteacher or lead teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE working group through various means:

- learning walks to observe the quality of teaching and learning
- PSHE class scrap books are monitored to ensure the lessons are being taught regularly, and pupil outcomes are good
- Pupil voice to ensure the RSHE curriculum continues to meet the needs of all pupils and engagement levels are high

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

12. Review

This policy will be reviewed by governors biannually. They will assess its implementation and effectiveness in the light of changes to the national curriculum or legislation.