

Stanhope



Primary School

Relationships and Sex Education (RSE) Policy

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Relationships, Sex and Health Education policy

1. Definition

Relationships, Sex and Health Education can be defined as the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships education is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Health education will include teaching the characteristics of good physical health and mental wellbeing. We aim to be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

2. Rationale

This policy is based on the government guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' Jan 2020. To meet the needs of our pupils, we also deliver sex education. See section (9) for more details.

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 Relationships Education and Health Education compulsory for all pupils receiving primary education from Sept 2020. The guiding principle is that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. It must complement the role of parents in teaching about these areas and take into consideration the needs of our community.

This guidance also sets out the rights of parents/carers to withdraw pupils from sex education (see section 10).

The content set out in this policy covers everything that primary schools should teach about relationships and health, including puberty and the changing adolescent body. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

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:

1. The lead for PSHE pulled together all relevant information including relevant national and local guidance, having also attended PSHE local networks.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents and any interested parties were sent a copy of the policy and asked for feedback
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. Part of the policy development process involved discussion with our Family of Schools particularly in relation to sharing resources

4. Why is RSE important in our school?

RSE is fundamental to our core values of being safe, being kind and being our best selves.

It is our intent for the RSE element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills they need to stay healthy and safe in an ever-changing world. We aim to give children the vocabulary and confidence to express their own opinions, values and beliefs, whilst also demonstrating tolerance and acceptance of others’.

We acknowledge that not all parents feel confident or comfortable talking to their children about this area and therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices, now and in the future.

5. Delivery

At Stanhope, we choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education and to make links where possible to statutory content in subjects like science, computing and PE.

The statutory guidance sets out learning intentions/objectives that pupils should know by the end of Primary School (end of year 6). These are outlined in our PSHE progression document.

As previously stated, RSE will be delivered as part of our PSHE curriculum. It can be seen that the PSHE curriculum both encompasses the statutory Relationships and Health Education element and provides for further learning opportunities that are relevant to the needs of our children e.g. focusing on careers to raise aspiration.

We also cover non-statutory sex education, beyond what is covered in our science curriculum (see appendix 1). Parents have a right to withdraw their child from this learning if they would like to (see section 10).

6. Teaching and learning strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe and able to participate in all lessons. We strive to ensure that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules are agreed by the class. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson. Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person. All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

7. Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively, openly and factually. They will ensure that they provide balanced information, which will take into account different faiths' and views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion and a member of senior leadership team informed.

8. Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all, and promotes tolerance for, and celebration of, difference. We do not discriminate against any protected characteristic (age, sex, race, disability, religion, belief, gender, pregnancy or maternity, marriage of civil partnership or sexual orientation). We want every child and family to feel included, respected and valued

RSE will be accessible to all regardless of their gender. Through the delivery of RSE teachers will explore gender stereotypes and how they can be negative, unfair or destructive.

There are many different faith and cultural aspects of RSE. As a school, we will deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance and acceptance.

Parents and carers are key partners in RSE and we believe they are best placed to support their children in this area. We know they can help their child to understand how their learning at school fits with their family's faith, beliefs and values. To support with this process, we ensure that parents are made aware of what content will be taught and when. We welcome discussions with parents at any point throughout the year, if they have any comments or concerns they would like to share.

For some children, particularly those with special educational needs, a differentiated approach to RSE education may be necessary to ensure that learning outcomes are met. This will be discussed with parents/cares and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that affect their ability to engage with RSE, in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the child to access the curriculum.

9. Sex education

At Stanhope, we cover sex education in year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Our lessons and resources are based on the Metro charity and Medway teaching Unit as recommended by the PSHE Association. Outlined in Appendix 1 are our learning intentions for sex education in year 6, along with relevant learning links to the science curriculum.

Parents have a right to withdraw their child from this learning if they choose to (see section 10 below).

10. Parents/Carers

We will regularly consult with parents on an annual basis about any needs or concerns they may have in relation to our RSE policy and curriculum.

We will make sure that parents are informed of what will be taught to their child and when, so that they can raise any concerns with their child's class teacher before delivery.

We provide parents/carers with some possible questions that their child may ask them at home after each RSE lesson. We also provide parents with some useful resources that may support them when having conversations with their child at home. These are Medway resources (recommended by PSHE Association) and are sent out to parents before their child is taught each unit. They are also available on our school website if you would like to view them at a different time.

11. Right to withdraw from sex education

We hope that we can work with families to ensure that they feel comfortable and confident in the delivery of sex education at Stanhope. However, we do accept that parents have the right to withdraw their child from this learning if they choose to. These requests for withdrawal need to be in writing and addressed to the head teacher, using the form in appendix 2 of this policy. Teachers will plan appropriate and purposeful learning for children who are withdrawn from sex education.

There is no right to withdraw from health or relationships education.

12. Menstrual wellbeing

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

When a pupil starts menstruating in school, we will support them on site and inform parents. Our RSE programme covers basic information about menstruation in Year 5. We teach the same content to both boys and girls.

If your child has difficulties managing their periods at school, please contact their class teacher, head teacher or the PSHE/RSE subject lead who will be happy to help.

13. Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and review its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE

It is the responsibility of the headteacher to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

14. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through observations and work scrutiny.

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

This policy will be reviewed by the full governors on an annual basis.

15. Links to other policies

- Anti-bullying
- Inclusion
- Diversity
- Behaviour
- Religious education
- Science
- Safeguarding

- Health and safety
- PSHE

Appendix 1: Learning intention for sex education

TOPIC	PUPILS SHOULD KNOW	
Sex expectations	<p><u>In Year 6</u>- Draw on knowledge of the human life cycle set out in the science curriculum:</p> <ul style="list-style-type: none"> • To explain how a baby is conceived and born • To explain about the reproductive organs and process • To compare romantic and intimate relationships with other relationships in their lives 	
SCIENCE CURRICULUM	STATUTORY	SUPPORTING SCIENCE CURRICULUM (NON-STATUTORY)
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • Describe the changes as humans develop to old age 	<ul style="list-style-type: none"> • Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. • They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. • Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. • Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows

Appendix 2: Parent withdrawal form from non-statutory section of RHE (sex education)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and health education			
Any other information you would like the school to consider			
Parent signature			

