

Relationships, Sex and Health Education Policy

Introduction:

This policy outlines our school's commitment to provide effective RSHE for all pupils. It has been written with regard to the DfE SRE guidance 2020, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school.

What is RSE?

RSE is lifelong learning about physical, moral and emotional development. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Aims

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum will be firmly embedded within the broader RSHE, Citizenship, and Science curricula. Pupils will be helped to understand difference and to respect themselves and others. Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

The aims of relationships and sex education (RSE) at Castle Academy are to:

- ❖ Develop knowledge and understanding of positive and healthy relationships
- ❖ Help pupils develop feelings of self-respect, confidence and empathy
- ❖ Make pupils aware of their rights especially in relation to their bodies
- ❖ Teach pupils the correct vocabulary to describe themselves and their bodies
- ❖ Enable the development of social and relationship skills and protective behaviours
- ❖ Prepare children for the physical and emotional changes of puberty, by giving them an understanding of the importance of health and hygiene
- ❖ Understand reproduction and birth within the context of loving and caring relationships
- ❖ Create a positive culture around issues of sexuality and relationships
- ❖ Enable children to make responsible and informed decisions about their health and well-being.
- ❖ Ensure children know how and where to access appropriate support

Statutory Requirements

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary

schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum:

- ❖ including knowledge of the main external body parts;
- ❖ the changes as humans develop to old age and reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within RSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”

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. **Review** – The PSHE lead pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – The policy was made available to parents on the website for two weeks and they were invited to discuss any points; All parents were invited to participate in a parent survey focusing on RSE in school.
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE
5. **Ratification** – *once amendments were made, the policy was shared with governors and ratified (to be actioned after consultation period)*

Curriculum

Our RSHE curriculum is based on resources provided by *Sheffield Primary Relationship, Sex and Health Education (RSHE) Curriculum 2020*. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, 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 so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- ❖ Preparing boys and girls for the changes that adolescence brings
- ❖ How a baby is conceived and born

For more information about our RSHE curriculum, please see our RSHE curriculum map. For more information about our RSHE curriculum, please see our RSHE curriculum map. Detailed schemes of work can be viewed on request but we do not have permission to publish these.

Inclusion and Support

RSE will be accessible to all regardless of gender. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs. There are many different faith and cultural perspectives on 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. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions.

We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with additional needs bespoke teaching may be delivered– this will be discussed with parents/carers. A range of different families and relationships will be explored within RSE. All children whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

Teaching and Learning

All teachers will have responsibility for planning and delivering RSE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSE will follow the school policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy. Within RSE, children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- ❖ Establishing ground rules with pupils, e.g. Class Conference Rules
- ❖ Using ‘distancing’ techniques (e.g. puppets, persona Dolls and case studies)
- ❖ The provision of a ‘question box’ during each planned session
- ❖ Dealing with children’s questions in an appropriate manner
- ❖ Using discussion and appropriate materials
- ❖ Role play
- ❖ Encouraging reflection

Dealing with questions

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions, children will be reminded that personal questions are not appropriate. They will also be introduced to the ‘question box’. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel

that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature. Teachers will use the following strategies to deal with unexpected questions:

- ❖ If a question is personal, the teacher will remind pupils of the ground rules, encourage pupils to speak with their parents and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- ❖ If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- ❖ If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE lead as part of the evaluation and monitoring process.

Staff training

All staff delivering RSE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event. The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Assessment and Review

Teachers will use work produced and small group discussions to assess pupil understanding within RSE. Teachers will use informal assessment to revise future RSE plans.

Parents

We believe that RSE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSE through information shared on the school website and letters to explain when RSE will take place in different year groups. Whilst we always try to work with parents to accommodate their wishes, we also accept that parents can exercise their right to withdraw their child if they do not want them to take part in the RSE sessions.

Legally, parents have the right to withdraw their children from RSE that is not part of national curriculum Science. Teachers will plan for children who are withdrawn from RSE lessons. If you have any concerns about the RSE that is provided please do speak to your child's class teacher or the RSE Lead, Miss Blagden.

Confidentiality

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with pupils and parents, making it clear that teachers cannot offer

unconditional confidentiality. Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Child Protection

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alerted to signs of abuse and report concerns or suspicions to the safeguarding lead teacher as outlined in the safeguarding policy. If any disclosure occurs during a health-based lesson and concerns are raised, teachers will follow the school's procedure for Child Protection.

Links to other Policies:

- ❖ PSHE and Citizenship
- ❖ Science
- ❖ Safeguarding
- ❖ Health and Safety
- ❖ Online Safety

Dissemination, Monitoring and Review

The RSE policy and curriculum will be reviewed annually. Teacher assessment will influence RSE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the curriculum, an audit of the training needs of all staff will be carried out and support and training offered as appropriate.