

# Relationships, Sex and Health Education policy



*Learn Respect Achieve*

Date Updated	July 2021
Policy Written By	S Nunwick (Headteacher) and PSHE Lead
Date Approved by Governors	18 <sup>th</sup> October 2021
Date of Next Review	or subject to changes in legislation/DFE guidance
Responsible Committee	Pupil Welfare, Curriculum and Standards
Signed by Chair of Governors	<i>Allan Humphris</i>

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## 1. Aims and introduction

In February 2019, the Department for Education (DfE) published guidance for Schools on Relationship Education, Relationships and Sex Education and Health Education. This guidance replaced the Sex and Relationships guidance (2000). As a maintained primary school, we must provide Relationships Education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide Sex Education, but we do need to teach the elements of sex education contained in the Science curriculum.

The aim of RSHE at Moss Park Junior School is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships of all kinds, and to take responsibility for their own health and wellbeing and that of others.

Through a positive caring environment, we provide the opportunity for children to reach their full potential. We embrace our school values of *Learn, Respect, Achieve* and ensure all children are ready for their next steps in life.

Through RSHE at Moss Park Junior School, we aim to:

- Meet the requirements of the DfE guidance on RSHE via our Personal, Social and Economic curriculum (PSHE)
- Help and support children through physical, emotional and moral development
- Develop in children the skills and understanding to have the confidence to approach all of their relationships in a positive way
- Support pupils in recognising positive, healthy and respectful relationships
- Enable children to move with confidence from childhood through adolescence to adulthood
- Live confident and healthy lives
- Understand the changes that occur to the human body during puberty
- Ensure children are aware of personal space and their right to privacy
- Help to safeguard pupils
- Teaches pupils tolerance and the importance of equality and respect for others

## 2. Statutory requirements of Relationships and/or Sex Education

From September 2020, Relationship Education is statutory in primary schools. This means all children will take part in these lessons, just like the rest of our curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Sex Education is not statutory in primary schools. However, we must teach the elements of sex education contained in the national **Science** curriculum.

In Year 5 Science, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age.

"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." (DFE guidance)

See below for our **Science** curriculum coverage:

Year 5	Spring	<p><b>Living Things and Their Habitats</b> Describe the difference 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</p>
Year 5	Summer	<p><b>Animals, Including Humans</b> Describe the changes as humans develop to old age</p>

In addition to our Science, Relationships and Health Education programme, we offer a lesson in Year 6 that is taken from the non-statutory National Curriculum Science guidance, "*They should learn about the changes experienced in puberty*". We do not go beyond this non-statutory content of the Science curriculum. The School Nursing Team and the Year 6 team usually deliver this lesson. Boys and girls are taught separately about puberty including changes to their bodies, personal hygiene and emotions.

As this falls under the umbrella of Sex Education, Parents may choose to withdraw their child from this lesson. A letter will go out in advance of the lesson, with the ability to view any materials at home. Pupils must be provided with an alternative space and work if they are withdrawn.

### 3. Policy Development

This policy has been developed in consultation with staff, children and families. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were invited to share their views.
3. Parent/stakeholder consultation – parents and any interested parties (including faith and community leaders) were invited to share their views in 2019 and again in October 2021.
4. Pupil consultation – we spoke with children about what they would like to learn.
5. Approval by school governors – once any amendments are made, the policy was shared with governors and ratified.

### 4. Definitions

Relationships Education: *The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.*

Sex Education: *learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.*

Health Education: *Physical health and mental wellbeing*

RSHE: *Relationships education, Sex Education, and Health Education*

Health Education: *Physical health and mental wellbeing*

PSHE: *Personal, Social, Health and Economic (PSHE) education.*

## 5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

Moss Park Junior School has adopted and adapted the PSHE Association programme of study, which is a suggested DfE resource for the teaching of PSHE. Our curriculum is well matched to our pupils. It is age appropriate and based on the knowledge and needs of our pupils and our community. It is sequenced carefully and builds on prior knowledge. Our approach to the curriculum and our lessons encourages tolerance, mutual respect and build self-worth.

RSHE is delivered in a safe, supporting learning environment so that pupils feel able to express their views and beliefs, ask questions and know where to find help.

Our RSHE Curriculum will be embedded within the whole curriculum, which may include Assemblies, Special Days and weeks such as Anti-Bullying Week.

You can find a current Curriculum Map in Appendix 2

## 6. Delivery

RSHE is taught primarily within our PSHE Education Curriculum and supported by National Curriculum Science, although there are cross-curricular links and aspects throughout the curriculum, for example online safety (computing).

At Moss Park Junior School, we focus 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
- Physical health and Fitness
- Healthy eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic First Aid
- Changing Bodies (including puberty)

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

As a school, we deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe and supported and able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.1 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

- We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.
- The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Are in line with the agreed curriculum content as consulted on with stakeholders
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

We will be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **The Governing Body**

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the Curriculum, Standards and Welfare committee.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory science components of RSHE (see section 9). The Headteacher ensures that RSHE meets its legal obligations and offers high quality experiences for all pupils. The Headteacher will engage with parents, governors, pupils and other stakeholders in order to formulate and promote this policy

### **PSHE Coordinator**

The coordinator will develop the schools' RSHE curriculum and delivery model, will ensure continuity and progression between year groups and provide teachers with the necessary resources and CPD to support high quality RSHE delivery. The coordinator will monitor and evaluate the effectiveness of RSHE and report to the Headteacher regarding compliance with statutory requirements and the effectiveness of the PSHE curriculum.

### **Staff**

Staff are responsible for:

- Knowing and acting in accordance with the RSHE policy
- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE, reflecting the law (Equality Act 2010) as it applies to sex and relationships
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory science components of RSHE
- Reporting any disclosure of a child protection or safeguarding issue that may arise during RSHE lessons to the DSL
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher

### **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. We use a Code of Conduct for PSHE lessons.

### **Parents**

The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children. We value positive relationships and open and honest communication with parents/carers about any aspect of their child's education. If parents have any concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. The Headteacher, Mrs S Nunwick, can be contacted directly.

Parents and carers are key partners in RSHE and are best placed to understand how their learning at school fits with their family's faith, beliefs and values.

## **9. Parents' Right to Withdraw**

Parents do not have the right to withdraw their children from Relationships or Health Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE (as detailed in section 2 of our policy).

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

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

## **10. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will 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 Headteacher monitors the delivery of RSHE, through:

Her leadership of the Wellbeing Working Party, which consists of the Headteacher, SENCO and two HLTAs, one of whom is our Staff Governor. RSHE is monitored alongside PSHE within our annual monitoring and evaluation schedule. This may involve lesson observations, pupil surveys, looking at work produced and talking to children about their knowledge and skills. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

The Curriculum Standards and welfare committee will review this policy bi-annually or pending any change to legislation. At every review, the Governing Board will approve the policy.

Mrs S Nunwick (Headteacher)

Mrs A Foster (PSHE Lead)

July 2021

## Appendix 1: Curriculum map MPJS Relationships, Sex and Health Education Flight Path

<p><b>Year 3</b></p>	<p><b>How can we be a good friend?</b>  <i>Friendships supporting wellbeing</i>  <i>Loneliness</i>  <i>Identifying positive friendships</i>  <i>Managing difficulties in friendships</i>  <i>Asking for support when unsafe</i></p> <p><b>What are families like?</b>  <i>How families differ</i>  <i>Common features of positive family life</i>  <i>How families demonstrate care</i>  <i>Asking for support when unsafe</i></p>
<p><b>Year 4</b></p>	<p><b>How do we treat each other with respect?</b>  <i>How behaviour affects themselves and others (inc. online)</i>  <i>Manners and respect</i>  <i>Rights and responsibilities</i>  <i>Privacy</i>  <i>Exclusion, disrespect and discrimination</i>  <i>Responding to/ reporting</i></p>
<p><b>Year 5</b></p>	<p><b>How can friends communicate safely?</b>  <i>Different relationships we have in our lives</i>  <i>How friends and family communicate (inc. internet and Social Media)</i>  <i>Online Safety (strangers, sharing info online)</i>  <i>Recognising risk and keeping safe</i>  <i>Asking for help and advice</i></p>
<p><b>Year 6</b></p>	<p><b>What will change as we become more independent? How do friendships change as we grow?</b>  <i>Different relationships</i>  <i>Marriage and civil partnership</i>  <i>Growing up and independence</i>  <i>Friendships growing and changing</i>  <i>Managing change</i>  <i>Strategies to promote positive mental health</i>  <i>Single-sex lesson on puberty and changes (this lesson is non-statutory and so parents have the write to opt-out of this lesson)</i></p>

**Appendix 2 Appendix 2: By the end of primary school pupils should know (from the DFE Relationships and Health Education document)**

TOPIC	PUPILS SHOULD KNOW
<p><b>Families and people who care about me</b></p>	<ul style="list-style-type: none"> <li>▪ That families are important for children growing up because they can give love, security and stability</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>▪ How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>▪ 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</li> <li>▪ 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>▪ The conventions of courtesy and manners</li> <li>▪ The importance of self-respect and how this links to their own happiness</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>▪ The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>▪ That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>▪ 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</li> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>▪ How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>▪ 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</li> <li>▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>▪ Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher signature:	