

## Freegrounds Junior School



### Relationships Education, Relationships and Sex Education and Health Education Policy

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Approved by:	Policy working party

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 compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Schools are required to regard guidance and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have a good reason for doing so. This policy has been based around the DfES document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Guidance and guidance from Hampshire County Council.

#### Definitions:

In this document, Relationships Education is defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

In this document Relationships and Sex Education is defined as teaching pupils the information they need to help them develop healthy, nurturing relations of all kinds as well as knowledge about intimate relationships and any additional content (to statutory coverage of relationships and science) the school teaches on sex education to meet the needs of their pupils.

In this document Health Education is defined as teaching the characteristics of good physical health and mental wellbeing, including daily exercise, good nutrition, sufficient sleep, personal hygiene and time spent online.

#### Key Statement

The purpose of implementing this policy is to ensure that pupils at Freegrounds Junior School are provided with an opportunity to explore and be taught the skills they need to develop healthy, respectful relationships. It is also to ensure pupils are provided with information on the basic biology of human reproduction and the physical, emotional and social changes that occur during puberty and adolescence. The teaching of Relationship and Sex Education will allow pupils to develop an understanding of changes to themselves and others that they will experience as they grow, through exploring attitudes and emotions and appreciating a range of values.

Relationships and Sex Education has a vital role to play in contributing to children's personal and social development.

All children and their families have a right to privacy, respect and acceptance and the approach to Relationships and Sex Relationships Education at Freegrounds Junior School will be non-judgmental and respectful.

## Aims

### ***Relationships and Sex Education should:***

- focus on teaching the fundamental building blocks and characteristics of positive respectful relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.
- ensure pupils are taught what a relationship is, what a friendship is, what family means and who the people are who can support them
- address the fact that the principles of positive relations apply as much online as they do offline
- to support pupils by teaching the knowledge they need to be safe and to report abuse
- teach physical and mental wellbeing giving pupils the information they need to make good decisions about their own health and wellbeing, recognize issues in themselves and others and when issues arise, seek support
- teach benefits and risks of the use of electronic devices
- the facts about legal and illegal harmful substances
- develop pupils' health related knowledge, so they are able to deal further with the physical and emotional changes involved in growing up
- be taught in a positive, supportive and caring environment
- present facts in an objective, balanced and sensitive manner
- be complementary and supportive to the role of the parents
- incorporate the spiritual, moral and cultural dimensions of the PSHE curriculum as well as elements of the Science and Computing curriculum
- be supported and complemented by the school's wider policies on behavior, inclusion, respect for equality and diversity, bullying and safeguarding
- teaching of Relationship and Sex Education will be compliant with 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

## Implementation

Relationships Education, Relationships and Sex Education and Health Education will be taught through the PSHE curriculum from Years 3 to 6 with compliments and support from the national curriculum for science, PE and computing. As well as whole school approaches to Spiritual, Moral, Social and Cultural development and learning to learn values.

### PSHE Overview

Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn A:	Me and My Relationships	Me and My Relationships	Growing and Changing	Me and My Relationships
Autumn B:	Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities
Spring A:	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe
Spring B:	Being My Best	Being My Best	Being My Best	Being My Best
Summer A:	Valuing Difference	Valuing Difference	Valuing Difference	Valuing Difference
Summer B:	Growing and Changing	Growing and Changing	Me and My Relationships	Growing and Changing

Topic to be covered and brief description:

- Me and My Relationships: Includes feelings/emotions/conflict resolution/friendships
- Rights and Responsibilities: Includes money/living in the wider world/environment
- Keeping Myself Safe: Includes aspects of safe internet use, drugs and Relationships Education
- Being My Best: Includes keeping healthy/Growth Mindset/goal setting/achievement
- Valuing Difference: Includes British Values focus
- Growing and Changing: Includes RSE-related issues

The national curriculum for science includes subject content in relating 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.

The national curriculum for physical education and sports includes aims to ensuring that pupils:

- are physically active for sustained periods of time
- lead healthy and active lives

The national curriculum for computing aims include ensuring that all pupils:

- are responsible, competent, confident and creative user of information and communication technology
- learn age appropriate e-safety reflecting the different and escalating risk that young people face as they get older

The school recognises that relationships include online relationships and the distinction between the online world and aspects of life are less marked than some adults.

As per The Departments for Education recommendations, school has a sex education programme tailored to the age and the physical maturity of the pupils, it ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. Where children develop at a faster rate than their fellow pupils, the teacher will provide support and discussion time on a one to one basis. Puberty should be addressed before onset so, as far as possible; pupils are prepared in advance for the changes they will experience.

In Years 5 children will learn about the changes their bodies will go through during puberty, this will include:

- Looking after myself and keeping healthy, this focusing on personal hygiene
- Understanding physical changes in both sexes during puberty, including menstruation and the physical and emotional changes which happen to boys at puberty
- Coping with physical changes during puberty
- Understanding feelings and moods during puberty
- Learning to cope with changes in relationships as a result of puberty

In Year 6 children will recap and extend their knowledge through further discussion about puberty and adolescence. This will include:

- Changes in the body, emotions and relationships related to puberty
- The basic biology of human reproduction
- How a baby is conceived and born.

## **The Law**

It is important pupils also have an awareness of what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and rules regarding the sharing of personal information, pictures, videos and other material using technology. Pupils will be made aware of relevant legal provisions when relevant topics are being taught (this may include PSHE, Science, PE, E-safety, Relationships Education, Relationships and Sex Education and Health Education lessons).

Examples of relevant topics include (but are not limited to):

- consent, including the age of consent
- online behaviours including image and information sharing
- gender identity
- substance misuse
- marriage and civil partnerships

## **Dealing with children's questions**

During lessons on these subjects pupils may wish to ask a range of questions about topics covered, as well as some that are about areas which are not specifically taught as part of the planned program. Use of a question box is also good practice as a way to allow pupils to ask questions that they may be embarrassed to ask in front of the class or think of after the lesson.

The staff member teaching has to decide how to deal with these taking in to account that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviors. Teaching methods should take account of those developmental differences and the potential for discussions on a one-to-one basis or in small groups. Consideration of what is appropriate and inappropriate in a whole class setting is important.

As a general rule, if the question is about a subject that is appropriate and relevant to the planned programme then it can be answered appropriately in a whole class setting, for more private or sensitive issues a one-to-one approach may be best or if a staff member feels uncomfortable with dealing with the situation it may be better referring to the child's parent/carer.

It is important to note that given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

If any questions appear to be related to a child protection issue the member of staff should speak to a designated safeguarding lead immediately and follow the school's Child Protection Policy. (See below). School should refer to the department of education's advice on sexual violence and sexual harassment between children in school and colleges (<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>).

## **Safeguarding, reports of abuse and confidentiality**

At the heart of these subjects there is a focus on keeping children safe and therefore planning and delivery are made in reference to the Keeping Children Safe in Education (KCSIE) document, which ensures children are taught about safeguarding, including how to stay safe online.

Due to the nature of discussions that may arise during the teaching of these subjects safeguarding reports may need to be made. Children and staff are aware of the processes to raise their concerns. KCSIE is clear that all staff should know what to do if a child makes a disclosure; this is in accordance with the school's safeguarding policy.

### **Equal Opportunities and Pupils with special educational needs and disabilities (SEND)**

Relationships Education, Relationships and Sex Education and Health Education must be accessible for all pupils. Schools are required to comply with relevant requirements of the Equality Act 2010. Under provisions of the Equality Act, school must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation. Planning and teaching of Relationships Education, Relationships and Sex Education and Health Education should reflect the makeup of a cohort, including the gender and age range of pupils, and consider whether it is appropriate or necessary to put in place additional support for children with particular characteristics (which mean they are potentially at greater risk). Classroom environments should foster healthy and respectful peer to peer communication and behavior between boys and girls, as well as challenging perceived limits on children based on their gender or any other characteristic.

Reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the subjects must be made for classes with SEND pupils. The design and teaching of Relationships Education, RSE and Health Education may be adapted to take in consideration that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Equally, reasonable adjustments should be made where Relationship Education is a particular priority for some pupils with Social, Emotional and Mental Health needs or learning disabilities.

The teaching of the Relationships and Sex Education programme is in accordance with all the school's policies including the Inclusion, Child Protection, Confidentiality and SEND policies.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

The department for education recommends that it is integral throughout programmes of study to address LGBT specific content, however schools are free to determine how. As with all RSE teaching, this will be in a sensitive and age-appropriate. At Freegrounds Junior School we cover LGBT content when teaching about different types of families.

### **Staff Development**

It is important that staff have a sound basic knowledge of Relationship, Sex and Health issues and are confident in their skills to teach these subjects. All staff will have access to guidance and resources produced by Coram Life Education as well as a copy of the Department for Education guidance. Staff will also be made aware of the legal implications and will be advised to discuss any problems/queries regarding the content of these subjects with a member of the school leadership team. Training sessions will be offered to all staff when necessary.

### **Parents and Carers**

Effective communication with parents and carers will ensure that all parents and carers know what will be taught and when. Communication should offer parents support in talking to their children about Relationships, Health and Sex Education and how to link this with what is being taught in school. Overviews of the PSHE curriculum for each year group will be issued at the start of the year and consultation with parents before the final year of primary school will address the detailed content of what will be taught in additional Relationships and Sex Education lessons. We will also inform Year 5 parents when lessons relating to puberty are being taught and the content that will be covered.

Parents should be informed that they have the right to request their child be withdrawn from some or all of the non-statutory Sex Education delivered but not Relationships Education. In such cases, parents/carers will be invited by the head teacher to discuss their reasons and to ensure their wishes are understood. The head teacher should clarify the nature and purpose of the curriculum as well as any social and emotional effects of being excluded and the likelihood of the child hearing their peers' version of what was said, rather than what was directly taught by the teacher.

Requests will be granted for any pupil whose parents wish them to be withdrawn from any sex education delivered in primary schools, other than as part of the science curriculum. There is no right to withdraw

from the national curriculum. Where a parent chooses to exercise this right, they will be offered access to resources used by the school to support any conversations or teaching that may happen at home.

The Governing body is responsible for ensuring clear information is provided for parents and the right to request a child is withdrawn is given.

### **Monitoring**

Monitoring of the Sex and Relationship Education programme will involve the PSHE Lead liaising with Year Team Leaders, staff and pupils in order to assess the effectiveness and suitability of the programmes in place.

The Governing body is also responsible for ensuring subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Key aspects of Relationships Education, Relationships and Sex Education and Health Education are in scope for Ofsted inspections, for example consideration of pupils' personal development, behavior and welfare and pupils' spiritual, moral social and cultural development.

### **Assessment and evaluation**

Teachers will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Lessons will be planned to ensure that pupils of differing abilities are suitably challenged. Through such activities as discussion and enquiry-based tasks as well as evidence in books, class teachers will carry out assessment of units of work continuously as they are taught. Subject leader will also take on the view of the children through discussions with learning and school councils to review and adapt the teaching of relationships education, relationships and sex and health education.

Governors are also responsible for ensuring all pupils make progress in achieving expected outcomes. They have a duty to check the subject is well led, effectively managed and well planned and regularly updated as a result of self-evaluation and utilizing new pedagogies and technology.

### **Responsibility**

This policy applies to all members of our school community. It is the responsibility of the Headteacher, governors and all members of staff to uphold this policy.

### **Review**

The Subject leader along with the Headteacher, staff, School Leadership Team and Governors will review this policy annually.

### **Appendix:**

#### **Guidance to be read in conjunction with this policy:**

- Keeping Children Safe in Education
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years
- Alternative Provision
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying

- Sexual violence and sexual harassment between children in schools  
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools
- National Citizen Service guidance for schools

**Useful web links to aid the teaching of RSE:**

<http://documents.hants.gov.uk/childrens-services/HIAS/LGBTguidance.pdf>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

<https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf>