

FORSBROOK C.E. (C) PRIMARY SCHOOL

Policy: Relationships and Health Education (including sex education)



<u>Adopted:</u>	Autumn Term 2020
<u>Co-ordinator:</u>	Mrs K Mitchell
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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our RSE curriculum is taught within our Personal Development curriculum through PSHE and links with our school's vision of creating 'kind, caring and considerate' children who are 'independent' and confident to 'embrace opportunities'. We teach our children to become 'HeartSmart' and 'MindKind' to create well-rounded individuals who demonstrate our Christian values: Love, Hope, Peace and Joy. Our RSE curriculum coupled with our strong school ethos and culture promote our school values of positivity, mutual respect, courage & determination and collective responsibility.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Forsbrook CE Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the standards committee (consisting of Headteacher and governors) pulled together all relevant information including relevant national and local guidance. Following this meeting, the Headteacher created the policy.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. (Parent forum)
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

4. Definition

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.

5. Curriculum

Our curriculum is set out as per our 'HeartSmart' curriculum map, which can be found on our school website using this [link](#). Please note that we may need to adapt it as and when necessary to suit the children's needs.

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. The themes within our RSE curriculum are embedded across the curriculum and form essential part of our school's church ethos.

Primary sex education will focus on:

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

This is delivered to our year 6 children and is taught in addition to our 'HeartSmart' objectives.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions in year 6, usually delivered by a trained health professional.

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, same-sex families, 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).

For more information about the RSE curriculum, see Appendix 1.

We are 'HeartSmart' and 'MindKind'

Our 'HeartSmart' curriculum is our school's toolkit for resilience, wellbeing and healthy relationships. It is designed to capture all elements of relationship education through six key themes, which are whole school themes delivered half termly:

- 1) GET HEARTSMART!

- 2) DON'T FORGET TO LET LOVE IN! (Learning how important, valued and loved we are.)
- 3) TOO MUCH SELFIE ISN'T HEALTHY! (Exploring the importance of others and how to love them well.)
- 4) DON'T RUB IT IN, RUB IT OUT! (Understanding how to process negative emotion and choose forgiveness to restore relationships.)
- 5) FAKE IS A MISTAKE! (Unpacking how to bravely communicate truth and be proud of who we are)
- 6) NO WAY THROUGH ISN'T TRUE! (Knowing there's a way through every situation no matter how impossible it may seem.)

These themes are delivered through a weekly PSHE lesson, which involves discussion, debate, reflection, drama and time for questioning. The themes discussed in these lessons are then embedded across the curriculum, including non-curriculum time like breaktimes and lunchtimes. All staff are required to use the language of 'HeartSmart' and 'MindKind' to address any issues that arise and to support the school's ethos.

7. Roles and responsibilities

7.1 The governing board

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

7.2 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 (see section 8).

7.3 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 or the PSHE lead, Mrs H.Shaw.

7.4 Pupils

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

8. Parents' right to withdraw

Parents' do not have the right to withdraw their children from health and relationships education.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE. (This only applies to parents of year 6 children who receive sex education, which is in addition to the science curriculum)

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE 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 RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by our PSHE lead, Mrs H.Shaw, through learning walks and discussions with pupils and staff. This is then reported to the senior leader team. Any required actions are then taken through feedback or staff CPD.

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

This policy will be reviewed by Mrs Minor, Headteacher, annually. At every review, the policy will be approved by the governing board.

Appendix 1: By the end of primary school pupils should know

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

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

Appendix 2: Parent form: withdrawal from sex education within RSE

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	