



Relationships, Sex and Health Education policy

Mission Grove Primary School

This Policy has been written for and adopted by the Governing Body of Mission Grove Primary School.

VISION STATEMENT

*For the children at Mission Grove to become well rounded individuals who have drive, passion and the confidence to do their best. Who leave with the skills to succeed and flourish in life.
Staff have high expectations of themselves and others and are reflective practitioners.
Mission Grove provides security, opportunities and enjoyment for all.*

Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

RELATIONSHIPS, SEX AND HEALTH EDUCATION
(RSHE) POLICY

Contents

| | |
|--|----|
| 1. Aims..... | 3 |
| 2. Statutory requirements | 4 |
| 3. Policy development | 4 |
| 4. Definition..... | 4 |
| 5. Curriculum | 4 |
| 6. Delivery of RSHE..... | 5 |
| 7. Roles and responsibilities..... | 6 |
| 8. Parents' right to withdraw | 6 |
| 9. Dealing with difficult questions | 6 |
| 10. Training..... | 7 |
| 11. Monitoring arrangements | 7 |
| Appendix 1: Curriculum map..... | 9 |
| Appendix 2: By the end of primary school pupils should know..... | 15 |

DRAFT

1. Aims

The aim of Relationships, Sex and Health Education (RSHE) is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The RSHE policy has the following aims:

- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of their physical and mental development
- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health
- 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
- Enable parents and carers to support their children in learning about relationships

What relationships, sex and health education?

RSHE is not just learning about growing up and changes. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes. Some of these aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSHE provides accurate information about the body and mental health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is Relationships, Sex and health relationships education in schools important?

High quality RSHE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that relationships and sex education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSHE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Most of PSHE education become statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2. The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020.

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](#).

We are not required to provide sex education but we do need to teach elements of sex education in both the science and RSHE 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](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

At Mission Grove we teach RSHE as set out in this policy.

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. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance to revise our current 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
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity. RSHE develop the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults

RSHE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, 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.

Having considered various resources, Mission Grove School believes that the resources suggested by the PSHE Association, NSPCC, RiseAbove and LGFL best reflect our school ethos and meet the needs of our children, context and wider school community.

6. Delivery of RSHE

RSHE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of RSHE are taught within the science curriculum and other aspects are included in religious education (RE).

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

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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, LGBT parents, 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).

Teaching about menstruation and changes in the body is an important part of growing up, which not only fulfils statutory duties to protect, safeguard and promote pupils' wellbeing, but also prepares young people for the many changes that they will face as they make the transition into Upper Key Stage 2 and Key Stage 3.

In Year 4 and 6 teachers prepare pupils for some of the changes that puberty brings whilst allowing pupils to consider menstruation in an open, respectful and honest way. It aims to dispel myths and taboos whilst reinforcing the message that menstruation is a natural process. The content covers not only physical aspects, but also allows pupils to explore the emotional aspects that they or others may experience, and how to offer support to those who need it.

Summer 1- Year 4- How will we grow and change?

how to ask for advice and support about growing and changing and puberty

why personal hygiene is important

how everyday things can affect feelings

Summer 1- Year 6- What will change as we become more independent?

how puberty relates to growing from childhood to adulthood

how growing up comes with increased opportunities and responsibilities managing feelings

In Year 5 children will recap their understanding of these changes through their science topic; Animals including Humans which includes learning about adolescence and puberty.

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

Sex education is taught in Y5 and 6. The RSHE lessons build on the lessons within the science curriculum on the reproduction of mammals. The focus is on understanding that the body changes during puberty in preparation for reproduction and understanding reproduction in the context of healthy relationships.

There are only a small number of sex education lessons – our main focus is on the health and relationships aspects of the curriculum, but we believe it is important that the children understand the reasons for the changes happening to their bodies during puberty and that this is taught by a trained professional, in a sensitive and age-appropriate manner. Our aim is that this teaching complements the conversations you may have at home within the family context, rather than replace it.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher, alongside the PSHE co-ordinator and deputy head teacher are responsible for ensuring that RSHE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

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

The school's PHSE education lead is Lisa Osborne

The school's SENDco is Linda Foxcroft.

The school's Well-being Lead is Katie Jennings (Headteacher)

7.4 Pupils

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

8. Parents' right to withdraw

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

Mission Grove believe the contents of these subjects – such as family, friendship, safety (including online safety), mental health and wellbeing – are important for all children to be taught.

Under the Education Act 1993 parents can withdraw pupils from part of the sex education that is outside the compulsory elements contained in the science National Curriculum.

Parents wanting to exercise this right are invited to see Deputy Head or PSHE lead. We will explore the concerns of the parents and will discuss any impact that withdrawal may have to the child. We will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education for that unit, until the request for withdrawal has been removed.

Once a parent has made this request, the child will take part in the non-statutory sex education lessons. They will be withdrawn from a small number of lessons, or parts of lessons, in Y5&6. The child must continue to take part in all relationships and health education lessons, as well as all science lessons.

9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a simple holding answer and mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

Confidentiality, Safeguarding and Child Protection

Although RSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

10. Training

Staff will be trained on the delivery of RSHE either as part of their induction or as part of a planned programme of professional development.

The headteacher may 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 delivery of RSHE is monitored by Lisa Osborne: PSHE co-ordinator and deputy head teacher through:

- Medium term planning scrutinies
- Lesson observations
- Book scrutinies

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

This policy will be reviewed by governing body, annually, and relevant adjustments made as appropriate. The policy will be approved by the governing body and the headteacher.

DRAFT

DRAFT