



Relationships, Sex & Health Education Policy

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Relationship, Sex and Health Education Policy

This document details the **Owston Park Primary Academy** policy for provision of Relationship, Sex and Health Education (RSHE). Our key aim in providing RSHE is to safeguard our pupils. Pupils will learn key knowledge and skills to help keep them safe and prepare them for adult life.

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1.1 Subject Definitions

From September 2020, all schools are statutorily required to teach Relationships Education and Health Education (RSHE).

Our definitions of Relationship Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education for primary age pupils is not compulsory. However, at Owston Park Primary Academy, we ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils. Furthermore, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

Our definitions of Health Education (HE) is as follows:

Health Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level.

1.2 School's Legal Duty

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England. This policy was revised in December 2020 in line with the Department for Education statutory guidance states that from September 2020 all schools must deliver relationships education in primary schools.

1.3 Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website and a copy is available through the school office.

2.0 RSHE in Practice: Outcomes, Delivery & Curriculum 2.1 Values and Outcomes

All content in the RSHE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- Pupils know about healthy relationships through the teaching of such and have a zero tolerance to sexual harassment.
- RSHE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSHE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

Our RSHE programme adheres to the values listed below:

- **Equality** is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be the same.
- **Tolerance** is to understand that not everybody is the same and have the willingness to accept this.
- **Honesty** is being truthful and open at an age appropriate level, that allows pupils to learn and understand.
- **Support** is to work together with pupils' families to provide guidance and care for children.
- **Respect** is valuing each person as an individual of importance, as well as the beliefs of their family and community,
- **Empower** is to equip children with knowledge to keep them safe, healthy and happy.
- **Sensitivity** is having an awareness of the feelings of others and responding accordingly.
- **Trust** is ensuring children have a safe space to learn and discuss.
- **Empathy** is the ability to identify and understand the feelings of others and offer them support.

These values aid us in ensuring a safe and positive place for children to learn.

2.2 Subject Curriculum

This RSHE curriculum is a spiral curriculum that has been planned in the context of our broader PSHE curriculum intent and the delivery of this part of the curriculum is one of the ways in which we seek to achieve our OPPA vision.

- Special note: Within our school we use the scientific language for the genitals from the outset. It is usual that boys have a penis and girls have a vagina, the children will be taught that whilst they may call these areas something else at home, at school we use the proper scientific words.

2.3 Delivery of RSHE

RSHE is taught as part of the broader PSHE spiral curriculum and across the wider curriculum where appropriate. Biological aspects of RSHE are also taught within the Primary Science Curriculum and some elements of RSE are taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Teaching is delivered by class teachers; some elements of RSHE education are delivered by trained professionals (see below). The school uses a range of resources to deliver effective RSHE and all staff involved in delivering RSHE receive appropriate training and support. Pupil progress and attainment in RSHE will be monitored annually.

In addition to our school created PSHE curriculum, we work with BigTalk Education, an awardwinning team of specialist RSE facilitators led by Lynnette Smith, who is the Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award. The BigTalk team then deliver to each class within school, for more details please see details appendix 1.

Our teaching staff observe the BigTalk Education RE and RSHE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This includes the 'draw and write' technique as a pre and post learning task as well as pupil voice across year groups.

The RSHE curriculum has been constructed in line with the KCSIE. Sexual Violence and Sexual Harassment are a strong focus of the curriculum. Children are taught about Healthy relationships and of our 'zero tolerance' policy as well as Sexual Violence and Sexual Harassment never being classed as 'banter'.

2.4 Equality

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin or home circumstances (e.g. looked after children).

Our RSHE programme is autism friendly and has been designed to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the RSHE lessons.

If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level.

Up to and including year 4, all lessons will be co-educational, however in Years 5 and 6 these will be separated by gender (please note that lesson content is the same). For any children identifying as transgender, school will liaise with the child's guardian to determine which group the child would be most comfortable with.

School will keep a record of individual provision of RSHE by ensuring that children withdrawn from these lessons still receive their statutory entitlement to the full national curriculum.

2.5 Children's Questions

In order to promote a healthy, positive atmosphere for RSHE, we want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme.

To achieve this, a number of teaching strategies may be used:

- Establishing ground rules with pupils;
- Dealing with children's questions in an appropriate manner;
- Using discussion and the appropriate materials;
- Encouraging reflection;
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question style box (e.g. Ask it basket it).

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to our Safeguarding Lead and followed up in writing (please see Causes for Concern and Disclosures section below).

Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the RSHE/PSHE Coordinator or BigTalk Education in order to give an age appropriate answer.

3.0 Parental/Carer Engagement

As part of the GUS programme, the team from BigTalk Education host an annual consultation meeting with parents/carers and staff to share the resources that will be used with the children. Within this setting parents and carers are given support to help them talk with their children about

such topics as keeping safe, puberty, reproduction etc. The parents and carers are also provided with additional information leaflets. This meeting may be attended by governors as well as any auxiliary/support staff working within the school.

Pupils will be encouraged to speak to their parents/carers about what they have learnt through the RSHE curriculum and to continue the learning at home. Parents/carers will be informed of this at the consultation session and be asked to speak to their children about their family values and beliefs.

3.1 Withdrawal Procedure

As school is legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from these lessons.

In school years 4, 5 and 6 our school chooses to teach RSE, this subject (in conjunction with the national curriculum for science) provides pupils with factual age appropriate information on reproduction. Parents have the right to withdraw their child from the SE element of RSE only, but not the reproduction elements of the national curriculum for science. To do this, parents should attend the annual RSE Parents Session jointly hosted by school and our RSE specialist providers BigTalk Education. Once parents have reviewed the resources used to teach children about reproduction at the parents' session, if they still wish to withdraw their child they must notify their child's class teacher in writing prior to the day of delivery.

4.0 Confidentiality

All governors, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher etc.) but the pupil will always be informed first.

5.0 Causes for Concern and Disclosures

All BigTalk Education staff have up to date enhanced DBS checks. All staff within school and at BigTalk Education have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to staff in school face to face and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then BigTalk would liaise directly with the local duty social worker.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible.

Our school designed safeguarding leads are Mrs Semley and Mrs Stinson.

6.0 Monitoring and Evaluation

Feedback and suggestions from staff and parents on RSHE provision as well as their pre and post training confidence in RSHE will be gathered by the PSHE/RSHE lead and shared with school in order to aid the review process.

Questions asked during lessons in year 4, 5 and 6 will be collected and kept for reference by the PSHE/RSHE lead to ensure pupils' needs are being met. A list of the questions will be produced by the PSHE/RSHE lead as part of the evidence package.

7.0 School Roles Relating to RSE 7.1 Governors

Our school governor(s) with responsibility for RE/RSHE is Mrs Sue Williams.

Governors are responsible for;

- Establishing the RSHE Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents.
- Ensure this policy is in line with other school policies e.g. SEN, Safeguarding etc.
- Ensure that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- Establish a link governor to share in the monitoring and evaluation of the programme.
- Ensure that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSHE within PSHE.

7.2 The Head teacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies and the Local Education Authority.

7.3 PSHE/RSHE Coordinator

The coordinator in school is the PSHE/RSHE lead. They have general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE.

7.4 All Staff

Our approach to RSHE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSHE. All staff members (including TAs and lunchtime supervisors) will be encouraged to take part and wherever possible observe delivery to the children in one of the classes.

8.0 Additional Policy Information 8.1 Policy Production & Review

This policy was written in conjunction with BigTalk Education Ltd. a social enterprise who work with schools across England supporting in the delivery of RE and RSE, curriculum and policy guidance. BigTalk Education review curriculum on an annual basis to ensure that any new developments in international RSHE best practice, emerging risks or other safeguarding dangers are reflected in the education provided to children to keep them safe, healthy and happy.

Full details of current curriculum can be viewed at
<https://www.bigtalkeducation.co.uk/rseinformationand-support-for-schools/rse-curriculum> .

This policy will be reviewed by school annually.

8.3 Approval of policy

Link Governor for RSHE/ PSHE

Signature _____ Date _____ Printed

Name _____

Headteacher

Signature _____ Date _____ Printed

Name _____

RSHE/PSHE Coordinator

Signature _____ Date _____ Printed

Name _____