

## **RSHE (Relationships, Sex and Health Education) policy**

### **Definition**

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

### **RSHE is not about the promotion of sexual activity**

#### **Information about Kapow Primary's PSHE scheme of work.**

The scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

### **Statutory requirements**

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science 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.

Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered

- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- The Equality Act 2010.
- The Education Act 1996.
- Statutory guidance, Keeping Children Safe in Education 2020.

### **Development of RSE coverage**

Our RSE coverage has been discussed with staff, pupils, parents and governors. Each year we undertake surveys and meetings to discuss RSE with specific groups.

Staff consultation – school staff were given the opportunity to look at the available schemes and coverage and agree on what we feel is the correct activities for the children in our school.

Governor consultation – governors are kept up to date with changes and the PSHE leader supports their understanding of rationale behind changes needed at meetings as required.

Pupil consultations – each year we survey our Y4, 5 and 6 pupils on their experience of our RSE scheme and use this to support any changes in the future.

Parent consultations – each year we invite our Y4, 5 and 6 parents into school to discuss the scheme and the coverage that their children will be completing. This is done before children are taught any lessons, usually in Spring term 1.

### **Sex Education Objectives**

To provide the knowledge and information to which all pupils are entitled

- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

## **Delivery of RSE content**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

At Aughton Town Green, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and to educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Aughton Town Green, for example, through teaching about different types of family, including those with same sex parents.

Our Sex Education scheme is taught by year 5 and 6 class teachers in separate classes for girls and boys. This is to minimise embarrassment to the pupils and allow for them to feel more comfortable.

At the end of Key Stage 2 most children should:

- know that the life process of reproduction is common to all animals including humans including the basic biology of human reproduction
- know the main stages in the life cycle
- know that there are many different patterns of friendship

Parents have the right to withdraw their children from those aspects of relationship and sex education that are not statutory in the health education section of the new guidance. In this situation alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

## **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the procedures for child protection.

## **Ground rules and distancing techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.

- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will pick a variety of questions to answer at a separate occasion. This will allow them to choose appropriate questions to answer.

### **Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same RSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from RSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.