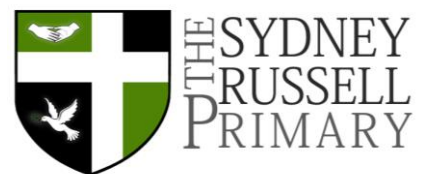


# Relationship, Sex and Health Education

*This will be referred to as 'RHE' in school curriculum*



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## **1. Policy aims**

The school publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors. Defining RHE as a subject and explaining its delivery in the school
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents and carers about their involvement with RHE

## **2. Policy development**

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents and carers. Development of the policy has been supported by the Principal and Governors, who will ratify the completed document.

## **3. Statutory requirements**

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance became mandatory in September 2020.

Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RHE supports us in our statutory duties of Keeping Children Safe in Education.

## **4. Ethos and values**

Through RHE we deliver key learning that supports Sydney Russell School's ethos and values. Key values supported by RHE include:

- Respect for self and others
- Building positive caring relationships
- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RHE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others. We provide information which is clear and appropriate to pupils' age and maturity and offer an acceptable and accurate vocabulary for discussion about the topics covered in the curriculum.

## **5. Definitions and curriculum content**

Relationship, sex and health education (RHE) supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex (as set out in the primary science curriculum), sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The school has taken into account the age, needs and feeling of pupils when adopting this RHE curriculum.

#### i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Department for Education guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

#### ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RHE. Department for Education guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

#### iii. Sex Education

The Department for Education advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum.

## 6. Curriculum Delivery

- Relationship, sex and health education is taught within every year group during the second part of the summer term. RHE is taught throughout the school as part of the PSHE curriculum, linked to the Science curriculum.
- The children are taught within mixed gender groups however in years 5 and 6, opportunity will be made available for single sex groups to discuss specific issues.
- The resources used are from a Barking and Dagenham approved scheme of work.
- All resources are kept in each Year Group Lead's classroom and saved on the school staff system.
- The SLT will organise training for staff in this area.
- If parents are unhappy with their child participating in Sex Education curriculum they have the right to withdraw their child from these specific lessons (advanced notice will be given). We ask that parents discuss any concerns with the Principal / Senior Leader in the first instance followed by a written notification. Parents should note that, in withdrawing their child from these specific lessons, their child will probably learn second hand information from their peers within the playground and this may not be accurate. Alternative work will be given to pupils who are withdrawn from sex education.
- Children cannot be withdrawn from curriculum related to puberty or relationships.

- In KS2, pupils will have the opportunity to offer ideas and suggestions about what they would like to learn about via an anonymous suggestion box within their classroom.
- All concerns or questions should be brought to the attention of the class teacher in the first instance or appropriate member of the SLT.
- This draft policy will be updated as required.

## **7. Inclusive and accessible RHE**

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds;
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures;
- Recognise that some staff or pupils may identify as LGBT;
- Take care that resources, books and displays represent all kinds of families;
- Take positive action to tackle bullying and discrimination.

Particular care will be taken to ensure that RHE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate relationships, sex and health education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

## **8. Safeguarding**

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RHE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within their school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

## **9. Answering pupil questions**

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting, they may ask for support from the subject lead or Senior Leadership Team.

## **10. Working with parents and carers**

The school has shared this policy with parents and carers and their views have been taken into consideration when planning and delivering RHE. Parents and carers are kept informed about what is delivered and when via our curriculum overviews (available on the school website), so that they can support this learning at home.