

Bubwith Community Primary School



Relationship and Sex and Health (RSHE) Education Policy

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Aims and purpose

Our school's policy on relationship, sex and health education is based on the Department for Education's (DfE) document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (Crown Copyright 2019).

In the DfES document, the focus of relationship education at primary school is made clear:

"The focus in primary school should be 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

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary."

Sex education is part of the personal, social and health education and science curriculum in our school and forms part of the Relationships Education guidance.

When we inform our pupils through sex education about sexual issues, we do this with regard to equality, morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

We do not use relationships education as a means of promoting any form of sexual orientation. We teach pupils about different families including LGBT families as part of our regular teaching about what families look like.

Content of our RSE programme:

Relationships, Sex and Health Education content spreads through a wide range of subjects taught at school including: Science, PE, Computing, DT (Food Technology) and specific Sex and Relationship Education lessons taught by specialists such as the school nurse with class teachers and /or HLTAs present in their own classes. To ensure that all the Health and Relationship Education requirements for primary school children documented in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (Crown Copyright 2019) document are covered, we also have a half termly planning cycle of theme days focussing upon specific aspects of this area of learning. (See appendices)

All children, including those who develop physically earlier than the average, need to know about puberty before they experience the onset of physical changes and thus we invite the school nurse in to school annually to teach pupils in Year 5 about the physical changes that happen at puberty for boys and girls.

Allocation of content to Year Groups

The following applies for all year groups:

- Correct naming of body parts using scientific vocabulary at age appropriate opportunities. (It is important to use correct terminology and understand that some words (slang, nick-names) are inappropriate or 'pet names' used by individual families which may not be understood universally.)
- Homophobia
Our School is an equal opportunities organisation. We tackle homophobia in the same way we would tackle sexism or racism. Teasing and calling someone 'gay' will be challenged e.g. 'It is not something we make fun of in this school'

For specific content allocation please see appendix 1 which outlines all of the expectations for teaching RSHE at Bubwith Primary school detailing the year group during which children are taught the objectives and through which subject and appendix 2 which outlines the Citizenship, Health And Relationships (CHAR) foci for each half term.

Equal Opportunities and Special Education Needs & Disabilities

Sex and Relationship Education will help all children at our school to understand their physical and emotional development and enable them to make positive decisions in their lives. Teachers may have to plan work in different ways in order to meet the needs of children with Special Educational Needs & Disabilities. Care and sensitivity will be shown in matching teaching to the maturity of all pupils involved.

We are very aware that meeting our aims requires an age-appropriate and graduated programme. Teachers will take into account the developmental differences of children and will consider the potential for discussion on a one-to-one basis or in small groups. Matters relating to ethnic background, religion and other beliefs will be handled through close discussion with the child, his/her parents/carers and teacher.

Working with Parents

As always, we seek to work alongside our parents/carers to provide effective and appropriate RSE and Health Education for children at our school. We aim for our teaching to support and complement the role of parents and carers, as they are the key figures in helping their children to cope with the emotional and physical aspects of growing up.

Parents and carers of all children in Year 5 (or Year 6 if a pupil joins our school having not taken part in lessons about puberty in their former establishment) are informed of the content of the school nurse sessions that will be delivered to the children and are given a link to enable them to view the resources that will be used.

Parents are encouraged to ask questions and voice any concerns by contacting school. In line with government legislation all parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

If a parent/carer has any concerns about the RSE provision, we will take the time to address their concerns and allay any fears that they may have.

If any parents/carers request to withdraw their child from the sex education aspect of relationships education, we shall work with them and their child to explore possible alternative provision to ensure the safety and welfare of the child.

Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. As part of the discussion the headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. School is required to ensure an accurate record of any such discussions is kept.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of local healthcare providers such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we may call on include local clergy, social workers and youth workers.

Confidentiality

Teachers and the school nurse conduct Relationship, Sex and Health education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Head teacher will then deal with the matter in line with East Riding Safeguarding procedures.

The role of the Head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the Relationships, Sex and Health Education Policy, and that the policy is implemented effectively. Teaching staff are aware of the importance of good quality RSHE education in order to support the government strategy for reducing the numbers of teenage pregnancy.

The Head teacher liaises with external agencies (school nurse) regarding the changing body/ puberty programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework. It is also the Head teacher's responsibility to ensure that all members of staff are given sufficient training, so that they can support the teaching about puberty effectively, and handle any difficult issues with sensitivity. The Head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Assessment and Reporting to Parents

The assessment of the objectives within the RSHE guidance will take place as part of the usual cycle of assessment for non-core subjects in our school and as part of the assessment procedure for the specific subject being taught. Parents will be given information about their child's achievement and progress in RSHE via a grade given in their annual school report for their achievement in CHAR

(Citizenship, Health and Relationships) lessons. This will take the place of the grade given previously for PSHCE lessons.

Monitoring and review

The Curriculum Committee of the governing body monitors the impact of our RSHE education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. This policy will be reviewed every two years, or earlier if necessary.

Policy Review Date: Spring Term 2022

Policy written on: 2nd January 2020