

Relationships, sex and health education policy (April 2024)

ALL HALLOWS CE PRIMARY SCHOOL



Approved by:	Governors	Date: 23.04.24
Last reviewed on:	Spring 2024	
Next review due by:	Spring 2025	

1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for growing up, and give them an understanding of physical development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › To understand about the range of relationships, including the importance of family for the care and support of children
- › Create a positive culture around issues of self and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Our school ethos is centered upon our HEART values: Humility, Empathy, Amnition, Respect and Trust and these qualities will be central to our teaching and learning
- › To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- › To understand how safe routines can reduce the spread of viruses

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.

Some aspects of sex education now fall into the statutory category. They may be covered as part of the science curriculum or within stand-alone RSHE lessons.

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.

All RSHE objectives can be found in the Programme Builder. Statutory objectives are underlined.

At All Hallows CE Primary School 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. The Head Teacher pulled together all relevant information including relevant national and local guidance
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 sent a copy of the policy and asked for feedback
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. 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 relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSHE

We teach RSHE through different aspects of the curriculum and carry out the main RSHE teaching in our PSHE curriculum. There is an emphasis on ensuring that all statutory objectives are covered first.

We also teach RSHE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

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

SCIENCE:

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults

- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Year 4 and 5 we place a particular emphasis on RSHE, as some children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

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, LGBTQ 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).

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear, and no bullying or harassment will be tolerated. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and review its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of RSHE (see section 8).

It is the responsibility of the headteacher to:

- Ensure that parents and staff are informed about our RSHE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy.

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
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of RSHE

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

Parents have the right to withdraw their children from the non statutory components of sex education within RSHE.

Alternative learning will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE where available.

10. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE Lead through observations and work, planning and pupil voice scrutiny.

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

This policy will be reviewed by the full governors on an annual basis.

