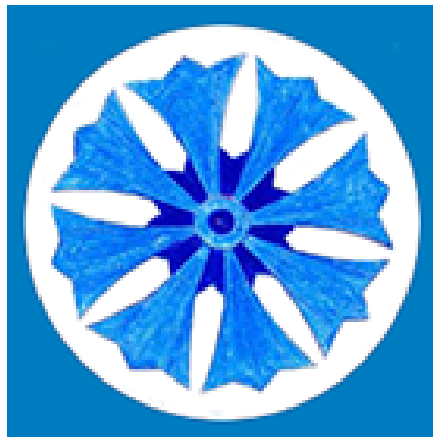


Meadow View Primary School Relationship, Sex and Health Education Policy.



Taken to governors March 2021

To be reviewed two yearly

To be reviewed March 2023

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Statement of intent

At Meadow View Primary school we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self- efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. The school recognises that RSE is for all pupils in the school, taking into account all of their needs; for example: gender, religion sexual orientation, SEND, maturity, etc.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, health curriculum for all our pupils and sex education, where appropriate. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

The teaching of PSHE at Meadow View Primary school has three important elements:

Attitudes and values

- The importance of values, individual conscience and of moral considerations
- The value of family life and stable and loving relationships
- Respect for the many different types of families
- The value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding and respect of difference
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Safeguarding policy
- Behaviour & mental health policy
- Anti-Bullying policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.

- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a bi-annual basis.

2.3. The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are developmentally appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. The appropriate teachers are responsible for:

- Planning and delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE and SEMH leader to evaluate the quality of provision.

2.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationship education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance. (Appendix A)
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, if there was a local prevalence of FGM, our curriculum would be tailored to address this issue.
- 3.8. We consult with parents, pupils and staff in the following ways:
 - Newsletters and letters
 - Information on the school website.
 - Parent views
 - Informal conversations
 - Structured pupil and staff voice
- 3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Organising a meeting with the headteacher and/or PSHE/SEMH leader.
 - Via email
 - Submitting written feedback to the school office.
- 3.10. The school has organised a curriculum that is developmentally appropriate for all pupils, based on the views of teachers, parents and pupils.
- 3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. Parents are provided with the following information on request or from the school website:
 - The content of the relationships and health curriculum
 - The delivery of the relationships and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subjects
 - The resources that will be used to support the curriculum
- 4.3. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

5. Relationships Education Overview

- 5.1. The school follows The Primary Personal, Social and Health Education Scheme of Work for Years 1-6 (RoSIS, October 2019), which takes into account the DfE statutory requirements for relationships education from September 2020. (Appendix A) A copy of the Primary Personal, Social and Health Education Scheme of Work for Years 1-6 is available upon request.
- 5.2. In EYFS, we teach RSHE using guidance from Development Matters 2020 and the Early Learning Goals for children at the end of EYFS. We primarily teach RSHE through the Communication and Language, Personal, Social and Emotional Development and Understanding the World areas of learning. However, positive relationships and health care feed through all of our curriculum. Our children learn about the importance of conversations and interactions with adults and how these attachments enable them to learn how to understand feelings and emotions and those of others. We support our children to develop a positive sense of self and where they belong in the world around them. They will learn how to make positive self-care choices and how to stay healthy, happy and safe. We will help our children to begin to understand the people and communities around them and also those in the diverse wider world in which they live.
- 5.3. Relationships education is a statutory part of the curriculum.
- 5.4. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 5.5. Topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

6. Health education overview

- 6.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

6.2. The school follows The Primary Personal, Social and Health Education Scheme of Work for Years 1-6 (RoSIS, October 2019), which takes into

account the DfE statutory requirements for health education from September 2020. See Appendix A. A copy of the full scheme of work is available upon request.

- 6.3. Health education is a statutory part of the curriculum, including lessons on puberty. The human body and human reproduction is taught as part of the science curriculum.

7. Sex education

- 7.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 7.2. Parents are fully consulted in the organisation and delivery of our relationship and health education curriculum, in accordance with [section 3](#) and [section 4](#) of this policy.

8. Withdrawing from the subjects

- 8.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 8.2. The headteacher and/or PSHE/SEMH lead will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 8.3. The headteacher and/or PSHE/SEMH lead will keep a record of the discussion between themselves, the pupil and the parent.
- 8.4. During the delivery of relationships and health education some questions may arise from pupils with regards to sex education. Any appropriate questions will be answered sensitively and sensibly, taking into account the views and opinions of parents. This may be more appropriate out of the whole class setting.

9. Delivery of the curriculum

- 9.1. The relationships and health curriculum will be delivered as part of our PSHE curriculum.
- 9.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

- 9.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 9.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 9.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the curriculum, rather than delivered as a standalone unit or lesson.
- 9.6. The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving objective information, allowing balanced discussion, and challenging homophobic comments. They should answer appropriate questions and offer support.
- 9.7. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 9.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 9.9. It is hoped that our relationships education will promote self-esteem and emotional well-being and will help pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- 9.10. We set out clear ground rules before starting to teach PSHE and RSHE. These ground rules are based on respect for the views and opinions of others. We recognise that PSHE/RSHE can be embarrassing for some people and will be sensitive to this. Everyone has a right to ask questions and to have their questions answered in an appropriate way.
- 9.11. PSHE/RSHE is delivered in a safe, supportive environment where pupils feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.
- 9.12. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 9.13. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 9.14. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

- 9.15. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 9.16. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 9.17. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 9.18. It is important that during the teaching of RSHE only the correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.

10. Working with external experts

- 10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 10.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the visitor policy.
- 10.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 10.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 10.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 10.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 10.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

11. Equality and accessibility

- 11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief

- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

- 11.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 11.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 11.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 11.5. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 11.6. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour and mental health policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

12. Curriculum links

- 12.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 12.2. Relationships and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

13. Behaviour

- 13.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 13.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 13.3. These incidents will be dealt with following the processes in our Behaviour and mental health policy and Anti-Bullying Policy.

14. Staff training

- 14.1. All staff members at the school will undergo relevant training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Subject leaders will attend termly network meetings.
- 14.2. Members of staff responsible for teaching the subjects will undergo further training, led by the PSHE leader, to ensure they are fully equipped to teach the subjects effectively.
- 14.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

15. Confidentiality and Safeguarding

- 15.1. Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible in line with safeguarding procedures.
- 15.2. Teachers need to be aware that effective PSHE/RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again, individually, to the pupil before the end of the school day.
- 15.3. Teachers will, however, alert the DSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy.
- 15.4. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 15.5. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Safeguarding Policy.

16. Monitoring quality

- 16.1. The PSHE/RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 16.2. The PSHE/RSHE subject leader will conduct subject assessments on an ongoing basis, which will include a mixture of the following:
- Lesson observations
 - Learning walks
 - Work scrutiny
 - Pupil voice

17. Monitoring and review

- 17.1. This policy will be reviewed **every two years** by the PSHE subject leader and headteacher. The next scheduled review date for this policy is **January 2022**.
- 17.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 17.3. The governing board is responsible for approving this policy.
- 17.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendices

Appendix A - DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)