

Relationships Education, Relationships and Sex Education (RSE) and Health Education known in school as RHE (relationships and health education)



Revised: March 2020

From September 2020 Relationships Education will become compulsory in all primary schools.

Relationships Education Statement

Definition of RSE

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. ... Some aspects are taught in science, and others are taught as part of personal, social, health and education. (PSHE).

Rationale

The school aims to provide a programme of Relationships Education (RSE) education in line with other schemes of work including: Personal Social Health Citizenship Education (PSHCE), science, e-safety and SEALs. RSE enables pupils to embrace the challenges of creating a happy and successful adult life and gives them the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and build on their self-efficacy. It will give them opportunity to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. RSE can support young people to develop resilience, to know how to and when to ask for help, and where to access support. It begins informally in the home with parents and carers long before any formal education takes place at school. The compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents.

In school we want RSE education to put in place the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. This will sit alongside the essential knowledge of how to be healthy. Teaching about mental wellbeing is central to these subjects. We know that children and young people are increasingly experiencing challenges and the RSE scheme of work will give them the knowledge and capability to take care of themselves and receive support if problems arise. The RSE curriculum should support the wider world of the school in helping foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupil's ability to believe that they can achieve goals, both academic and personal; stick to tasks that will help them achieve these goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complimented by the development of personal attributes including kindness, integrity, generosity and honesty.

Aims and Definitions

The following aims compliment those of the Science and SEALs curriculum,

- To have the confidence and self-esteem to value themselves and others
- To have skills for positive and successful relationships
- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop emotional literacy
- To attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions will be answered at an age appropriate level.
- To be able to name parts of the body and describe how their bodies work
- To understand the consequences of their actions and behave responsibly within relationships and develop a moral code.

- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support. To make informed choices.
- To understand the role the media plays in forming attitudes
- To be prepared for puberty
- To develop a positive attitude to their body and sexuality.
- To understand that there are different types of families
- To understand how to show tolerance and respect for people's choices.

Staff Responsibilities

Staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis). To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of staffs will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

Content for Key Stage 1 and 2

RSE should be supported by the school's wider curriculum for personal social and health education, British Values and Citizenship. These combined elements is covered in the Scheme of Work which has the following themes:

EYFS:	Key stage 1	Lower Key stage 2	Upper key stage 2
<ul style="list-style-type: none"> • Relationships • Families and people who care for me • Mental wellbeing and mindfulness • British values and Citizenship • Keeping and staying safe • Keeping and staying healthy • Being responsible • Computer safety. 	<ul style="list-style-type: none"> • Relationships • Families and people who care for me • Mental wellbeing and mindfulness • British values and Citizenship • Keeping and staying safe • Keeping and staying healthy • Being responsible/first aid • Computer safety. • Asking for help • Money matters 	<ul style="list-style-type: none"> • Relationships • Families and people who care for me • Mental wellbeing and mindfulness • British values and Citizenship • Keeping and staying safe • Keeping and staying healthy • Being responsible/first aid • Computer safety. • Fire safety • The working world • A world without judgement • Growing and changing 	<ul style="list-style-type: none"> • Relationships • Families and people who care for me • Mental wellbeing and mindfulness • British values and Citizenship • Keeping and staying safe • Keeping and staying healthy • Being responsible/first aid • Computer safety. • The working world • A world without judgement • Growing and changing

National Curriculum Science:

EYFS

- Developing an understanding of growth, decay and changes over time.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Key Stage 2

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Link to healthy lifestyles, health and hygiene, body clothes and teeth.
- Identify the different types of teeth in humans and their simple functions.
- Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions
- Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

This is complemented by our SEALs/PSHCE scheme of work. The main themes of which are: New beginnings, Getting on and falling out, Say no to bullying, Good to be me, Relationships, Changes

Year 5/6

Changes of puberty, reproduction, prejudice, decision making, stereotypes, different relationships, dealing with problems, challenging media messages are covered through lessons supported by the school nurse or delivered by class teacher.

Organisation of the RSE Programme.

The Pupils and Standards Committee are responsible for the RSE Policy. RSE is delivered predominantly in PHSCE/SEAL lessons to ensure a comprehensive coverage. However, consolidation and extension of RSE is found in science, RE, Literacy and during assemblies. Circle time is also used to deliver some aspects of RSE (and PSHE)

The teaching methods

Ground rules will be developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the prochoice approach to PSHE and RSE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Answering difficult or tricky questions

Guidance and support have been given to staff in order for them to deal with answering difficult or tricky questions. Questions do not have to be answered directly and staff can reference future learning. For example: 'You will learn more about that when you get older/go to high school.'

Mixed and single gender groups

Most of RSE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. Pupils expressed a preference for some single sex teaching during consultation.

The policy is reviewed annually by the standards and pupils committee.

Dealing with sex-related pastoral incidents

All staff have received training in dealing with child protection incidents. Staff know that in dealing with any incident they would follow the procedures in our safeguarding and Child Protection Policies.

Using visitors to deliver RSE

When available, external staff are used to deliver some aspects of RSE in the transition year. Whenever an external visitor is going to deliver a lesson or activity that is related to RSE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSE policy and all lessons are evaluated by staff.

The visitor will also be supervised by a member of staff at all times.

Confidentiality

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools Confidentiality Policy for further details.

Right to be excused from Sex Education

Before Year 5 and 6 embark upon their explicit RSE (relating to puberty) programme, parents are informed by letter of their right to withdraw their child from these specific RSE lessons and given an overview of the topics the child will be covering, that is extra to the work as part of the science curriculum. Parents are also reminded that they can view a copy of the school's RSE Policy and Scheme of work on the website. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum once parents have put this request in writing. There is no right to withdraw from Relationships Education or Health Education.

Informing parents/carers and parents right to withdraw their child

RSE education is statutory in schools, sex education is statutory in secondary schools. Parents therefore do not have the right to remove their child from RSE lessons in primary except for the sex education sessions. In this aspect, the new guidance states:

'Changing adolescent body

Pupils should know:

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

About menstrual wellbeing including the key facts about the menstrual cycle'

(Taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 statutory guidance.)

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents wish their child to be removed from these specific RSE lessons to work in another classroom while their class' RSE is being delivered.

Child Protection Procedures

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns. (see child protection policy)

As part of RSE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult. (see Child Protection Policy)

Pupils' Access to Help and Support

In RSE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation. Girls who start their periods at school are supported by the staff. Parents inform school so that pupils are shown where they can dispose of sanitary products. (the disabled toilet can be used on these occasions which is equipped with sanitary disposal products and located next to girls toilet or sanitary bin in end cubical in the girls toilet .)

The approach to potentially controversial and sensitive issues.

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

Monitoring and evaluation

Monitoring is to ensure that teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the scheme of work to improve teaching and learning. RSE will be monitored using the same processes as any other subject in the school.

Dissemination of the policy

Staff and governors at the school have actively been involved in reaching consensus on the content of the RSE policy and are aware of its content through discussion of the final draft. Parents were consulted via a Wakefield survey, publicised on the school website and Parent Hub. Parents are able to request to see any policies. Parents/carers will be kept informed of any developments or opportunities in RSE. Governors have responsibility to the RSE policy production and have been involved in the reviewing process throughout, with updates and discussions happening during governors' committee meetings. We felt it was important to continue to deliver RSE lessons at an age appropriate level despite it no longer being statutory for primary schools.

This policy should be read in conjunction with:

Keeping Children Safe in Education (Statutory Guidance)
Equality Act 2010 and Schools
SEND code of practice:0 to 25 years (Statutory Guidance)
Alternative Provision (Statutory Guidance)
Mental Health and Behaviour in Schools (advice for schools)
Preventing and Tackling Bullying (advice for schools)
Promoting Fundamental British Values ad part of SMSC in schools (guidance for schools)

Any relevant school policies – safeguarding, child protection, e-safety etc

Suggested resources

There are many excellent resources available, which schools can draw on when delivering these subjects. Schools should assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of the pupils and sensitive to their needs.

Some resources are:

- Safeguarding: NSPCC PANTS rule
- Mental health and emotional wellbeing lesson plans from the PSICHE Association
- Education for a connected world
- Thinkuknow

- CEOP
- PSHE Association programme of study
- Non- statutory framework for Citizenship KS1 and 2