



Sir John Lillie Primary School

Relationship & Sex Health Education Policy

INTRODUCTION

This document outlines the Sir John Lillie Primary School ("SJL") Relationships and Sex Education ("RSHE") Policy. It details how RSHE is taught throughout SJL, in both the curriculum and other aspects of school life. This policy is reviewed on an annual basis or as circumstances require.

LINKS TO OTHER POLICIES AND DOCUMENTATION

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Child Protection Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- Personal Social and Emotional Development Policy

Purpose of RSHE Policy

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSHE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with RSHE
- Give a clear statement on what the school aims to achieve from RSHE and why it thinks RSHE is important
- Clarify the content and manner in which RSHE is delivered

How the Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with pupils/staff/parents and carers.

Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. 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.

Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils, in addition to statutory science and the new statutory Relationships and Health Education. Sir John Lillie Primary School follows the Christopher Winter Education Programme which includes Sex Education sessions. These sessions go beyond the science curriculum and look in more detail at reproduction. At the end of Year 6 this includes conception and pregnancy. In Year 5 and 6 we have an external professional who delivers sessions covering Relationship and Sex Education. These are delivered in same sex sessions. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting we make it clear which lessons sit within sex education and outline your right to withdraw your child from these lessons.

Coverage:

Christopher Winter Programme Curriculum Overview	
Reception Our Lives	Our Day Keeping Ourselves Clean Families
Year 1 Growing and Caring for Ourselves	Keeping Clean Growing and Changing Families and Care
Year 2 Differences	Differences: Boys and Girls Differences: Male and Female Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	Differences: Male and Female Personal Space Family Differences
Year 4 Growing Up	Growing and changing What is puberty? Puberty Changes and Reproduction
Year 5 Puberty	Talking about Puberty Male and Female changes Puberty and Hygiene
Year 6 Puberty, Relationships and Reproduction	Puberty and Reproduction Understanding Relationships Conception and Pregnancy Communication in Relationships

Aims of RSHE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

What is Relationship and Sex Education?

The focus in Primary School 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 (RSHE and HE DFE Guidance 2019).

Moral and Values framework

RSHE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationship and sex Education (RSHE) in schools supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life. This education begins in Primary School and continues throughout the child's education.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSHE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

POLICY FORMATION AND CONSULTATION PROCESS

The policy has been developed to ensure that staff, parents and carers are clear about the statutory requirements regarding Relationships and Sex Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. Every child is entitled to receive Relationships and Sex Education. It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development with adapted provision if required.

ORGANISATION AND DELIVERY

The PSED co-ordinators are responsible for co-ordinating the policy and curriculum content.

The class teachers follow the Christopher Winter Relationship and Sex Education programme during weekly PSED sessions during the Summer Term.

In Years 5 & 6 alongside the class teacher some of the SRE content is delivered by an external advisor. This is to enrich the existing programme. The sessions are delivered in both single sex sessions and mixed sex sessions.

To enhance the RSHE programme some of the content is covered during whole school and key stage assemblies, by external professionals and during PSED workshops.

Curriculum Content:

Please see our website for our PSED Curriculum Overview

Statutory content is as follows:

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education

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

- Being Safe

Health Education

- 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)

Delivery

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner wherever possible. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate. If a questions arises where the teacher feels it is not appropriate to address this within school the child will be appropriately told that the teacher is unable to answer that question in school and that it is a questions to ask their parents/carers at home. Parents may be informed where possible. The decision then remains with the parent.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- A variety of teaching and learning styles are used including videos, information sheets, pamphlets, visual aids and models, games, role-play, interactive CD ROMS, the Internet.
- These learning resources will be available for parents to view on request. Parents are invited to contact the class teacher should they wish to view these resources and discuss curriculum content.
- In Years 5 & 6 parents will be invited to a meeting with the external professional who will talk through the resources and content of the sessions.
- Parents will be notified via the school newsletter, email or letter prior to these sessions taking place. This will include an overview of the termly content.

Being an Inclusive School

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

- Some children may have a different structure of support around them (for example: looked after children or young carers).

Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, adapting lessons, small group work and providing CPD for teachers.

Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

Assessing RSHE and Monitoring the Programme

The RSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Observing lessons and supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE, all those contributing to the programme are expected to work within the aims listed above.

Training staff to deliver RSHE

It is important that staff delivering RSHE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are encouraged to read all policies including the RSHE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSHE learning. Parents are kept informed about the content of the programme.

Up until September 2020 parents have a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 Parents have the right to withdraw their child from Sex Education. From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters.

Parents have a right to withdraw their child from the 'sex education' elements of RSHE lessons. If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing addressed to the Head Teacher.

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

Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSHE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSHE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet which can cause misconceptions and should be avoided.

Children are encouraged to speak to their teachers or are signposted to another professional if they, or their teacher, feels they need further support regarding issues raised in these sessions.

Disseminating and Monitoring the RSHE Policy

A copy of this policy is supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to RSHE or who may be involved in its delivery.