

# **Federation of Fairfield and Colneis**

## **Relationship, Sex and Health Education Policy**

<b>Date:</b>	<b>February 2023</b>
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<b>Review undertaken by:</b>	<b>Policy Review Committee</b>

## **Aims and Objectives for Relationship, Sex and Health Education**

The aim of Relationship, Health and Sex Education at our school is to provide pupils with age-appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health and relationship related behaviour. This should take place with consideration of the qualities of relationships within families, thereby creating a positive culture around issues of sexuality and relationships.

The objectives of Relationship, Sex and Health Education are to:

- Provide the knowledge and information to which all pupils are entitled
- Clarify/reinforce existing knowledge
- Raise pupils' self-esteem and confidence, especially in their relationships with others
- Understand the importance of positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- Help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- Create a positive culture around issues of sexuality and relationships and enable our pupils to better understand the nature of relationships
- Provide the confidence to be participating members of society and to value themselves and others
- Help gain access to appropriate information and support
- Develop skills for a healthier, safer lifestyle, including online safety
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Help pupils develop feelings of self-respect, confidence and empathy including how to respect and care for their bodies
- Understand and use the correct terminology
- Be prepared for puberty and adulthood, to gain an understanding of sexual development and to recognise the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Understand the process of human reproduction, whilst using the correct terminology to describe male and female reproductive organs

## **Statutory Requirements (Relationships Education, Relationships and Sex Education (RSE) and Health Education DfEE 2019)**

Relationship education and health education are compulsory requirements in primary schools. The wider topic of Relationship and Sex Education (RSE) is not compulsory in primary schools. However, primary schools are required to teach elements of sex education contained in the science curriculum.

At the Federation of Fairfield and Colneis, we teach RSE as set out in this policy.

## **Policy Development**

This policy has been reviewed by the PSHE subject leaders and a committee of the governing body. Parents had the opportunity to review and respond to this policy prior to the statutory changes referenced above coming into force in 2021. A Pupil Needs' Assessment was carried out in which pupils had the opportunity to share what they thought was important to them.

Following an audit of existing provision, new plans and resources have been implemented in order to develop the curriculum to meet the new standards.

This policy and all resources will be made available to all parents upon request.

### **Definition**

Relationship, sex and health education is lifelong learning about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is about the understanding of the importance of loving and caring relationships.

Research demonstrates that good, comprehensive relationship and sex education does not make young people more likely to become sexually active at a younger age.

The federation of Fairfield Infant and Colneis Junior schools understands the importance of its pupils learning about sex education and they will therefore be taught in line with this policy.

### **Delivery of Relationship Education**

By the end of primary school, pupils will have been taught relationship education based on the following headings:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### **Delivery of Health Education**

By the end of primary school, pupils will have been taught health education based on the following headings:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

- Changing adolescent body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some pupils may have a different structure of support around them (for example, looked after children or young carers).

Full subject content for both Relationship Education and Health Education can be found in the following DfEE guidance:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership team, teachers.](#)

### **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

All schools must teach the following as part of the National Curriculum Science Orders - parents do not have the right to withdraw their child/children.

Excerpts from National Curriculum Science:

#### 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.
- 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.

#### Key Stage 2

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

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, or special needs. It is our intention that all pupils have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

## **The organisation of Relationship and Sex Education (RSE)**

### **High quality RSE is taught:**

- By a member of teaching staff who is known to the pupils, preferably the class teacher
- In a familiar and comfortable environment
- In mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.
- Adhering to the school's agreed curriculum content which is age and stage appropriate
- Using resources and teaching methods which have been approved by the PSHE lead and the SLT
- Through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- In a sequence of lessons which build knowledge and understanding at a gentle pace.

### **Teachers ensure that the learning environment is safe by:**

- Setting clear ground rules which are to be adhered to by all staff and pupils present
- Organising seating so that pupils do not feel threatened or embarrassed
- Making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- Ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- Providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- Providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age and stage requirements and decide how/whether the question should be answered
- Giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation).

### **Ground rules might include:**

- Allowing others to speak without interruption or judgement
- Avoiding giving personal information or asking others to do so
- Accepting that people will hold a range of views
- Being respectful to everyone in the lesson at all times
- Discussing and challenging viewpoints respectfully
- Accepting that people will have a range of knowledge and understanding.

### **De-personalisation techniques are used to:**

- Allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- Allow pupils to consider issues that they have not had experience of
- Support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- Teach pupils that all issues which affect society, such as discrimination, are relevant to everyone.

### **The teaching of sensitive and controversial issues must:**

- Not be avoided because they are difficult to teach
- Be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- Be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- Be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught.

### **Roles and Responsibilities**

#### The Governing Body

The governing body will approve the Relationship, Sex and Health Education policy, and hold the head teacher to account for its implementation.

#### The Head Teacher

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy.

#### Staff

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils

- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, sex and health education
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENDCO to identify and respond to individual needs of pupils with SEND.

### Parents/carers

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, sex and health education.

### Pupils

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents' Right to Withdraw**

The school includes information on relationship and sex education in the school prospectus and full details are available on request.

The school informs parents when some aspects of the relationship and sex programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of relationship and sex education which are not included in the National Curriculum Science Orders. Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education.

### **Safeguarding**

*Child protection, safeguarding and confidentiality protocols support this policy as below:*

- Recognition that effective RSHE explores appropriate actions in relationships which can lead to disclosures from pupils requiring a safeguarding referral to DSL
- In event of a disclosure staff follow schools safeguarding referral procedure
- Prior to teaching of RSHE commencing, teachers consult with DSL to ensure relevant issues can be addressed and pupil needs met
- While ground rules within a classroom may require pupils to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these.

*Protocols to support those at risk/vulnerable:*

- DSL will decide most appropriate course of action following any safeguarding referral
- Ensuring all pupils receive age appropriate RSHE
- Provision offered is appropriate to needs of pupils
- Any further relevant protocols currently in place in the federation.

### **Dealing with Difficult Questions**

Children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Teaching methods should take account of these differences and provide the potential for discussion on a one-to-one basis or in small groups.

Ground rules are essential to provide an agreed structure when answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs. When answering questions, staff are always mindful of the need to only provide age-appropriate information.

### **Children with Special Educational Needs and Disabilities (SEND)**

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for everyone to have full access to the content of relationship and sex education.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teachers with responsibility for relationship and sex education. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by



lesson observation, sampling teachers planning, questionnaires to teachers and pupils and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing pupil's learning and implementing change if required.

This policy document will be approved by the full governing body.

Any change will be reflected in the school prospectus.

Relationship, Sex and Health Education issues will be included in the induction programme for all new members of staff.