



## Relationships and Sex Education (RSE) and Health Education Policy for

### Broad Oak Community Primary School



#### **Statement of Intent**

At Broad Oak we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people,

schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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 education, which is required to 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 ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

We aim to enable our children to:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect other viewpoints and beliefs
- Identify adults they can trust and who to ask for help
- Recognise their value and to identify positive things about themselves
- Listen to and support friends
- Recognise peer pressure and know that they can say no
- That life processes common to humans and other animals include growth and reproduction
- Learn about the main stages of the human lifecycle
- How their body works and be prepared for puberty
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- The diversity of lifestyles
- Other's points of view, including their parents
- The diversity of values and culture in the school and in the community
- The need for trust in relationships
- How to make healthy food choices to maintain a healthy diet

- How to maintain mental care
- To understand how important it is to take part in physical exercise / hobbies / links to the community for a positive mental wellbeing
- Information surrounding mental illnesses and where to go for support

### **Legal framework**

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality and Diversity Policies
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Online Safety Policy
- School Improvement Plan (SIP)

### **Links to PATHS**

The PATHS® Programme for Schools is a programme which helps children to develop self-control, emotional awareness and interpersonal problem-solving skills.

The RSE Progression Map shows that the majority of the PSHE elements of the RSE guidance are being taught and explored through our twice weekly PATHS sessions.

Our school ethos is that of being nurturing, practicing our family values, consideration for others, as well as resilience. This will enable us, as a school, to fulfil the DFEE requirements

of making RSE compulsory due to the importance of schools being the body to 'place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online'.

### **Organisation and Approach**

We teach Relationship and Sex education through different aspects of the curriculum from Early Years through to Year 6. The main Relationship education teaching is in our PATHS curriculum. We also teach some Relationship and Sex education through other subject areas (for example, science and computing) 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. Any objectives that don't fall into our current teaching curriculum will be taught through discreet RSE lessons.

Health Education objectives will be mainly taught through PE and Science lessons, however, if objectives don't fall into our current teaching curriculum will be taught through discreet RSE lessons.

Pupils will know that they are free to ask further questions and to discuss issues with their teacher and support staff. They will answer pupil's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Governors and staff are agreed that staff will answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents.

### **Terminology**

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

### **Roles and responsibilities**

The governing board is responsible for:

- Playing an active role in monitoring and reviewing the policy and its implementation in school.
- 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.

- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- 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 3 yearly basis or as and when required.

The RSE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- 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, as well as any optional sex education, 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.

- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

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.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The appropriate teachers are responsible for:

- 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, sex and health.
- 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 RHE subject leader to evaluate the quality of provision.

### **Inclusion/Difference and Diversity**

RSE will meet the needs of all pupils, including those who are marginalized and vulnerable. We work in partnership with the SENCO and parents to ensure that all students experience a quality RSE programme. We also consult with students and parents who may have different needs due to religious or cultural beliefs.

### **Safeguarding**

School safeguarding procedures must be followed when any disclosures about abuse are made.

### **Parents and Carers**

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RHE.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- 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

The school will work closely with parents in reviewing the sex education curriculum and will consult with them regularly with regard to what is covered.

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. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

### **Withdrawing from the subjects**

RHE are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits of 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.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

### **Role of Other Members of the Community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our Relationship and sex education programme. Other people that we call on include local clergy, social workers and youth workers.

All sessions will be jointly planned with the classroom teacher and visitors will follow school policies. All information given to students must be age appropriate.

### **Working with external experts**

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 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.
- 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.

### **Confidentiality**

Teachers will conduct RSE and Health Education lessons in a sensitive manner and in confidence. It is the responsibility of the classroom teacher to create a safe environment

through ground rules and distancing techniques. However, if a child causes the teacher reason for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they themselves may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the safeguarding lead. The safeguarding lead will then deal with the matter in consultation with health care professionals.

### **Dealing with difficult questions**

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

### **Assessment / Evaluation**

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

### **Monitoring and Evaluation**

This policy will be reviewed after the first year of implementation (July 2021) and three yearly thereafter. The review will take account of the following monitoring and evaluation activities undertaken by the RSE lead, HT/SLT and/or governors as well as any updated guidance issued by the DfE:

- Pupil, staff and parent voice
- Planning and work scrutiny
- Lesson observation/drop ins

## **Appendices**

The following documents are to accompany the RSE Document:

- RSE Progression Map / Long Term Plan
- PATHS and RSE 2019
- Linking PATHS to PSHE Association, PSHE curriculum