

**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



# Relationships, Sex and Health Education Policy Thakeham Primary School

Date approved by the Full Governing Body: 22.05.2020

Review Date: April 2021

Signed

Headteacher: *S. Norton*

Chair of Governors: *Judith James*

## **Statutory Guidance**

This policy is in line with statutory guidance Relationships Sex and Health Education Guidance (DFEE, 2019).

## **Audience**

This policy is intended to be read by all members of staff employed by Thakeham Primary School. It will be available on the school website for parents and the wider community to view.

## **What is Relationships, Sex and Health Education (RSHE)?**

RSHE is the life-long learning about physical, moral and emotional development. It is the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

## **Context**

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. From September 2020 it is a statutory requirement that all primary age children will be taught Relationships and Health Education.

Whilst in Primary Schools, Sex Education is not a compulsory element, through consultation with all stakeholders we have decided that this will continue to be taught as an integral part of our RSHE curriculum.

## **Aims**

The aim of the policy is to provide a framework for teaching Relationships, Sex and Health Education throughout the school. It is also intended to inform parents and the wider community about the programme that their children will be following in each year of their education.

## **Content**

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe
- mental wellbeing
- internet safety and harm
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body (puberty)

We believe that it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure

that both boys and girls are prepared for the changes that adolescence brings and draws on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As a primary school, we will continue to cover the additional content on sex education to meet the needs of our pupils, although we recognise this is not a statutory requirement.

## **Equal opportunities**

Schools are required to comply with relevant requirements of the Equality Act 2010 and have an awareness of the Public sector equality duty (PSED) (s.149 of the Equality Act). Under the provisions of the Equality Act, Thakeham Primary School will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND code of practice when planning for these subjects. Provisions within the Equality Act allow schools to take positive action where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. At Thakeham Primary School we take account of the individual cohorts within our school. This includes the gender and age range of their pupils, and whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. Thakeham Primary School aims to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls. Staff have an important role to play in modelling positive behaviour.

We seek to provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

## **Safeguarding Statement**

Thakeham Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, governors and volunteers to share this commitment.

Central to our policy is a focus on keeping children safe. All staff including governors and volunteers are trained to follow the practice as set out in Keeping Children Safe in Education (KCSiE) and therefore will report any concerns to the DSL.

Children will be made aware of how to raise their concerns, who to report to and how any report will be handled. This should include processes when they have a concern about a friend or peer.

## **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Questions arising that are directly linked to our planned curriculum will be answered in a clear, age appropriate manner. Questions outside of our agreed curriculum will not be addressed in a whole-class setting and we will liaise with parents accordingly. Teachers can access useful support via the Teacher Guidance: 'Preparing to teach about mental health and wellbeing' (PSHE association).

Questions that raise safeguarding or child protection concerns will be referred to the DSL.

## **Working with parents**

Parents are consulted on the content of the RSHE curriculum to ensure that the policy and curriculum meet the needs of pupils and parents and reflects the community we serve. Our policy and curriculum plans are available to all parents via the school website and in hard copy from the school office.

Communication will be sent home with each year group prior to the planned teaching. Parental workshops will be offered at the appropriate times to ensure that parents understand and can support their children's learning.

## **Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE, as this is not a statutory requirement. However, it is statutory for schools to teach the Science National Curriculum. Before granting any such request the Headteacher will discuss this with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

## **Delivery and teaching strategies**

In our school we ensure that RSHE is taught by the classteachers.

It is the responsibility of Senior Leadership to ensure that staff, parents and governors are informed about the school's RSHE policy and that the policy is implemented effectively. It is also the Senior Leadership's responsibility to ensure that members of staff are sufficiently knowledgeable, so that they can teach effectively and handle any difficult issues with sensitivity. The Senior Leadership will liaise with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework. The Senior Leadership monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

Please see appendix for suggested resources that we may draw upon when delivering RSHE.

## **The 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, external organisations and agencies, for example members of the Local Health Authority may provide valuable support with our RSHE programme.

## **Governors**

As well as fulfilling their legal obligations, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **Pupils with special educational needs and disabilities (SEND)**

When teaching RSHE we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Our curriculum will be accessible for all pupils. Teaching is of high quality, differentiated and personalised to meet the specific needs of pupils at different developmental stages (please refer to the SEND Code of Practice).

### **Faith, Values & RSHE**

All children from all faiths and cultures have an entitlement to RSHE. Teaching RSHE effectively means taking into account the faiths and cultures of the children in our school. RSHE should be sensitive to the range of different values and beliefs within a multi faith and multi-cultural society. There are two underlying principles considered:

- 1) RSHE must be relevant to the children, supporting them in learning about different faiths and cultures and be underpinned by values promoting equality and respect.
- 2) Valuing diversity and anti-discriminatory practice is an integral part of the school's ethos.

### **Resources**

We will be using a range of age-appropriate resources to teach the planned curriculum.

### **Assessment**

We have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Our curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

## **Appendix**

### **Relationships Education**

Safeguarding: NSPCC PANTS rule with film. Example of model primary curricula from Catholic Education.

### **Relationships and Sex Education**

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.

Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.

Consent: PSHE Association lesson plans from the PSHE association.

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Example model secondary curricula from Catholic education.

### **Mental health**

Mental health and emotional wellbeing lesson plans from PSHE Association.

MindEd educational resources on children and young people's mental health.

Online safety

Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

### **PSHE**

PSHE Association Programme of study for KS1-5

Drugs and alcohol

Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation

Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

### **Curriculum**

Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.