



Relationships, Sex and Health Education Policy

Documentation Information			
Reviewed By	PSHE Lead	Responsibility	Head of school
Last Reviewed	March 2023	Next Review	March 2026

Review Cycle Every 3 years

Ratified by Governors March 2023

Introduction

This is the policy of Kingsway Primary School on the approach taken to Relationships, Sex and Health Education (RSE), approved following a consultation with parents and carers in March 2023.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSE policy also covers health education.

This RSE policy also supports legal requirements relating to the following:

- *The Equality Act 2010*
- *The Education Act 1996*.
- *Statutory guidance, Keeping Children Safe in Education 2020*.

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying
- Safeguarding
- Behaviour

Definition*

RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSE is enhanced by: a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

The Kingsway Jewel Values of:

Kindness, Integrity, Never give up, Go above and beyond, Self-motivated, Welcome everybody & work together, Accountable and Your voice is important and the expected learning behaviours of:

- We follow instructions first time
- We take care of each other and our things
- We stop and listen to an adult talking
- We speak to each other in a respectful and kind way
- We keep hands and feet to ourselves and only touch other people with their consent.

Our children and other members of the school community are able to grow and flourish in a safe environment

Aims

The aims of our RSE programme are:

To provide accurate and age-appropriate information.

- To ensure all children are included
- To help children make informed choices.
- To develop knowledge, skills and attitudes.
- To build confidence and self-esteem.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSE requires support from the whole school community and the following people have specific roles and responsibilities:

Trustees/governors

- Ensuring, through consultation, that the RSE policy reflects the needs and views of our community.
- Ensure that the RSE curriculum is well led, effectively managed and well planned.
- Ensure that the quality of RSE provision is subject to regular and effective self-evaluation
- Ensure that teaching is delivered in a way that is accessible to all.
- Ensure that clear information is given to parent/carers
- Ensure that the subject is resourced and taught in a way which enables the school to fulfill statutory requirements.

Headteacher/principal

- Overseeing the development and delivery of RSE.
- Providing staff with the opportunity to contribute to the development of RSE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

- Leading the development and delivery of effective RSE.
- Keeping up-to-date with the development of RSE.
- Supporting colleagues as required.
- Monitoring and evaluating RSE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSE.

All staff

- To understand and implement the policy of RSE.
- To teach RSE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children

Curriculum organisation*

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSE:

Our RSE curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), and other DfE and OfSTED guidance. It also reflects best practices outlined by the PSHE association.

We consider Relationships education to be a continuous practice of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each year group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships education.

Relationships Education involves learning about:

- Families and the people who care for us
- Differences between families
- Healthy friendships and relationships
- Managing problems in friendships and relationships
- Respecting others and ourselves.
- Staying safe online
- Keeping ourselves safe

Our curriculum does not separate the delivery of Relationships education from Health education and the wider PSHE curriculum. We deliver topics which consider development of knowledge, skills and attitudes in an integrated way. The units where Relationships education plays a significant role are:

- Family & Relationships
- Safety & the Changing Body
- Health & Wellbeing.

These units will be taught each year, with content building on the knowledge and skills developed previously.

Outside of weekly PSHE lessons, elements of Relationships and Health education will also be taught as part of our Science, RE, PE and Computing curriculums.

We ensure that:

- PSHE lessons are delivered weekly to each year group
- Sufficient time is given to RSE lessons to allow children to explore topics and reflect on their learning.
- Where appropriate, visits and visitors will be used, not to replace lessons, but to enhance and add context to children's learning.
- RSE lessons will be taught by skilled, experienced members of staff who have developed good relationships with the children.

Teaching and learning

RSE is delivered in a safe and positive learning environment using the following approaches:

Our aim is that teachers use a range of teaching methodologies where communication skills are practiced in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage the use of oracy across the wider curriculum and RSE lessons lend themselves well to group work, debate and listening to the views of others. Our Relationships Education lessons are opportunities to explore views and perspectives and develop possible solutions through discussion and interaction.

- PSHE and RSE is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected.
- The schools behaviour expectations will be followed in all lessons (See behaviour policy)
- Discussion guidelines are referred to and followed
- Specific group expectations will be established, in consultation with the children, at the beginning of any Relationships Education work, covering the following areas:
 - Appropriate use of language
 - The asking and answering of personal questions
 - Strategies for checking or accessing information.

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss topics without disclosing personal information or experiences. For example: ● Fiction books

- Puppets
- Case studies and scenarios
- Role-play
- Videos

In addition, all staff will:

- use clear, age- appropriate language to avoid misconceptions and misunderstandings.
- Avoid prejudice and assumptions about children's abilities, desires, background and experiences.
- Deal sensitively with unexpected questions and comments
- Assess and build on existing knowledge and experiences
- Ensure that learning is engaging, using a range of activities, including structured discussion and problem solving.
- Provide a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allow time for reflection
- Use a variety of groupings to enhance learning.

Curriculum Content

Long term planning

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Consistent with our curriculum for Relationships education
- Relate to the aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of children
- Are engaging for children

- Are up-to-date in factual content and vocabulary
- Are produced by a reputable organisation
- Do not show unfair bias eg. towards a commercial product or religious viewpoint.
- Avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity.
- Encourage active and participative learning
- Conform to the statutory requirements for Relationships Education.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

The school may use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.

- The school will make visitors aware of the school policy for RSE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education*

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The following content is deemed to be sex education:

Year 6 - Safety and the changing body - Lesson 5: Conception

Year 6 - Safety and the changing body - Lesson 6: Pregnancy and birth

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents will be informed about sex education in advance via our curriculum newsletter

- Parents wishing to contact the school regarding our sex education should do so by e-mailing the office (office@kingsway.org.uk)
- In advance of any lessons deemed to be 'sex education' being taught, parents will be invited to attend a meeting. The meeting will be an opportunity to discuss concerns and to outline the impact on the children of missing sex education lessons.
- Where children are withdrawn from sex education lessons, a record will be kept.
- Children withdrawn from non-statutory sex education lessons will be provided with independent work to complete linked to a different part of our PSHE curriculum.

Safeguarding

RSE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school:

- Class teachers
- Year group leaders - Mrs Lakin (FS) Mrs Morris/Mrs Eardley (KS1) Mrs Eastgate (Y3/4) Mrs Chaudhary (Y5/6)
- Designated Safeguarding lead - Mrs Mckinnon
- Deputy Designated Safeguarding Leads: Mrs Painter, Mrs Morris, Mrs Chaudhary

External:

- Leics first response - Children's Duty - 0116 3050005
- Childline (0800 1111): www.childline.org.uk

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSE policy will be available to read on and downloaded from the school website.