



THE BISHOPSWOOD SCHOOLS FEDERATION

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Introduction

The teaching of Relationships, Sex and Health Education across the Bishopswood Federation is an important aspect of pupils' education. Relationships and Health Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationships, Sex and Health Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support that they need to grow, thrive and develop.

In this document, Relationships, Sex and Health Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respecting, caring, thriving and promoting the British value of tolerance.

This policy covers our school's approach to Relationships, Sex and Health Education (RSE), not only in lessons but also through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

From the academic year 2020/21, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, it is compulsory for all primary schools to provide **Relationships Education**. Primary schools may choose to provide sex education other than that covered by the Science curriculum. It is compulsory for schools to provide **Health education**.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their reflection and independence. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help. At Bishopswood Infant and Junior Schools, our Relationships, Sex and Health Education is taught through the HeartSmart Curriculum Scheme. This scheme also includes the PSHE curriculum taught to all pupils. It is also worth noting that RSE objectives are also taught throughout other curriculum areas, such as PSHE, Science, Computing and RE.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change to meet the needs and age groups of the pupils in the school. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Development of the Policy

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships, Sex and Health 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, Sex and Health Education. It is our intention that all children have the opportunity to experience a programme of Relationships, Sex and Health Education at a level, which is appropriate for their age and physical development with differentiated provision where required.

The Moral and Values Framework

Relationships, Sex and Health Education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life, in all curriculum areas, not just in Relationships, Sex and Health Education. We aim to:

- help pupils develop sensitivity and respect for themselves and others
- provide a safe and caring environment in which children are able to ask questions and further their understanding
- support pupils in taking responsibility for their actions and recognising the consequences of their actions
- provide equality of opportunity for all children in a caring, respecting community in which each individual is encouraged to make a valuable contribution

Aims of Relationships and Health Education

Taking account of the age, maturity and needs of the pupils, Relationships, Sex and Health Education aims to:

- provide the knowledge and information to which all pupils are entitled
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- give children the skills to build positive relationships and to value themselves and others
- teach children to become articulate communicators, who can voice their own opinions, listen to others and debate issues sensitively.
- provide the confidence to thrive and become participating members of society
- give them an understanding of the importance of health and hygiene
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- teach them to respect and care for their bodies
- questions honestly and sensitively – referring the children to parents where appropriate
- prepare pupils for puberty and encourage them to take responsibility for their own actions
- give them an understanding of reproduction and sexual development
- give them information on where individuals and families can get help and support

Context

We teach all Relationships, Sex and Health Education in the context of the school's aims and values framework. Whilst RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the school values, which underpin all work in school.

In particular, we teach Relationships and Health Education with the beliefs that:

- RSE should be taught in the context of loving relationships and family life

- RSE is part of a wider personal, social, spiritual, moral and health education process
- children should be taught to have respect for their own bodies
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity

Defining Relationship Education

Relationships Education teaches the basics of how to build positive relationships, and the characteristics of what those relationships may look like. This includes friendships, family relationships and relationships with other peers and adults.

Defining Health Education

Health Education is teaching pupils about physical health and mental wellbeing; recognising that there is a link between the two and being able to make healthy lifestyle choices.

Curriculum Content

Relationships, Sex and Health Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-worth. Health education will equip pupils with the skills they need to apply this knowledge to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

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

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. It includes:

- 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

Teaching and Learning including Delivery of the Curriculum

Delivery

Relationships, Sex and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, which is taught weekly. Relationships and Health Education is also taught within linked objectives for Science, Physical Education (PE), Computing and Religious Education (RE).

Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions, thinking and reflecting involved. It also encourages links through discussion about concepts such as remembering, specialness and hope.

As Relationships, Sex and Health Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that **all staff** understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. This aligns with our behaviour policy and staff training about talking with children about choices that they make.

Roles and Responsibilities

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Using a variety of teaching methods and resources to provide a challenging and 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 and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Children with SEND

It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with special educational needs are properly included in RSE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND, especially if the pupil has more difficulty understanding or are emotionally developmentally behind their peers.

The Role of the Headteacher/HOS/AHT

It is the responsibility of the Head to ensure that both staff and parents are informed about our Relationships, Sex and Health Education policy and that the policy is implemented effectively. It is

also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher is responsible for ensuring that RSE is taught consistently across the school. Pupils are expected to engage fully in RHE and when discussing issues treat others with respect and sensitivity. The Head monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and 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. Health professionals are expected to work within the school's Relationships and Health Education policy and on the instructions of the Head.

The Role of Parents

The school is well aware that the **primary role** in children's Relationships and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Relationships, Sex and Health Education policy and practice
- answer any questions that parents may have about the Relationships, Sex and Health Education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships, Sex and Health Education in the school

Confidentiality

Teachers conduct Relationships, Sex and Health Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and developmentally appropriate manner.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session.
- Pupil questions will be encouraged and opportunities to ask and answer questions openly and in private e.g. post it notes/question boxes will be provided.
- Clarity about the topics being taught will be shared with pupils.
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and can be discussed later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Head/Deputy who can discuss the

matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes have an 'RSE Question box' in their classroom when they are being taught RSE, so that they can ask questions anonymously. RSE boxes in infant classrooms are used slightly differently for children to share worries.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education or the programme of study as part of the requirements of the Science curriculum. The school will continue to teach the Science curriculum as set out in the National Curriculum.

Monitoring, Evaluating and Reviewing the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Relationships, Sex and Health Education provision is meeting their needs.

This policy will be reviewed on an annual basis by the PSHE and RSE subject lead, Headteacher and governors. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy.

Policy Reviewed – March 2022

Next Review – March 2024