



RELATIONSHIP, SEX AND HEALTH EDUCATION LOCAL ARRANGEMENTS

Recommended by: S Harris

Recommendation Date: Sept 2024

Delegated to Principal for approval

Signed:

Approval Date: Sept 2024

Next review: September 2025

Policy Tier (Central/ Hub/ School): School

This policy is based on DFE Statutory Guidance 2019 regulations and guidance from the Local Authority, School Health, Healthy Schools advisors and members of the Sexual Health Team.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to

be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Secretary of State

This is why the Government have made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools.

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. Relationship and Sex education forms part of the school’s personal, social and health education curriculum and aims to help young people learn to respect themselves and others and move with confidence from childhood through into adolescence and finally into adulthood.

This relationship and sex education is a crucial part of the curriculum throughout a pupil’s school career and is about developing an understanding of the importance of family life, stable and loving relationships, respect, love and care.

The school recognises the importance of delivering an effective personal, social and health education curriculum, of which relationships and sex is a part, and has identified a significant amount of the timetable to implement its delivery. The curriculum is delivered by the class teacher or another member of the school staff with whom children feel safe and secure. Ground rules are established to ensure everyone is able to contribute to the lesson.

Other school policies which link directly to RSHE are:

- PSHE policy
- Equal opportunities
- Behaviour
- Teaching and Learning
- Science
- RE & Collective Worship
- PE
- Anti-Bullying

Our relationship and health education programmes are tailored to the age and the physical and emotional maturity of the children.

At Key Stages 1 and 2 the personal, social and health education curriculum is developed through our Jigsaw scheme of work focusing on 6 main themes. The 2 main themes directly linked to relationship and health education are Relationships and Changing me. The content for each year group is set out below:

1. Relationships

Age

Reception Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; respecting my body and looking after it e.g. personal hygiene.

Year 1 Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me.

Year 2 Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships.

Year 3 Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect

Others; awareness of how other children have different lives; expressing appreciation for family and friends.

Year 4 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique.

2. Changing Me

Age

Year 1 Life cycles of animals and humans; changes from birth to present day; how to cope with changes.

Year 2 I can compare how I am now to when I was a baby and explain some of the changes that will happen as I get older; I can use the correct names for penis, testicles, anus, vagina and give reasons why they are private; the process of growing from young to old; to identify parts of the body and to recognise differences between girls and boys (vocab used: male, female, vagina, penis, testicles, nipples, bottom, anus, breasts); how to cope with changes.

Year 3 I can use the correct terms (taught in Yr 2) and explain why they are private; I can explain why some types of touches feel OK and others don't; to identify parts of the body and to recognise differences between girls and boys (vocab used: male, female, vagina, penis, testicles, nipples, bottom, anus, breasts).

Year 4 I can explain how boys' and girls' bodies change on the outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up; how babies grow inside the mother's womb; what a baby needs to live and grow; outside body changes (puberty)(vocab

used: puberty, male, female, penis, testicles, womb, vagina); about family stereotypes and recognising stereotypical ideas about parenting and family roles.

The curriculum aims to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Staff:

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher.

Pupils:

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

Monitoring arrangements:

The delivery of RSHE is monitored by the PSHE co-coordinators through:

learning walks, lesson drop ins and work trawls.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Our Key Stage 2 curriculum is shared with the local middle school and they teach the more in depth knowledge about body changes and sexual relationships (including the process of sexual intercourse).

Every child has a right to access our RSHE curriculum.

The new legislation brought in through the Children and Social Work Act 2017 brought about some important changes in relation to parental rights to withdraw children from school RSE:

Parents are not be able to withdraw their child from Relationships Education

Parents are able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum. The teaching of sex and sexual health does not form part of our school's curriculum.

Teachers, however, will deal with children's questions about the physical difference between the sexes and about human reproduction factually and honestly when and as they arise. If a member of staff feels that a question is too explicit, inappropriate for the age of the child, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

We share the government's view that given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures. Teachers at all times must follow the school's policy on confidentiality.

There may be occasions where girls mature at an early age and menstruation begins. In this case arrangements are made to enable the pupil(s) to receive the necessary support and guidance and access to required changing arrangements.