

Fernwood Primary and Nursery School

Relationships and Sex Education (RSE) Policy (This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE)

Date of policy: October 2022

Date of review: July 2024

Name of RSHE Subject Leaders : Rebecca Blundell & Laura Robinson-Wood supported by Lynne Orme Acting Executive Head Teacher

Name of RSHE Governor: Raina Mason

Policy signed and dated:



1. Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

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 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 8 for more details.

The RSHE teaching at Fernwood Primary and Nursery School contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

2. Formulation, Dissemination, Monitoring and Review of Policy

The RSE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: inviting comments from staff, governors and parents during May 2020 plus a meeting in the Autumn term. Parents and Staff will once again be consulted during 2022/23. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy and scheme of work is available on the school website and free of charge to interested parties via school reception.

The RSE policy and curriculum will be reviewed annually by the RSHE Subject Leaders, the Executive Head Teacher and governors. This review will be informed by feedback collected from staff, governors and parents. Please see Parental Consultation and Liaison below, point 15.

3. What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at Fernwood Primary and Nursery School children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

4. The Importance of RSHE

Our school's ethos and values centre around inclusion of all. Our catchment is richly diverse; our curriculum is broad encompassing all that is important to us as a community. Safeguarding is a key priority in school. We have a comprehensive Child Protection and Safeguarding Policy. We ensure that we uphold all aspects of Keeping Children Safe in Education. We have 9 DSLs (Designated Safeguarding Leads) whose role it is in school to protect all children particularly those who are vulnerable.

We acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

5. Key Objectives

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support.
- Develop pupils' understanding of British Values
- Explore the protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation).

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE is an integral part of our curriculum eg included within RE, science and PE, in addition to more focused learning through RSHE lessons. Pupils are helped to appreciate difference and to respect themselves and others.

6. Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may be pro-active in our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE is accessible to all regardless of their gender. Through the delivery of RSHE teachers explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural

viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what is taught and when.

We use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, an adapted approach may be necessary to ensure learning outcomes are met – this is discussed with parents/carers. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships are explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books are used which show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

7. The Curriculum

RSHE is taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. **Please see the SRE Overview attached.** All programmes of work are on the school website throughout the year, for parents to read.

Some elements of RSHE are delivered through national curriculum science:

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age.

Below is a list of topics covered by our RSHE programme:

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

We deliver our RSHE curriculum predominantly through assemblies and a weekly/fortnightly PSHE lesson.

The impact on the children's learning is measured by Richard Hill Deputy Head of School every half term.

8. Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We hold a parents' meeting each year where parents can familiarise themselves with a sample of the resources to be used. If you would like to see these at another time of the year please speak to your child's Class Teacher. We inform parents of what will be taught throughout the curriculum in each term, through our termly curriculum newsletter.

9. Sex Education

In addition to Relationships and Health Education we also cover sex education annually. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Please be fully aware that this is age and stage appropriate eg a cat having kittens is an example for our younger children. Parents are able to withdraw their child from this learning if they choose to, see Parents' section below.

10. Teaching and Learning

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE follows the school policy.

The personal beliefs and attitudes of teachers do not influence the teaching of RSHE. A balanced and non-judgmental approach is taken. Teachers, and all those contributing to RSHE work to the agreed values within this policy.

Within RSHE pupils develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies are used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSHE is delivered all year round – parents/carers will be informed of what will be covered and when at the beginning of the year. The Sex Education will take place in the Summer Term.

11. External Speaker

Annually we ask a health professional to assist the Executive Head Teacher to deliver a periods and menstruation lesson/advice to upper junior girls. The health professional is a Local Authority employee and as such, she is well aware of all processes and protocols. The presentation can be found on the school website under RSHE.

12. Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers create a group agreement with each class outlining expectations

around rights, responsibilities and respect. The group agreement is a working document that all pupils agree to follow.

The group agreement outlines rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement reminds pupils that personal questions are not appropriate.

When pupils can write independently, they are introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff are mindful of their safeguarding role and follow the relevant school procedures if a question raises concerns of this nature.

Teachers use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher reminds pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This is fed back to the Subject Leaders as part of the evaluation and monitoring process.

13. Staff Training

All staff delivering RSHE take part in an initial basic training session. If a staff member has additional learning and development needs these are supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

14. Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. Pupils' progress in RSHE is included in the end of year report.

15. Parental Consultation and Liaison

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents are informed about RSHE through the school prospectus (on the website) and by letter/email to explain when the Sex Education within RSHE, takes place and what will be covered. Also all of the scheme of work is available on the website. An annual meeting is held in the Summer Term to share this policy and the scheme of work with parents. Following a presentation parents are invited to ask questions and seek reassurance from school staff about the lessons their child/children will receive.

Mrs Orme AEHT is available to discuss parental concerns in regard to the policy and scheme of work at any time. Please don't hesitate to telephone the school office to request an appointment.

16. Right To Withdraw from Sex Education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education by sending a letter or email to the Executive Head Teacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education. Please discuss

this decision with us before you withdraw your child.

17. Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE is clear about the boundaries of their legal and professional roles and responsibilities. Teachers discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils are informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed and then supported as appropriate.

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to a disclosure of a child protection issue. Everyone involved in RSHE is alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the Child Protection and Safeguarding Policy. Any disclosure of sexual activity from a primary age child raises immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

18. Menstrual Wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in the Y5 and Y6 toilets
- Pupils can access sanitary products from the junior office or ask a female member of staff to assist
- For those experiencing period poverty free sanitary protection can be accessed from the junior school office – please talk to Mrs Orme or Mrs Giles, Head of School if this is required.

When a pupil starts menstruating in school we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in Year 4, with more detailed input in Year 5 – see above, advice from local health professional. If your child has difficulties managing their periods at school please contact Mrs Orme or Mrs Giles for support.

19. Links to other Policies/Curriculum Intent Documents

- Behaviour and Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Health and Safety Policy
- British Values on website
- Whole School Curriculum Plan including all curriculum links.

20. More information

If you would like to discuss our provision of RSHE further please contact Mrs Rebecca Blundell Foundation Stage and Key Stage 1 and Mrs Laura Robinson-Wood – Key Stage 2 Subject Leaders.

If you have a complaint about any aspect of our RSHE provision please address this to: Mrs Orme Acting Executive Head Teacher.