



# Willenhall Community Primary School

## Relationships, Health and Sex Education policy

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## 1. POLICY STATEMENT

### 1.1. Definitions

Relationships and Health Education (RHE) were introduced as statutory curriculum content in 2019.

Relationships Education can be defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with

adults.

Health Education can be defined as teaching the characteristics of good physical health and mental wellbeing.

Sex Education is a non-statutory part of the curriculum and specifically refers to curriculum content about human reproduction not covered in the Primary science curriculum.

Relationships, Health and Sex Education form part of the school's Personal, Social, Health and Economic Education (PSHE) programme. In addition to Relationships and Health Education, PSHE covers some additional non-statutory curriculum content including careers education, citizenship, emotional literacy, personal safety, community engagement and Sex Education.

## **1.2. Policy Scope and Rationale**

This policy covers our school's approach to the teaching of RHE and Sex Education through PSHE lessons. It applies to all children being taught statutory curriculum content from Years 1 to 6. The teaching of PSHE in Early Years is met through the EYFS curriculum, details of which can be found at <https://www.willenhallprimary.org/reception/>.

This policy is a working document which provides guidance and information on all aspects of RHE, PSHE and Sex Education and aims to provide a secure framework within which staff can work.

This policy is for staff, parents/carers, governors and visitors to the school.

## **1.3. Policy Consultation**

This policy was produced by the school's PSHE leader and Senior Leadership Team through ongoing consultation with teachers, governors, parents and children. We are committed to working with parents/carers as well as all other school stakeholders, to make this policy as collaborative as possible.

Consultation initially took the form of meetings with parents, teachers and governors during the Spring and Summer terms of 2019, as well as a general questionnaire. The feedback from this process showed the overwhelming majority of the parents supported the teaching of all the new content covered by RHE. Teachers and Governors also indicated that they fully supported the teaching of this new content. Since then, due to restrictions in place due to COVID-19, we were unable to hold a face-to-face consultation, but have released online consultation videos and surveys during 2020-21. In-person consultation meetings resumed in Spring 2022.

Pupils have been involved in the creation of this policy through a pupil survey held 2-3 times a year. The pupils indicated that they thought the teaching of all aspects of PSHE were important.

Comments and specific issues raised by governors, parents and pupils during this process have been taken into account in the production of this policy.

Consultation around this policy will continue after its publication and this policy will be reviewed by the PSHE Leader and Senior Leadership Team on an annual basis.

#### **1.4. Policy Availability**

This policy will be made available through the policy section of the school website. A hard copy and accessible versions can also be obtained on request and free of charge.

Parents will be informed of the policy through a school letter and notice on the website. Teachers will be made aware of the policy through staff meetings. Pupils will also be made aware of the content through their PSHE lessons.

#### **1.5. Legal Requirements**

The Department for Education has specified that all primary schools must teach RHE from the 2020-21 school year. The law in relation to RHE states that schools must have a Relationships and Health Education policy that has been produced in consultation with parents and the wider community.

Schools are also required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, 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.

Governing bodies of schools are also required to keep an up to date Sex Education policy that describes content and the organisation of SRE provided outside the national curriculum for science. Parents/Carers have the right to withdraw their children from SRE lessons and they will be fully informed of this right.

Other related policies and documents:

- Anti-bullying Policy
- Behaviour and Physical Restraint Policy
- Child Protection and Safeguarding Children Policy
- Curriculum Statement
- E-safety Policy
- Peer on Peer Abuse Policy
- Prevent Safeguarding Policy
- SEND and Inclusion Policy

#### **1.6. Roles and Responsibilities**

The governing body is legally responsible for the development and implementation of this policy.

The RHE programme will be led by the school's PSHE Leader. The leader will be

supported and monitored by the school's Senior Leadership Team and Head teacher.

It is the role of the PSHE Leader to develop and monitor this policy, disseminate and consult about its content and ensure its successful delivery through staff training and monitoring.

Teachers are responsible for delivery of RHE in line with this policy.

All school staff are responsible for reinforcing the values and legal requirements underpinning this policy, particularly in connection to Child Protection and Safeguarding.

## **2. INTENT**

### **2.1. Intent Statement**

The school believes the teaching of Relationships and Health Education, within a framework of PSHE, is in the best interests of the children in our care as it contributes to helping children thrive in all aspects of their development. PSHE helps ensure the children's physical and emotional health, safety and wellbeing, and allows them to contribute to our school and wider community.

At Willenhall Community Primary School, we endeavour to empower all our pupils with life skills that will enable them to lead a happy and fulfilling life, feel a sense of belonging and make a valuable contribution to society. We feel it is important that children feel happy and secure so that they can work to the best of their ability and make good progress, as well as discover their own individual passions and strengths. The school offers a broad and balanced curriculum which covers all aspects of school life to allow them to thrive in both their subjects and in their life as a whole.

This policy and curriculum design of RHE reflects this intent.

### **2.2. Moral Framework and Values**

The teaching of RHE reflects the school's values of Honesty, Kindness, Respect, Growth and Responsibility, all underpinned by the overall theme of Community. It also reflects the school's requirements to promote British Values. Therefore, RHE reinforces the values of:

- self-respect and respect for others
- empathy, mutual support and co-operation
- responsibility for personal actions
- an awareness of the uniqueness of individuals
- respect and acceptance towards others who may have different backgrounds, cultures, religions and sexuality
- diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up, sexual orientation, special needs ability or disability.
- the right of people to hold their own views (as long as these views do not

- impact negatively on the rights of others)
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about health, relationship and sex issues

### **2.3. Aim of Teaching Relationships and Health Education**

Our priorities for teaching RHE come from consultation with parents/carers, other stakeholders such as local secondary schools, teachers, governors and children, and from pupil, parent and teacher surveys. This evidence is used to generate priorities and identified needs for the scheme of work.

From this process, our identified aims in teaching RHE are:

- To keep our pupils safe by equipping them with the necessary skills and knowledge to manage their own behaviour and relationships
- To make sure pupils are physically, emotionally and mentally healthy
- To teach the life skills required to enable them to thrive as they grow and develop in a fast-changing world with many challenges and pressures on children
- To provide the skills and knowledge they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults
- To promote the school's ethos and Community Values

### **2.4. Teaching and Learning Objectives**

The teaching of RHE meets the school's overarching aims and values by teaching children:

- the ability to keep themselves and other people safe by minimising risk from harm
- the knowledge to reduce the risks to their own and the health of others
- an understanding of their own bodies and how to make healthy choices
- an awareness of the right they have over their own body
- self-esteem, self-awareness and mental wellbeing
- the skills needed for successful relationships
- the skills and knowledge to make positive informed choices
- the ability to take responsibility for and accept the consequences of their own actions
- opportunities to understand and celebrate difference and diversity
- good communication skills
- the confidence and know-how to seek help and advice

## **3. CONTENT**

### **3.1. Relationships Education**

In line with our aims and objectives, and statutory guidance on Relationships Education and Health Education, Relationships Education will teach:

- Information about different kinds of relationships – including friendships, families and people pupils can go to for support.
- Characteristics of healthy relationships.
- The facts about marriage and civil partnership.
- How to take turns, treat others with kindness, consideration and respect.
- The importance of honesty, permission seeking and giving, and the concept of personal privacy.
- Personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Online safety and appropriate behaviour online.
- Developing personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- How to recognise and report abuse, including bullying, emotional, physical and sexual abuse.

### **3.2. Health Education**

In line with our aims and objectives, and statutory guidance on Relationships Education and Health Education, Health Education will teach:

- The importance of daily exercise, good nutrition and sufficient sleep.
- The steps pupils can take to protect their own and others' health and wellbeing – this includes teaching simple self-care techniques, personal hygiene, how to prevent health and wellbeing problems, and basic first aid.
- The relationship between good physical health and good mental wellbeing – including the benefits exercise and spending time outdoors can have on mental wellbeing.
- The benefits of hobbies, interests and participation in communities.
- The benefits of rationing the time spent online and the risks of excessive use of electronic devices.
- Issues relating to isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.
- Why social media, computer games and online gaming have age restrictions, and how to manage common online difficulties.
- The facts around puberty and menstruation.

### **3.3. Personal, Social and Health Education (PSHE) Curriculum**

Both Relationships and Health Education will be taught as part of the school's overall PSHE curriculum, as well as being supported by cross-curricular links where appropriate:



| Year | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|------|--|--|--|---|--|---|
| 1    | <p><b>Me and My Feelings</b></p> <p>What do we like and dislike?</p> <p><i>Likes and dislikes</i></p> <p><i>Feeling uncomfortable</i></p> <p><i>Being special</i></p>              | <p><b>Me and My Health</b></p> <p>How do we keep ourselves healthy?</p> <p><i>Being clean</i></p> <p><i>Clean hands and teeth</i></p> <p><i>Healthy choices</i></p>    | <p><b>Me and My Relationships</b></p> <p>What is the best way to behave?</p> <p><i>Behaviour and bullying</i></p> <p><i>Recognising feelings</i></p> <p><i>Fairness and kindness</i></p> | <p><b>Me and My Safety</b></p> <p>How do I feel safe?</p> <p><i>Feeling safe</i></p> <p><i>Who keeps me safe</i></p> <p><i>Ownership</i></p>  | <p><b>Me and My Safety</b></p> <p>How do I keep myself safe at home?</p> <p><i>Safe at home</i></p> <p><i>Safe choices</i></p> <p><i>Hazards</i></p>                         | <p><b>Me and My Relationships</b></p> <p>What is a family?</p> <p><i>Growing and changing</i></p> <p><i>Types of family</i></p> <p><i>Asking for help</i></p>       |
| 2    | <p><b>Me and My Community</b></p> <p>Where do I belong?</p> <p><i>Needs, wants &amp; belonging</i></p> <p><i>Recognition of difference</i></p> <p><i>Working cooperatively</i></p> | <p><b>Me and My Feelings</b></p> <p>What are feelings like?</p> <p><i>Happy and Sad</i></p> <p><i>Angry, Calm and Scared</i></p> <p><i>Other people's emotions</i></p> | <p><b>Me and My Health</b></p> <p>How can we stay healthy?</p> <p><i>Healthy body</i></p> <p><i>Healthy mind</i></p> <p><i>Being resilient - work</i></p>                                | <p><b>Me and My Relationships</b></p> <p>What is bullying?</p> <p><i>Behaviour and bullying</i></p> <p><i>Good friendships</i></p> <p><i>How to resolve bullying</i></p>                            | <p><b>Me and My Safety</b></p> <p>How do I keep myself safe outside?</p> <p><i>Safe at home</i></p> <p><i>Safe outside</i></p> <p><i>Road safety</i></p>                     | <p><b>Me and My Relationships</b></p> <p>What makes us the same or different?</p> <p><i>Body parts</i></p> <p><i>Lifecycles</i></p> <p><i>Males and females</i></p> |
| 3    | <p><b>Me and My Feelings</b></p> <p>How do we feel?</p> <p><i>Excitement, shame &amp; pride</i></p> <p><i>Loss and Disappointment</i></p> <p><i>Recognising feelings</i></p>       | <p><b>Me and My Health</b></p> <p>What do healthy people do?</p> <p><i>Habits</i></p> <p><i>Healthy routine</i></p> <p><i>Being resilient - lifestyle</i></p>          | <p><b>Me and My Relationships</b></p> <p>What makes a good friend?</p> <p><i>Private and secret</i></p> <p><i>Special people</i></p> <p><i>Friendship and Fall-outs</i></p>              | <p><b>Me and My Relationships</b></p> <p>How do I behave online?</p> <p><i>Online and offline behaviour</i></p> <p><i>Emotional impact</i></p> <p><i>Managing risk</i></p>                          | <p><b>Me and My Safety</b></p> <p>What should be done in an emergency?</p> <p><i>Safe and unsafe situations</i></p> <p><i>Measuring safety</i></p> <p><i>Emergencies</i></p> | <p><b>Me and My Relationships</b></p> <p>What does personal mean?</p> <p><i>Body parts</i></p> <p><i>Personal space</i></p> <p><i>Types of family</i></p>           |
| 4    | <p><b>Me and My Community</b></p> <p>What impacts on my community?</p> <p><i>Assets and harms</i></p> <p><i>Improving the community</i></p> <p><i>Tolerance</i></p>                | <p><b>Me and My Relationships</b></p> <p>What should we do about bullying?</p> <p><i>Empathy</i></p> <p><i>Bullying</i></p> <p><i>Choices</i></p>                      | <p><b>Me and My Feelings</b></p> <p>Who am I Inside Out?</p> <p>(Inside Out scheme pt.1)</p> <p><i>Complex emotions</i></p> <p><i>Anger</i></p> <p><i>Choices and consequences</i></p>   | <p><b>Me and My Health</b></p> <p>How can I be mentally healthy?</p> <p>(Inside Out scheme pt.2)</p> <p><i>What humans need</i></p> <p><i>Happiness and anxiety</i></p> <p><i>Mental health</i></p> | <p><b>Me and My Safety</b></p> <p>What should I do with uncomfortable feelings?</p> <p><i>Uncomfortable feelings</i></p> <p><i>Consent</i></p> <p><i>Being assertive</i></p> | <p><b>Me and My Health</b></p> <p>Who am I going to be?</p> <p><i>Human Lifecycle</i></p> <p><i>Babies and Pregnancy</i></p> <p><i>Puberty</i></p>                  |



| Year | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2   |
|------|---|--|--|---|--|--|
| 5    | <b>Me and My Community</b><br>What are my rights and responsibilities?<br><i>Rights and responsibilities</i><br><i>Equality</i><br><i>Laws, rules &amp; democracy</i> | <b>Me and My Feelings</b><br>How do I manage my feelings?<br><i>Intensity of feelings</i><br><i>Recognising feelings</i><br><i>Expressing feelings</i>     | <b>Me and My Health</b><br>How can I be resilient?<br><i>Healthy lifestyle</i><br><i>Mental health</i><br><i>Managing feelings</i>                           | <b>Me and My Relationships</b><br>What are different relationships like?<br><i>Relationships (inc. marriage)</i><br><i>Aggressive and assertive</i><br><i>Barriers and conflict</i> | <b>Me and My Safety</b><br>How risky is this?<br><i>Identifying risks</i><br><i>Reducing risks</i><br><i>Peer pressure and prejudice</i> | <b>Me and My Health</b><br>How do I become an adult?<br><i>Puberty</i><br><i>Emotional changes</i><br><i>Puberty and hygiene</i> |
| 6    | <b>Me and My Feelings</b><br>How can I stay resilient?<br><i>Self esteem</i><br><i>Stress</i><br><i>Media</i>   | <b>Me and My Health</b><br>How can I be responsible for myself?<br><i>Responsible choices</i><br><i>Diet, sun, allergies, vaccines</i><br><i>First aid</i> | <b>Me and My Relationships</b><br>What is a healthy relationship?<br><i>Managing difficult relationships</i><br><i>Self-respect</i><br><i>Body ownership</i> | <b>Me and My Safety</b><br>What risks will I encounter?<br><i>Managing risks – alcohol, smoking</i>   | <b>Me and My Community</b><br>What's my future?<br><i>Future planning</i><br><i>Careers</i>  | <b>Sex Education (non-statutory)</b><br>Where do I come from?<br><i>Puberty and reproduction</i><br><i>Sex and Pregnancy</i>     |

This curriculum is revised annually based on the identified needs of the children, and so has replaced the previous long term plan put in place during the years affected by Covid-19.

## 4. IMPLEMENTATION

### 4.1. Implementation Statement

The school's Personal, Social, Health and Economic Education ensures the subject intent is delivered through high quality teaching to achieve excellent progress in learning. The lesson is taught weekly by class teachers. The teaching of PSHE should always aim to encourage positive changes in behaviour in the child, in and outside of school, at their current age and stage of development, and in the children's future. This is achieved through teachers having a good knowledge of the subject and the different aspects of PSHE, including the delivery of statutory Relationships and Health Education, but also non-statutory content which meets the needs of our children (including Sex Education). Staff training ensures teachers have a good level of subject knowledge and teaching approaches, and individual staff are supported by the subject leader in planning and choosing resources.

Teachers introduce new knowledge in a clear and logical way, which builds on the children's previous learning and experiences. Opportunities for retrieving this knowledge in future lessons are utilised, to help children link new learning into their existing experiences and knowledge. Although targeted at the children's

identified needs, lessons are depersonalised, in line with best practice in the subject, so children are able to learn about potentially sensitive or difficult topics from a position of security, with the focus on learning. Teachers use formative assessment to identify misconceptions and adjust planning where required. They choose a range of specially selected, high quality resources which help address these identified needs, including picture books, videos, online resources and schemes, and use of puppets and toys. Pupils are encouraged to discuss topics appropriately, with teachers modelling the learning through a range of approaches, including storytelling, sentence prompts, writing, drama and art. The needs of all children, including children with SEN or EAL, are met through adaptive teaching, while still ensuring all children receive their full entitlement to the full range of topics of PSHE education. Where necessary, differentiated resources or lesson plans are used to ensure the needs of every child are met. Simple assessment tasks are used to demonstrate evidence of progress from a defined start point for each topic, which then informs future planning. This forms a focus for subject leader monitoring.

The teaching of PSHE also links to the child's overall learning and personal development, forming an important part of the school's delivery of SMSC (Social, Moral, Spiritual and Cultural aspects of learning). The use of texts in lessons also support the children's development in reading. Events across the school year such as Mental Health Week, Anti-Bullying Week, Online Safety Day and others also feed into and support the delivery of PSHE content.

#### **4.2. How is Relationships and Health Education delivered?**

Relationships and Health Education is taught as part of the PSHE subject. This is taught weekly by all year groups from years 1 to 6. Lessons are usually around 45 minutes in length. Lessons will consist of a range of active learning approaches, with a wide range of depersonalised resources such as use of a class puppet or use of video and drama, as well as written tasks.

The teacher is responsible for establishing a safe learning environment for the lessons, where there are clear ground rules, different opinions are encouraged and respected, and children feel comfortable in discussing the issues raised during lessons. Questions asked during lessons are encouraged and answered factually in line with the content of the scheme of work. When teaching more sensitive content and where children may feel embarrassed in asking questions, children are taught to ask questions through a class message box. Teachers are trained in distancing techniques to ensure that all staff and children feel comfortable during these lessons, though lessons also make links to the children's real-life experiences and encourage putting the ideas learned in lessons into practice.

Lessons will be planned by the class teacher based on this policy and scheme of work, with reference to previous best practice within the school, with support from the PSHE Leader.

PSHE may be delivered at home in the event of school closure or if certain pupils or year groups are having to isolate. This will be delivered via the school's established provision on Google Classroom. However, potentially sensitive content such as about puberty or naming body parts will not be delivered through home learning, as these are best taught in person where the teacher can properly support the child.

#### **4.3. Who delivers Relationships and Health Education?**

We believe that due to the personal nature of some of the learning, RHE is best delivered by the class teacher. As much as possible, we try to ensure PSHE is not delivered by a supply teacher to ensure the lessons are appropriately differentiated, take into account any personal circumstances and are sensitive to the needs of the children. Teachers are trained during staff meetings and training days and supported in their teaching by the PSHE Leader.

#### **4.4. How are resources used?**

In choosing resources for these lessons, we choose high quality resources which best suit the needs of the children. Many of the resources we use have been recommended by the Local Authority and/or the PSHE Association. They are chosen and checked for:

- being inclusive
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date

Staff are trained in using depersonalised resources and activities in lessons, so children are never put under any pressure to discuss matters personal or specific to them.

Parents/carers have the right to view specific resources on request. As we are always evaluating and trying to improve our practise, resources will be continually updated.

#### **4.5. How does the school use outside agencies?**

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHE in school. This is covered by a code of practice:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- The learning of these sessions will supplement and build on the content taught in PSHE lessons and not replace it
- All visitors are supervised/supported by a member of staff at all times

- The input of visitors is monitored and evaluated by staff and pupils, and will inform future planning
- All visitors are familiar with and understand this policy and work within it

#### **4.6. How will pupil progress be identified?**

The teacher is responsible for the progress of the children in PSHE. This will be identified through:

- Assessment tasks at the start and end of each unit of work
- Use of pupil books to capture pupil work and identify progress across time
- Lesson evaluations
- Observations made by teachers during lessons

Pupils will be given opportunities to identify the progress they have made through self and peer assessment tasks.

Pupils' progress will be reported to parents through parents' evenings and pupil reports.

#### **4.7. How will the quality of teaching be monitored and evaluated?**

The quality of provision will be monitored by the PSHE Leader and overseen by the Senior Leadership Team and Head Teacher. Where a need has been identified, they will also be responsible for providing support for teachers and pupils. The lessons will be monitored through:

- Learning visits
- Planning and pupil book scrutiny
- Pupil voice
- Discussions in staff meetings and training
- Teacher assessments
- Pupils' self-assessment and evaluations

## **5. SPECIFIC ISSUES IN RELATIONSHIPS AND HEALTH EDUCATION**

### **5.1. Right of Withdrawal in Relationships and Health Education**

Relationships and Health Education is becoming a statutory part of the curriculum from September 2020. This means that after this date there is no right to withdraw children from these lessons.

Note that these arrangements do not apply to Sex Education, as this is a non-statutory part of the curriculum. See section 6.4.

### **5.2. Safeguarding Children**

RHE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns.

In these cases, the school's Child Protection and Safeguarding Children Policy needs to be followed.

### 5.3. Special Educational Needs (SEN)

Teachers will ensure that lessons meet the needs of all their pupils and will take account of any specific needs of individual children in putting together and delivering their lessons. The PSHE Leader and Senior Leadership Team will support teachers in high quality differentiation where required, to ensure that all children can access the learning.

In specific cases, where we feel teaching particular content to pupils may not be appropriate for their needs, we will meet with parents/carers to discuss the most appropriate steps.

### 5.4. Equality

Planning and deliver of RHE will always take into account the cultural, family and religious backgrounds of the pupils to ensure that all curriculum content is taught appropriately and in line with the school's ethos and values. The school will also ensure that it always meet the Public Sector Equality Duty, as part of the 2010 Equality Act, and therefore will:

- Eliminate conduct that is prohibited by the Act that is discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Department for Education states that schools should be alive to issues such as everyday sexism, misogyny, anti-religious attitudes, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Therefore, RHE lessons will promote the school's values in terms of equality and diversity and any incidents will be dealt with in line with the school's Behaviour Policy.

### 5.5. Lesbian, Gay, Bisexual and Transgender (LGBT+)

The Department for Education has stated that schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. In line with the school's ethos and values, we want to ensure that PSHE recognises the circumstances of all pupils, parents and families in our school community.

The Department also states that:

“Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a

timely point as part of this area of the curriculum.”

Following consultation with parents/carers, we have decided to include the following LGBT+ topics throughout the RHE curriculum:

- Years 1 to 4: When pupils learn about families, all family set ups are included as different types of families, including those with same-sex parents, single parents, adopted or fostered children and step-parents and siblings.
- Year 5 and 6: Pupils learn that marriage and civil partnership are defined as a commitment made by two people of either sex. When pupils learn about different types of relationships, examples will include couples of different sexes and same-sex couples. Examples of LGBT+ identities are also included as examples when pupils discuss stereotypes, peer and media pressure, equality and discrimination.

As with the teaching of other curriculum content such as when teaching different religions in Religious Education, teachers will ensure that information about LGBT+ is presented in a neutral and factual manner, without emphasis or bias. This approach was discussed with parents/carers during the consultation process for this policy.

## **6. SEX EDUCATION**

### **6.1. Status of Sex Education**

Sex Education is non-statutory for Primary schools and is not considered to be part of Relationships and / or Health Education. It does form part of the school's overall PSHE provision.

### **6.2. Why is Sex Education being taught?**

The Department for Education recommends 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 – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Sex Education aims to help children understand issues relating to sex and reproduction. Primary sex education is ideally taught before children start to experience puberty and show an increased awareness of matters relating to the body and sex. Primary sex education is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children feel more comfortable communicating about these matters. Research strongly suggests this increases the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services. It also increases the likelihood that children will disclose any incidents of abuse or situations which made them feel uncomfortable.

Sex Education gives pupils accurate information about sex within the context of



committed relationships, and allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.

### **6.3. What is taught in Sex Education?**

Sex Education is taught in the Summer term to Year 6 pupils.

It builds on the learning about puberty in Relationships and Health Education in Year 5 by explaining:

- about the link between puberty and reproduction
- about reproduction in relationships and why two people might choose to have a sexual relationship
- how babies are made through sex
- the process of conception and pregnancy

The school will continue to consult with parents/carers to discuss whether this offer of provision is sufficient and reflective of the views of all stakeholders, and may therefore change as a result of this consultation.

### **6.4. Right to Withdrawal in Sex Education**

As Sex Education is non-statutory curriculum content, parents/carers have the right to withdraw their children from these lessons.

Before this content is taught, the PSHE Leader and Year 6 teachers are responsible for communicating with parents/carers via a letter that these lessons will be taught soon. Parents/carers will then have an opportunity to attend a meeting where they can view the resources being used and discuss any concerns with staff. This will allow them to make an informed decision in the best interests of their child.

Requests to withdraw children from Sex Education need to be put in writing to the Head Teacher before the Summer half term and the commencement of the lessons. If children are withdrawn from lessons, they are educated in another class for the duration of the lesson.

Note that from September 2020, this right to withdrawal does not apply to curriculum content covered in Relationships and Health Education, including topics around puberty and menstruation.

## **7. DISSEMINATION AND REVIEW OF POLICY**

### **7.1. Dissemination**

All teachers and governors will receive a copy of the policy. Training will be regularly delivered to staff on the policy content.

Information sessions will be held for parents/carers to inform them of the content of this policy and the lessons for their children, and this policy and the scheme of work will be published on the school website.



**7.2. Ongoing Consultation**

Meetings will be held with parents/carers annually to review the content of this policy. Following this consultation, the PSHE Leader and Senior Leadership Team are responsible for reviewing and updating this policy.

**7.3. Policy Review**

This policy is to be reviewed in July 2023.