

Roe Farm Primary School



Relationships, Health and Sex Education Policy

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1. Overview of School Context

Roe Farm is a primary school for both boys and girls aged 3-11 years. Children come from a range of dual and single parent families and there is a wide variety of differing family backgrounds. The school has an increasing number of children from differing cultural backgrounds and religions although it remains predominantly white with English as their first language. Throughout the school there are a number of children with a range of special needs.

2. Purpose

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSHE is not about the promotion of sexual activity.

3. Legal Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships and Health Education compulsory for all pupils receiving primary education.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. At Roe Farm Primary, we include elements of Sex Education above that of the science curriculum as we feel that these are important however parents have the right to withdraw their children from this if they wish.

4. Development of the Policy

This policy has been developed in line with the statutory requirements for the teaching of Relationships and Health Education.

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important the views of parents in shaping the curriculum. The school works closely with parents by establishing open communication. Stakeholders, including parents, governors, teaching staff and the local community were consulted at all stages in order to gain views and ensure representation of the protected characteristics of the Equality Act 2010.

The consultation process included:

- Staff focus groups
- Discussion with our Parent Forum
- Online survey for parents and community members
- Consultation with Governing Body

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Any updates to the Relationships, Sex and Health Education curriculum will be clearly available on the school website and parents will be directed to this if deemed pertinent. Parents will be invited to review and discuss the subject content and resources used prior to these being shared with pupils. Parents will continue to play an important part in the review of the curriculum and this policy, and are encouraged to provide their views at any time either verbally or in writing.

5. Aims

The aims of the Relationships, Sex and Health Education curriculum are taught through our teaching of the PSHE programme. We aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RHSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school

- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims are underpinned across the curriculum including through the delivery of:

- Science
- Computing
- Assemblies
- Stories
- PE
- And the embedding of our school values

6. Curriculum Content

The RSHE curriculum is embedded into our PSHE curriculum as well as elements appearing in the science, computing and PE curriculums. The principle mechanism for the delivery of this is our use of the Jigsaw scheme of work across all year groups. Appendix 1 details the content and expected outcomes from this. Where necessary, this will be adapted to meet changing circumstances.

The Jigsaw scheme was selected after careful research into various offerings and we felt it provided the best holistic approach, taking into consideration the age, needs and feelings of our pupils. Following a trial period with a selected group, it was rolled out whole school in September 2020.

6.1 Statutory Relationships Education Elements

Key objectives of the statutory Relationships Education curriculum are outlined below. The school website provides details of how these are met through our Jigsaw PSHE approach.

Families and people who care for me

Children should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

Children should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict,

how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Children should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and granting in relationships with friends, peers and adults.

Online Relationships

Children should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

Children should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.2 DfE guidance on the Health Education

Mental Wellbeing

Children should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

Children should know:

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

Children should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

Children should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco

Children should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

Children should know:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

Children should know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

Children should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

6.3 Statutory Elements of the Science Curriculum

Early Years Foundation Stage children learn about life cycles such as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans

- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

6.4 Non-Statutory Sex Education

Sex Education is non-statutory and as such parents can with their child from lessons on this topic. Learning about puberty is now compulsory for all pupils.

The non-statutory elements of our Sex Education are highlighted in red below and pupils can be entirely withdrawn from these. Elements highlighted in yellow show lessons that pupils can be withdrawn from however the content will be covered in later years as per statutory requirements.

| Year Group | Jigsaw Unit | Lesson Content |
|------------|-------------------------|---|
| Foundation | Growing Up | How we have changed since we were babies. |
| Y1 | My Changing Body | Understanding that growing and changing is natural and happens to everybody at different rates. |
| | Boys' and Girls' Bodies | Appreciating the parts of the body that make us different and using the correct names for them. |
| Y2 | The Changing Me | Where am I on the journey from young to old, and what changes can I be proud of? |
| | Boys and Girls | Differences between boys and girls – how do we feel about them? Which parts of me are private? |
| Y3 | Babies | Understanding how babies grow and develop in the mother's uterus and what it needs to live. |
| | Outside Body Changes | How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them. |
| | Inside Body Changes | How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them. |
| Y4 | Having a Baby | The choice to have a baby, the parts of men and |

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| | | women that make babies – in simple terms – how this happens. |
| | Girls and Puberty | How a girl's body changes so that she can have a baby when she's an adult – including menstruation. |
| Y5 | Puberty for Girls | Physical changes and feelings about them- importance of looking after yourself. |
| | Puberty for Boys | Developing and understanding of changes for both sexes – reassurance and exploring feelings. |
| | Conception | Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. |
| Y6 | Puberty | Consolidating understanding of physical and emotional changes and how they affect us. |
| | Girl Talk / Boy Talk | A chance to ask questions and reflect (single sex groups) |
| | Conception to Birth | The story of pregnancy and birth |

We believe that teaching all this content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from the additional non-statutory sex education lessons highlighted in yellow above – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE Co-ordinator. An overview of content and resources is available on the school website.

Under the National Curriculum for Science in Year 5 and the new Health Education requirements, all pupils will learn about puberty. For pupils withdrawn from the above lessons, separate lessons will be shared that does not include the elements on sex.

For more information about our curriculum, see our curriculum map in Appendix 1.

7 Curriculum Delivery

Our Relationships, Sex and Health Education programme will be delivered in an age appropriate and sensitive manner by school staff that are known to the pupils. Where topics are of a more sensitive nature, this will include the class teacher. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt

Pupils' questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSHE 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 they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

8. Roles and Responsibilities

8.1 The governing body

The governing body has delegated the approval of this policy to the Standards Committee.

8.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE Curriculum (see Appendix 2).

8.3 Curriculum Leader (Deputy Head Teacher)

The curriculum lead ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. They will also monitor this policy on a regular basis and report to governors on the effectiveness of the policy.

8.4 Staff

All staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RHSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Monitoring progress
- Jigsaw is primarily taught by the PPA cover team and further enforced by the class teacher.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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 headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

8.5 Pupils

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

8.6 Parents

The school is well aware that the primary role in children's RHSE 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:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSHE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSHE
- Answer any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

9. Parents Right to Withdraw

As previously stated the RHSE curriculum consists of both statutory and non-statutory elements:

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE.

Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (see Appendix 2 for request form). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

10. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher

has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

11. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

12. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSHE as a means of promoting any form of sexual orientation.

13. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Roe Farm complaints procedure if they feel things are not resolved.

14. Monitoring Arrangements

The delivery of RSHE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations

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

15. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

16. Equal Opportunities

Roe Farm Primary School is committed to equality of opportunity in all aspects of school life. In RSHE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

17. Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equalities Policy