



Bevington Primary School

Relationships, Health and Sex Education (RHSE) Policy

March 2020

1. Introduction

This policy was written in consultation with staff, pupils, parents and governors.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

2. Purpose

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSHE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with RSHE
- Give a clear statement on what the school aims to achieve from RSHE and why it thinks RSHE is important
- Clarify the content and manner in which RSHE is delivered

3. Policy Development

This policy was developed as part of their statutory responsibility by the school governors in consultation with pupils/staff/parents and carers/ school nurse and Health Education Partnership.

4. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

5. Aims of RSHE

The aims of RSHE at Bevington are to:

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

6. Curriculum Overview

During each phase of a pupil's education at Bevington they will learn about RSHE at an age appropriate level in a combination of their PSHE and Science lessons. Below details what the pupils cover at each stage of their learning.

Phase of school	Curriculum Content
EYFS (Nursery & Reception)	<ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (Physical Development: Health & Self-Care) • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (Understanding the world: People & Communities) • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (Understanding the World: the World) <p>See: Development Matters (2012)</p>
Key Stage 1 (Year 1 & 2)	<p>Key Stage 1 (age 5-7 years) - Statutory Science Curriculum</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1) • Notice that animals, including humans, have offspring which grow into adults. (Year 2) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 2) <p>PSHE Curriculum: In Year 1 children will learn:</p> <ul style="list-style-type: none"> • about different types of friends, including grown-ups • the difference between keeping secrets and surprises and the importance of not keeping adults secrets, only surprises.

	<ul style="list-style-type: none"> • about their bodies and how they work • about the similarities and differences between boys and girls. <p>In Year 2 children will learn:</p> <ul style="list-style-type: none"> • about what healthy people do. This should include learning about the benefits of rest and exercise • more about parts of the body and how the body works • learn about exercise and what makes places healthy • begin to learn how to make real, informed choices that improve their physical and emotional health • about when friendships break up, or people move away • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • about babies and birth • about the process of growing from young to old • how people’s needs change and responsibilities that increasing independence may bring.
<p>Lower Key Stage 2 (Year 3 & 4)</p>	<p>Lower Key Stage 2 (age 7-9 years) - Statutory Science Curriculum</p> <p>In Year 3 children will learn:</p> <ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>In Year 4 children will learn:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions <p>PSHE Curriculum:</p> <p>In Year 3 children will learn:</p> <ul style="list-style-type: none"> • about extended families • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships <p>In Year 4 children will learn:</p> <ul style="list-style-type: none"> • about different types of relationships including friends and families, civil partnerships and marriage • that civil partnerships are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of legal age to make that commitment • about the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’
<p>Upper Key Stage 2 (Year 5 & 6)</p>	<p>Upper Key Stage 2 (age 9-11 years) - Statutory Science Curriculum</p> <p>In Year 5 children will learn:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals.

	<ul style="list-style-type: none"> • describe the changes as humans develop to old age. <p>In Year 6 children will learn:</p> <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <p>PSHE Curriculum:</p> <p>In Year 5 children will learn:</p> <ul style="list-style-type: none"> • about how their own lifestyle contributes to health • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers • more about a range of issues that can affect families • about change, including transitions loss, separation, divorce and bereavement • that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability • about development from birth and specific body parts <p>In Year 6 children will learn:</p> <ul style="list-style-type: none"> • about human reproduction and that human reproduction is an adult activity • how the body changes through puberty • about how families behave
<p>Where Relevant:</p> <p>Dedicated PSHE Lessons</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> • Families and people who care for me • Caring Friendships • Respectful Relationships • Online Relationships • Being Safe <p>Health Education</p> <ul style="list-style-type: none"> • Mental Wellbeing • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating • Drug, Alcohol and Tobacco • Health and Prevention • Basic First Aid • The Changing Adolescent Body (Puberty)

7. Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

In addition to statutory science and the statutory Relationships and Health Education we deliver lessons to pupils in Upper Key Stage 2 (Years 5 & 6). These sessions will cover information that builds on relationships and also covers physical development as well as the age appropriate element of Sex Education.

We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships.

At the parent meeting for Years 5 and 6 we will make clear which lessons sit within sex education and outline parents' right to withdraw their child from these lessons.

8. Moral and Values Framework

RSHE will be delivered within the school's agreed aims, values and moral framework. This will be delivered within the school's agreed equal opportunities framework.

Relationship and sex Education (RSHE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSHE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

9. Content and Organisation of the Programme

Timetable allocation – sufficient allocation of time will be made for the sessions to cover all three aspects of Health Education, Relationship Education and Sex Education.

The groupings for the sessions are considered carefully by the school leaderships team, PSHE Lead and the teachers delivering the sessions. On occasions the sessions are mixed sex and on other occasions the groupings will be single sex. Information regarding this will be delivered to parents during the Year 5 and 6 parent meeting prior to the sessions be taught.

Staff involved in the delivery of the sessions provided support and training to ensure that content and delivery is up-to-date. The sessions are delivered by the teachers in Year 5 and Year 6. Where appropriate and possible the school nurse assists in the delivery of sessions. It is important to note that where outside visitors help to deliver RSHE they are not there to replace teachers but to enrich existing programmes by supporting the school.

How taught:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and only questions that are age appropriate will be dealt with and answered.
- The school nurse backs up information on puberty seeing both the boys and the girls separately in single sex sessions. Working with the co-ordinator this provides extra special time for single gender group work.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

In every section of the course a variety of teaching and learning styles are used dependent on the needs of the pupils.

10. Being an Inclusive School

At Bevington Primary School we pride ourselves on being an inclusive school. We do not discriminate against anyone, be they staff, pupil, parent or any member of the community based on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school. Each member of staff involved in the delivery of RSHE does so in line with the Teacher Standards and in accordance with the Bevington Staff Code of Conduct.

Each member of staff delivering RSHE will:

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

11.Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

12.Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

13.Assessing RSHE and Monitoring the Programme

The RSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Recommending targets for whole school development
- The programme will be reviewed year on year and take in to account updates from the government as well as Health Education Partnership.

14.Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE, all those contributing to the programme are expected to work within the aims listed above. In addition to this all teachers abide by the Qualified Teacher Standards and in line with our own Bevington Primary School Code of Conduct.

15.Training staff to deliver RSHE

It is important that staff delivering RSHE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values

- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

16.Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the RSHE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSHE learning. Parents are kept informed about the content of the programme and will be invited to a meeting at school in the summer term to view the resources.

Up until September 2020 parents have a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 Parents have the right to withdraw their child from Sex Education (as outlined above). From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

We will take every opportunity to inform and involve parents/carers:

- By making our commitment clear via the school website
- By inviting parents/carers to discuss personal development when their child enters the school
- By inviting parents/carers to a meeting to discuss RSHE in the school.

Parents of children in Year 5 and 6 have a right to withdraw their children from the ‘sex education’ elements of RSHE lessons (as outlined in point 7). If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

17.Answering Pupils’ Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSHE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSHE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures.

18.Working with the Wider Community

The following individuals were consulted in the development of this policy:

- Staff

- Pupils
- Parents/Carers
- Governors
- School Nurse
- Health Education Partnership

19. Disseminating and Monitoring the RSHE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website. Copies will also be supplied to other professionals whose work relates to RSHE or who may be involved in its delivery.

Frequency of monitoring will be annually.

Ownership and consultation	
Document sponsor (role)	Assistant Headteacher / PSHE Lead
Document author (name)	Stephen Smith Shainey Slater
Consultation	Senior Leaders Staff Governors Parents Pupils

Audience	
Audience	All school-based staff and volunteers; Parents and Carers; Health Education Partnership; School Nurse

Version control	
Implementation date	March 2020
Review date	March 2023

Related documentation	<ul style="list-style-type: none"> ○ Relationships and Sex Education and Health Education (England) Regulations 2019 ○ Equality Act 2010 ○ SEN Code of Practice ○ Staff Handbook All safeguarding related policies, including: <ul style="list-style-type: none"> ○ Safeguarding and Child Protection Policy ○ Keeping Children Safe in Education
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Review of Policy and Procedures

Bevington carries out a yearly review of this Policy, led by the PSHE Lead. This includes an evaluation of the extent to which this policy has been effectively implemented throughout the school. The Governors will remedy any deficiencies or weaknesses in addressing issues without delay and without waiting for the next policy review date, should any be necessary.