Brookland Federation

'Brookland Infant and Nursery School'
'Brookland Junior School'

Relationships and Health Education Policy

(Sex Education relating to Year 6 only)

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1. Introduction

The Brookland Federation (which includes Brookland Infant and Nursery School and Brookland Junior School) considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. We believe that effective relationships and sex education is essential in order for our children to make responsible and well informed decisions about their lives. We do not use RSHE as a means of promoting any form of sexual orientation or sexual activity.

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

This policy reflects the requirements of the Department for Education guidance for Relationships Education, Relationships and Sex Education and Health Education (statutory from September 2020 and last updated in September 2021).

2. What is RSHE Education?

It is lifelong learning about physical, moral and emotional development and has three main elements:

Attitudes and values

- learning to value and respect ourselves and others
- learning the value of family life and an appreciation of the many types of family
- to develop an understanding and valuing of diversity
- exploring, considering and understanding moral dilemmas and developing critical thinking as part of decision-making

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Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- developing communication skills with peers, school and family
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- developing the ability to give and secure help

Knowledge and understanding

- learning and developing an understanding of the physical and emotional aspects of puberty
- to know the basic rules for keeping themselves safe and healthy

- to recognise using the agreed names for parts of the body
- to know about the human life processes such as conception, birth and puberty

3. Aims

The aims of relationships, health and sex education (RSHE) at our school are to:

- 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
- Help pupils develop feelings of self-respect, self-esteem, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide graduated age-appropriate knowledge and information to which all pupils are entitled and to clarify/reinforce existing knowledge
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.

4. Statutory requirements

As maintained primary schools we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Brookland Federation, we teach RSHE as set out in this policy.

Areas of the RSHE topics should be taught through the statutory requirements of the National Curriculum Science Orders, which are mandatory for all primary and secondary age students, and through well-planned Personal, Social Health and Economic education. The National Curriculum Framework Document (2013) states that: *'All maintained schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education*.'

The Department of Education's mandatory timeline of information requires all schools to publish their school curriculum by subject and academic year, including their provision of PSHE. Primary should have an up-to-date RSHE policy. Schools must provide a policy that describes the content and organisation of RSE provided outside the National Curriculum for Science. It is the responsibility of school governors to ensure that the policy is developed and made available to parents/carers for inspection.

5. Policy development

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Our PSHE subject leader pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – school teaching staff will be involved in the review of the curriculum and guidance, and given the opportunity to input into the formulation of the policy.

3. Pupil consultation – during PSHE lessons, pupils are asked about what they want to learn

4. Parent/stakeholder consultation – we will be investigating what parents want from our RSHE – this policy is shared with parents and they are welcome to put any comments and/or suggestions forward.

5. Ratification – once amendments are made, the policy will be shared with governors and ratified.

6. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual orientation or activity.

7. Curriculum

The RSHE curriculum runs alongside and interweaves with the PSHE, Science, RE, PE and computing curriculum. Some relationship aspects are covered through our PSHE curriculum, and some of the biological aspects are covered in science. RSHE will be taught over a period of six weeks (if needed) during the second half of the Summer term.

The content and overviews for each year group can be found on the school website.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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).

8. RSHE Programme of Study

As a school, we follow the 'JIGSAW' scheme of learning. An important part of the Jigsaw PSHE programme is delivered through the 'Changing Me' puzzle piece, which is covered in the summer term.

There are four main aims of teaching RSHE:

• To enable children to understand and respect their bodies

• To help children develop positive and healthy relationships appropriate to their age and development

• To support children to have positive self-esteem and body image

• To empower them to be safe and safeguarded

RSHE is taught using the programme and materials taken from 'JIGSAW' and is quality assured by the PSHE Association. Jigsaw was the British Educational Suppliers Association (BESA) Award Winner 2024 for Outstanding Support Service.

- ❖ Ages 4-5: Name parts of the body and how to keep them healthy through food and exercise. Talk about how we grow from a baby to an adult.

- ❖ Ages 5-6: Lifecycles and how we change compared to being a baby. Introduction to boys and girls body parts and changing as we grow both physically and emotionally.

- ❖ Ages 6-7: Lifecycles, including growing from young and old. Things we may do when we are older (e.g. driving). The physical differences between boys and girls. Introduction to touch (e.g. pushing someone and hugging someone).

- ❖ Ages 7-8: How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

- ❖ Ages 8-9: Internal and external reproductive body parts. Recap about puberty and menstruation.

- ❖ Ages 9-10: Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent.

- ❖ Ages 10-11: Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

Year 6 will also be learning about Female Genital Mutilation (FGM). This is a separate but vitally important safeguarding issue. The summer holiday between Year 6 and Year 7 is a common time for this illegal and abusive procedure to be carried out, although it can occur at a much younger age. Brookland Junior School will be using teaching guides from The PSHE Association to support the teaching of FGM.

Our curriculum is communicated to parents via our school website and parents are welcome to book a meeting with their child's class teacher or a member of the headship team.

9. Delivery of RSHE

RSHE is taught within the personal, social, health and citizenship education (PSHE+C) curriculum. Biological aspects of RHSE are taught within the science curriculum.

In **science** children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

In RE, **Citizenship** and **PSHE** (incorporating Rights Respecting), they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect

other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

It is taught by class teachers, but occasionally outside speakers may be invited to support the delivery of the curriculum, e.g. school nurses.

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.

For children who may experience the onset of puberty early, the parents and child will be given the opportunity to meet with the class teacher if needed. This meeting may include discussions around concerns regarding periods and are advised of the sensitive provision of toilet facilities and the easy access to sanitary protection if required

10. Ground rules

We appreciate some aspects of RSHE can be embarrassing; therefore teachers will establish ground rules to create a safe and more comfortable environment. All teachers will establish the following at the start of any RSHE teaching.

- no teacher or pupil will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and meanings of words will be explained in a sensible and factual way.

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

11. Confidentiality - Dealing with questions

- Teachers conduct sex education lessons in a sensitive manner.
- Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting and questions will be answered in a clear and simple fashion and teachers will speak to parents / carers if appropriate.
- Question boxes will be available for children to anonymously ask questions in written form to avoid any embarrassment.

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.

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.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

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 a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of physical, sexual or emotional abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated safeguarding lead responsible for child protection, who will follow our safeguarding policy.

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, then pupils are informed first and then supported by the designated safeguarding lead throughout the whole process.

12. Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may refer to sexuality as a way to harass or bully other pupils, and use labels associated with this which can lead to stigmatisation. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

13. Children with special educational needs

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

14. Equal Opportunities

RSHE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

15. Roles and responsibilities

The governing body

The Achievement committee of the governing body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

· Ensuring that parents and staff are informed about our RSE policy

· Ensuring the policy is implemented effectively.

· Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

· Monitoring this policy on a regular basis and reports to governors on the effectiveness of the policy.

Staff

Staff are responsible for:

· Delivering RSE in a sensitive way

· Modelling positive attitudes to RSHE

· Monitoring progress

· Responding to the needs of individual pupils

· Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSHE

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

Pupils

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

16. Parents' right to withdraw

The Federation is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our schools through mutual understanding, trust and cooperation.

In promoting this objective we:

- Inform parents about the school's RHSE policy which is also published on the school website
- Answer any questions that parents may have about the RHSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHSE in the school
- Parents have the right to withdraw their children from those aspects of Sex education, **not included** in the Science curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. This only relates to the lessons regarding conception and how a baby is conceived in Year 6.
- Parents should arrange a meeting with the headteacher if they wish to consider withdrawing their child from aspects of sex education

- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved

To be clear, parents do not have the right to withdraw children from the Relationships and Health Education, withdrawing is only applicable to the sex education lesson (which only applies to one lesson in the Year 6 curriculum).

17. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The Executive Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

18. Monitoring arrangements

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. The delivery of RSHE throughout the school is monitored by the senior leadership team and subject leader, through planning scrutiny, work sampling, and speaking to pupils. This policy will be reviewed by the governing board every 3 years.