

Relationships Health and Sex Education Policy			
Date	Review Date	Lead Person	Nominated Governor
Summer 2023	Summer 2025	Jaki Fraser	Chair of Governors

Introduction

This is the policy of Cononley Primary School's approach to Relationships Health and Sex Education Policy. The following abbreviations used in this policy are:

RHSE – Relationships Health and Sex Education Policy

PSHE – Personal Social Health and Economic education

1. Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017 and the Department for Education Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, however:

- The curriculum for Relationships and Health Education includes content on puberty.
- The national curriculum for Science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Our Relationships Health and Sex Education (RHSE) Policy sets out:

- How relationships education is delivered at Cononley Primary School and
- What sex education our school chooses to cover that goes beyond the national curriculum for Science and Relationships Education.

This RHSE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education.*

Summary of legal context as it relates to our curriculum

At Cononley Primary School, pupils in Year 5 and Year 6 are taught about puberty as part of Relationships and Health Education and Science. Parents **are not** be able to withdraw their children from Relationships and Health Education (part of PHSE curriculum) or Science in primary school.

At Cononley Primary School, the content of our Sex Education curriculum addresses **conception, pregnancy and birth**. It is only taught to Year 6 pupils. Parents **are able** to withdraw their child from primary school classes which address Sex Education. The right to withdraw a child from Sex Education lessons is explained in more detail in paragraph 8 of this policy.

Further information about the curriculum is included in paragraph 5 and paragraph 6 of this policy.

2. Rationale

At Cononley Primary School, Relationships Health and Sex Education (RHSE) is taught as part of our Personal Social Health and Economic education curriculum (PSHE).

RHSE supports our children's personal development including their spiritual, moral, social and cultural development. Its aims are to help our children to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RHSE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

3. Aims

The aims of our RHSE programme are to :

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

4. Roles and responsibilities

An effective programme of RHSE requires support from the whole school community and the following people have specific roles and responsibilities:

Governing Body

Responsible for overseeing, reviewing and organising the revision of the policy.

Headteacher

- Overseeing the development and delivery of RHSE.
- Providing staff with the opportunity to contribute to the development of RHSE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Liaising with parents and carers who wish to withdraw a child from sex education.

Subject leader

- Leading the development and delivery of effective RHSE.
- Keeping up-to-date with the development of RHSE.
- Supporting colleagues as required.
- Monitoring and evaluating RHSE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RHSE.

All staff

- To understand and implement the policy of RHSE.
- To teach RSE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

5. Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RHSE:

- Our approach is for RHSE to be covered as part of a wider programme of PSHE education.
- PSHE lessons are delivered weekly.
- Lessons are of sufficient length to allow children to explore topics and reflect on their learning:
 - for KS1 – lessons approximately 40 - 45 minutes long;
 - for KS2 – lessons approximately 50 - 60 minutes long.
- Our taught lessons are enhanced by focus days, visits and visitors.
- Lessons are taught by skilled staff, usually the class teacher.

Teaching and learning

RHSE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.

- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Using a variety of groupings to enhance learning.

6. Curriculum content

At Cononley Primary School, Relationships Health and Sex Education (RHSE) is taught as part of our Personal Social Health and Economic education curriculum (PSHE).

Pupils in Year 5 and Year 6 are taught about puberty as part of Relationships and Health Education and Science. Parents **are not** be able to withdraw their children from Relationships and Health Education (part of PHSE curriculum) or Science in primary school.

The content of our Sex Education curriculum addresses **conception, pregnancy and birth**. It is only taught to Year 6 pupils. Parents **are able** to withdraw their child from primary school classes which address Sex Education. The right to withdraw a child from Sex Education lessons is explained in more detail in paragraph 8 of this policy.

Long term planning

The school has chosen to use the Kapow Primary RHSE Scheme of Work which provides full curriculum coverage, including all the statutory content, for each year group.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

7. Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RHSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

8. Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory Relationships Education and Health Education, PSHE (Personal Social Health and Economic education) or Science curriculum.

A parent or carer *does* have the right to withdraw their child from sex education, unless what is being taught is part of the science national curriculum.

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents/carers will be informed when sex education will be taking place and content will be shared on the school website.
- Parents/carers should contact the school by email, letter or phone.
- Parents/carers should contact the headteacher, subject leaders or class teacher).
- Alternative arrangements in another class will be made for the child during the sex education lesson that the child will not attend.

9. Safeguarding

RSE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have.

10. Support

RSE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school:

- A member of staff

External:

- A trusted adult
- National agencies such as Childline and NSPCC (posters with phone numbers for Childline and NSPCC are placed around school)

11. Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSE in line with other subjects.

Outline how monitoring and evaluating will take place. For example:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

12. Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

13. Communication of policy

This RHSE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.