

# Brookside Primary School

## Relationships, Sex and Health Education Policy

### 2022

#### **Introduction**

This is the policy of Brookside Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Governors on October 2022 following a consultation with parents and carers October 2022

#### **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*).

- 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, but:

- The new curriculum for relationships education and health education does include 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.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

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

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

## **Definition**

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people 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.

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

*Our vision is for Brookside Primary School to become a beacon of excellence in our community. When parents think of Brookside, we want them to think of it as a place where their child becomes the best human being they can be as well as a place where they will receive an excellent education. A school which nurtures the compassionate citizens of the future which our society needs. A school where all children achieve and fulfil their potential. A school where reading, writing and mathematics are given the highest priority as keys to unlocking so much learning elsewhere, but where enjoyment of a wide and stimulating curriculum ignites the passions and possibilities of a lifetime of achievement and interests. In short, we want our children to be happy and successful in everything they do!*

## **Intent**

Relationships are key to leading a happy and successful life!

At Brookside Primary School we want all our children to leave school in Year 6 being able to flourish in the wider community. To do this we will:

- Help all pupils aspire to be the best they can be, to have dreams for their future and know what is required to reach them.
- Help all children build their confidence and self-esteem and make informed choices.
- Provide opportunities for all our pupils to learn about right and responsibilities and appreciate what it means to be a valued member of an ever-changing, diverse society.
- We will help them understand and consider many of the moral, social and cultural issues that are part of growing up in Modern Britain.

- Deepen our pupils understanding of fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Stimulate, challenge and nurture children's spiritual, moral, social and cultural curiosity.
- Help all pupils to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident so they are ready for the transition to Secondary school.
- Help all pupils to have a good understanding of themselves, to have empathy, an ability to work with others and to form and maintain positive relationships treating everyone equally with tolerance and respect (particularly to those with protected characteristics under the Equality Act 2010).
- Teach our pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.
- Teach our pupils about personal safety (online and off-line) and we will ensure pupils know where and how to get help if needed.
- Help children develop
- Encourage all of our pupils to be the best version of themselves that they can be!

KAPOW's primary RSE/PSHE scheme of work covers the Relationships and health education statutory guidance (as set out by the Department for Education), including non-statutory sex education.

The scheme also covers wider PSHE learning; in line with the requirement of the National Curriculum, that schools must make provision for personal, social, health and economic education (PSHE).

### **Implementation**

We have chosen to use the 'KAPOW' Scheme to deliver our PSHE and RHE curriculum. This is a whole school approach which consists of five area of learning:

- Family and relationships (RSE)
- Health and wellbeing
- Safety and the changing body
- Citizenship (British values/what it means to be British)
- Economic wellbeing

Each area is revisited every year to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health Education, but also refer to the PSHE Association's programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

In each year group, an introductory lesson provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment.

All the lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. In many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

Pupils are taught regularly timetable PSHE/RSE lessons by a member of Brookside Primary school staff whom the pupils are familiar with.

We have access to clear progression grids that show how learning develops across the primary curriculum. Key vocabulary is shared with staff and each year builds on previous learning.

There are meaningful opportunities for cross-curricular learning in particular with computer for on line safety and science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

All staff have received training on how to deliver KAPOW sessions and have continued support via online CPD resources. This means that if staff encounter any issues within sessions that they find difficult to explain, they have support available to help them.

We work in partnership with parents informing them about what their children are learning and when required, providing guidance towards resources that can be used at home.

## **Impact**

Our RHE curriculum enables our children to be lifelong learners by developing their ability to listen, communicate, empathise, question and reflect. It strengthens relationships between children and staff which aids learning across the curriculum. A strength of our school is the strong relationships between staff and children. This is clear to see in all lessons and particularly on our residential trips. Our PSHE and RHE lessons complement our curriculum to provide the skills needed to ensure our children are well prepared for the next stage of their education and can move smoothly into secondary education

## **Roles and responsibilities**

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

The role of the subject leader:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE 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 RSHE.

The role of all staff:

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

## **Curriculum organisation**

PSHE is taught by class teachers weekly in KS1 and key stage 2 for 30-60 mins . Please see timetable attached for an outline of the full coverage.

## **Teaching and learning**

RSHE 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.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

## **Curriculum content**

### Long term planning

The school has chosen to use the [\*Kapow Primary RSE scheme of work\*](#), which provides full curriculum coverage, including all the statutory content, for each year group. Please see the long term plan attached for curriculum overview.

## **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 our school.

## **Visitors**

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

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

## Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education. 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.

Following a consultation with the whole school community, the following content is deemed to be sex education: conception, pregnancy and birth.

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

- Parents/carers of year 6 children will be sent a letter informing them of the content of the RSE lessons
- If parents/carers should wish to contact the school they can email or phone the class teacher or the subject lead.
- Parents will then be invited in for a meeting. Meetings give an opportunity for the school and the parent/carers to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The decision of a withdrawal request will be recorded by the subject lead and transferred to CPOMS and the child will not attend the sex education lessons and other arrangements will be made.

## **Safeguarding**

RSHE 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 either that day or the following day.

## **Support**

RSHE 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:

- Class teacher.
- Head teacher
- Mrs Austin
- Mrs Van Gordon

## **Monitoring and evaluating**

The Head teacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

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



## **Professional development**

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

## **Communication of policy**

This RSHE 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.

## **Review**

This policy will be reviewed in 2025.