



Relationships and Sex Education and Health Policy

Evergreen Pupil Referral Unit

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Relationships and Sex Education (RSE) and Health Education Policy

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (DfE Guidance SRE 2019)

Policy Statement

Schools have a statutory duty to prepare pupils for modern-life Britain and the next stages of their education.

We will follow the DfE's guidance within the February 2019 policy statement: **RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION** in which it states

'The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.'

Other related policies and documents include the Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Race Equality Policy.

The requirements on schools

The subjects will be made part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum.

All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education).

The subjects will be carefully designed to safeguard and support pupils and are deliverable for schools. Nevertheless, the DfE are clear on the themes and issues they should cover, in an age-appropriate way, to achieve this. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will focus on:

- **Different types of relationships**, including friendships, family relationships, dealing with strangers
- How to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may **affect health and wellbeing, including mental health**;
- Healthy relationships and **safety online**
- Healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education
- Economic wellbeing and financial capability

The DFE have committed to retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science) **but not from relationships education at primary**. This is because parents should have the right to teach this themselves in a way which is consistent with their values.

The DFE are also committed to ensuring that the education provided to pupils in Relationships Education and RSE is **appropriate to the age of pupils and their religious background**.

Aims and Objectives

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age- appropriate. Parents will be fully informed of policy and practice.

RSE will focus on:

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

Purpose of the RSE Policy

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE.
- Enable parents and carers to support their children in learning about RS.

Curriculum Content

Where is RSE taught?

RSE will be taught through a planned programme in PSHE as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupil

For **Key Stage 1**, pupils, the focus will be on children being able to understand the importance of:

- Self-esteem.
- The concept of growth and change.
- Showing respect.
- Relationships – family, friends; understanding others and respecting difference
- Feelings.
- Knowing the correct names for the external parts of the body, including sexual parts.
- Personal hygiene.
- Knowing places that are safe and where to go for help.
- Making safe choices – saying no, when to keep a secret, when to tell.
- Knowing that we have rights over our own bodies.

For **Key Stage 2** pupils

- Life changes.
- Self-esteem.
- Respect for their own and others bodies.
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure.
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- How changes at puberty effect bodily hygiene

Key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

Key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

The school nurse and school's counsellor are invited to support the delivery of the RSE curriculum where appropriate. Other agencies/visiting speaker's e.g. new mothers and their babies may be invited to input into the programme.

Key Stage 1

Pupils learn to recognise similarities and differences between themselves and others. Identify and share their feelings with each other.

Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

By the end of **Key Stage 1**, pupils should have learned:

- Basic communication skills – listening and talking with others.
- To recognise and name a range of emotions.
- To explain a range of ideas and feelings.
- To recognise an unsafe situation.
- To talk with a trusted adult and ask for help

Key Stage 2

Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

By the end of **Key Stage 2**, pupils should be able to:

- Listen to others and to explain themselves.
- Explore and discuss, describe and express emotions.
- Recognise abuse and ask for help.
- Manage the physical and emotional changes of puberty.

They will also know and understand the physical and emotional changes of puberty and the importance of family relationships for the support of children.

Organisation

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE), Science and Citizenship. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times.

Specific Issues within RSE Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts which are statutory in the National Curriculum.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and all staff are aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. 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.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

Sexual Identity and Sexual Orientation

Waterside Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context. (See Anti-bullying Policy)

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, Waterside Primary School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching is sensitive and age appropriate in approach and content. Waterside has carefully considered where it is appropriate to teach our pupils about LGBT, and will ensure that this content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. The DfE expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Dissemination

Training is regularly delivered to staff on the policy content. This policy is available for all stakeholders to see on the school's website.