

**St Ignatius Primary School**

**Relationships and Sex (RHE) Policy**

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| Status | Statutory |
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INTRODUCTION

First and foremost, St Ignatius Primary School believes that RHE needs to be a highly personalised area of the curriculum. There will be a baseline of provision for all children which is outlined below. However, children’s own varied and sometimes highly complex experiences of relationships, the varied way in which their bodies change and grow, and their own questions about boys, girls and sex can mean that a completely bespoke programme needs to be designed. This will always be done in full collaboration with parents and carers. We encourage parents and carers to communicate their child’s questions and thoughts in relation to RHE with us so that we can best support their developing understanding in school. This may mean that we offer materials for you to share at home and are mindful that you are your child’s primary teacher. Working in collaboration with parents, is something we recognise as crucial to our children’s education.

DEFINITION OF RHE

 Sex and Relationship Education (SRE) has been renamed as RHE: Relationship and Sex Education (RHE) to emphasise the relationships aspect of RHE. This was one of the recommendations from the Commons Education Committee Feb 2015 Sex and Relationship Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make.

This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

 • Knowledge and understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

• Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

• Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

 RHE FOR OUR CATHOLIC SCHOOL

A note in relation to the Catholic message of the sanctity of marriage for heterosexual couples and the message of acceptance for all loving, stable relationships including those non-married heterosexual couples and same sex partnerships.

Catholic Schools… will develop a range of attitudes and activities that promote and support the dignity and worth of everyone. (Catholic Schools, Children of Other Faiths and Community Cohesion: CES and Bishop’s Conference 2007 p.13.)

The commitment of the Catholic Church to interfaith dialogue… provides a further basis for young peoples’ contribution to peaceful social cohesion. (Joint pastoral letter on Catholic Education: Bishop’s Conference)

 PURPOSE OF THE RELATIONSHIP AND SEX EDUCATION POLICY

Producing an up to date RHE policy is the statutory responsibility of the governing body.

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 RHE

• Enable parents and carers to support their children in learning about RHE

• Give a clear statement on what the school aims to achieve from RHE, the values underpinning it and why it is important for primary school pupils

• Be clear about how we address RHE in our context as a Catholic school

• Set out how the school meets legal requirements in respect of RHE

 • Duty to promote well being (Children Act 2004)

 • Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)

 • Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)

• Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)

• Teach statutory RHE elements in the Science National Curriculum

• Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)

• Meet the school’s safeguarding obligations

• Make the policy available to pupils and parents (Education Act 1996)

• Right of parental withdrawal from all or part of RHE except those parts included in the national curriculum (Education Act 1996)

• Taken account of the DfEE guidance on RHE (2000)

• DfE expects that all state schools “should make provision for personal, social, health and economic education (PSHEE) and that “RHE is an important part of PSHEE” (DfE guidance on PSHEE 2013)

• Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

LINKS TO OTHER POLICIES

This policy links to the PSHE and Citizenship policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Single Equality Plan, Science Policy and E-Safety Policy. Our provision of RHE is part of our approach to support the health and wellbeing of children and our commitment to being recognised as a healthy school, which was achieved in March 2015.

WHY TEACH RHE AT PRIMARY SCHOOL?

It provides an opportunity to talk about feelings and relationships

• It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.

• It prepares children for the physical and emotional changes that will take place at puberty

• It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.

• It helps make sense of misinformation in the media and from peers

• It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.

• It protects children from sexual exploitation and inappropriate on line content

• It is a statutory part of the science curriculum covering the biological aspects of RHE VALUES PROMOTED THROUGH RHE

Our RHE programme promotes the aims and values of our school which include:

 • The sanctity of marriage; valuing family life and stable, loving and committed relationships

• Acceptance of same sex unions as also offering stable, loving and committed relationships for bringing up children

 Respect for self and others

• Commitment, trust and love within relationships

• Respect for rights and responsibilities in relationships

 • Understanding diversity regarding religion, gender, culture and sexual orientation

• Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender

• Acceptance of difference and diversity

• Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

AIMS FOR RHE

 To enable children to:

• Develop the confidence to talk, listen and think about feelings and relationships

• Make and maintain friendships

• Understand the importance of respect, responsibility, love and care in relationships

• Understand and respect different types of families, including families with same sex parents

• Develop positive attitudes about growing up

• Explore their own and other people’s attitudes and values

• Challenge and prevent discrimination based on sexual orientation and gender

• Prevent sexist, sexual, homophobic and transphobic language and bullying

• Challenge gender stereotypes and inequality and promote equality and respect in relationships 21

 • Know the correct biological names for the parts of the body, including the male and female reproductive parts

 • Know and understand about emotional, social and physical changes at puberty

 • Know and understand about reproduction

• Know about human sexuality

• Discuss their concerns and correct misunderstanding they may have gained from the media and peers

• Keep safe online and offline

 • Recognise when something is risky or unsafe

 • Know where are how to seek information and advice when they need help

CONTENT AND ORGANISATION OF THE PROGRAMME

What language will be used when talking to children about RHE?

Often children are given ‘pet’ names or ‘baby’ names to describe their body parts. These codes can create a sense of secrecy about these areas of their bodies. Also, when they get older and the correct terminology is introduced they find it embarrassing, and it can make them uncomfortable talking about a ‘new subject’ with language that is also very strange to them. At St Ignatius, we wish to empower children to talk openly and comfortably about their bodies. Therefore, we will use the correct terminology for the body parts unique to boys and girls i.e. penis, vagina and breasts from the age of Reception. If children use their own terminology we will respond to them, but we will try and model the correct language to them e.g. Reception child: ‘That lady has boobies.’ Teacher: ‘Yes, she does. She has breasts.’ Reception child: ‘The ball hit me in my winky’ Teacher: ‘And does your penis hurt now?’

In Year 1 Science, children are taught to name all parts of the body that they are less familiar with to this point; including wrist, ankle, shoulder etc. As part of this teaching, they will be taught that most body parts are the same for boys and girls, but some are different; boys have a penis and girls have a vagina. From then on teachers will ask children to use the correct names if they are talking about those body parts in a Science Lesson. We aim that by the time they need to talk about puberty, these words won’t feel uncomfortable for them.

Where is RHE taught?

Our Schools ‘Life to the full Plus’ Ten Ten Programme Structure

In Life to the Full, we follow a three-stage structure which is repeated across three different learning stages:

• Key Stage One is aimed at Years 1 and 2\*

• Lower Key Stage Two is aimed at Years 3 and 4

• Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

• Created and Loved by God

• Created to Love Others

• Created to Live in Community

The relationship aspect of RHE is also significantly developed through our children’s Religious Education Curriculum where the theme of family is explored deeply in each year group.

In its wider sense, RHE and all non-statutory PSHE objectives are taught through Life to the Full Plus, as well as in science and other areas of learning such as SMSC and through our PEARL values. 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 areas such as assemblies and class discussions linked to the protected characteristics and British values, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years. We ensure that the same messages about being safe on line are taught through RHE as in Computing.

What is taught in each year group?

We have a statutory duty to teach the RHE elements of the science national curriculum, See Appendix 2 for the RHE aspects of statutory science

 • The content is based on the RHE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum

• The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

• Teachers follow the curriculum map on Life to the Full Plus which covers all statutory and non- statutory RHE and PSHE objectives (see curriculum maps in the RHE intent statement)

Who teaches RHE?

RHE will be taught by the class teacher but sometimes health professionals or other visitors may help deliver RHE, such as the school nurse or a an outside visitor.

 If visitors are involved in RHE we will

• plan and evaluate their contribution as part of the school’s RHE teaching programme.

 • provide the visitor with an up-to-date copy of the school's RHE Policy and ensure they adhere to it

• ensure that the class teacher is present throughout the lesson, taking responsibility for class management

• On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with each other if it is deemed necessary or more beneficial for that particular year group. This is mostly applicable when they learn about body changes through puberty and about reproduction.

• Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

• We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher or RHE lead and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

• A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers.

 • The RHE policy reflects and is line with our equal opportunities policy and the school ensures that the RHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities . Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

• Where needed, RHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor

 • Teachers do not discuss details of their personal relationships with pupils.

 • Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RHE throughout the school and reflect our equality policy. When teaching about relationships and families our programme ensures that a variety of family structures are represented.

• Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

• Teaching about different families is part of RHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage, for family life and bringing up children.

CONFIDENTIALITY, SAFEGUARDING AND CHILD PROTECTION

Although RHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school’s Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexual

ASSESSING RHE

 Pupils’ progress in learning in RHE is assessed as part of the Life to the Full programme using baseline assessments. Time is given in staff meetings for moderation of work within key stages such as year 1 & 2 to ensure continuity and progression within the programme pathway guidelines (spiral currciculum).

 MONITORING AND EVALUATING RHE

The RHE Coordinator monitors teachers’ books and Big Books to ensure RHE is being taught. Pupils and staff are involved in evaluating the RHE teaching programme regularly and an open door policy is actively used by the RHE lead ensuring any misconceptions or advice is offered whenever needed. The children monitor and evaluate their own learning through the baseline assessments as well as through pupil voice and in meetings with the school council.

TRAINING STAFF TO DELIVER RHE

 It is important that RHE is taught by teachers that are knowledgeable, skilled and confident. We ensure that our teachers are trained to teach RHE and provide a range of training opportunities including school based training and regular CPD opportunities in our CPD package with Life to the Full Plus. Other staff members such as TA’s and SMSC’s are also involved in training so as to ensure continuity and proper modelling of expectations around RHE such as key vocabulary (body parts for example) is used and encouraged by all staff at all times.

Training could include:

* What to teach and when
* Leading discussions about attitudes and values
* Information updates
* Facilitating group discussions
* Answering questions
* Managing sensitive and controversial issues

WORKING WITH PARENTS/CARERS AND CHILD WITHDRAWAL PROCEDURES

 We place the utmost importance on sharing responsibility with parents and carers for their children’s education. We do our best to find out about cultural views which may affect the RHE curriculum and will try to balance parental views with our commitment to comprehensive RHE and equality.

 We will take every opportunity to inform and involve parents and carers by

• Making the policy available on the school’s website

• Giving all parents access via the online parent portal to the content of the RHE teaching programme and via the curriculum page on the website

• parent consultations

• Providing letters to parents around key decision lessons or lessons of a sensitive nature at least a week before the learning takes place to allow for discussion/consultation or withdrawal requests

 • Consulting parents on the RHE policy when it is reviewed

 • Discussing individual concerns and helping parents and carers support the needs of their children Parents/carers have the right to withdraw their children from RHE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RHE aspects of the science national curriculum. If a parent wishes to withdraw their child from the RHE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RHE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this. Even when a child has been withdrawn from RHE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

DISSEMINATING THE POLICY

A copy of this policy is on the school website. Copies are supplied to visitors who are involved in providing RHE in school. When the policy is being reviewed, parents are informed through the newsletter and school’s website.