

# Downview Primary School

## Relationships, Health and Sex Education policy (RHSE)

### 1. Aims

At Downview Primary School, we have combined our RSE and PSHE (Personal, Social, and Health Education) provision to form RHSE. As part of your child's education at Downview Primary School, we aim to promote personal well-being and development through our programme. This gives children the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. We all want to be treated, as we would want others to treat us - with kindness, tolerance, consideration and respect. We aim to promote equality, inclusion and acceptance of diversity. These fundamentals are at the heart of our new RHSE curriculum.

Our RHSE programme promotes the spiritual, moral, cultural, mental and physical development of pupils preparing them for the opportunities, responsibilities and experiences of later life. We shall follow a programme of study developed by KAPOW, which we shall adapt to suit the specific needs of the pupils in our classes. Children will be taught a range of RHSE topics, required by the DfE, at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all children.

The aims of Relationships, Health and Sex Education (RHSE) at our school are:

- To provide accurate and age-appropriate information.
- To include **all** children and develop positive and inclusive attitudes to everyone
- To develop knowledge, skills and attitudes
- To provide a framework in which sensitive discussions can take place
- To help pupils develop feelings of self-respect, confidence and empathy
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RHSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#) and *Statutory guidance, Keeping Children Safe in Education* (updated annually).

At Downview Primary School, we teach RHSE as set out in this policy.

The following policies, available on the school's website are also relevant to this Relationships Health and Sex Education policy:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Drugs Education Policy
- E Safety policy

### 3. Policy Development

This policy has been developed in consultation with staff, governors, pupils and parents. Governors were involved throughout the process. The consultation and policy development process involved the following steps: staff were given the opportunity to look at the policy and make recommendations, a parent/stakeholder consultation – parents and carers were invited to view the draft policy and proposed scheme of work and completed Survey Monkey, an online questionnaire.

### 4. Definition

Relationships, Health and Sex Education (RHSE) focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing and relationships. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Through a planned programme of learning, we aim to provide our children with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our children need to thrive as individuals, as part of a family and as a confident member of the wider community.

RHSE 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/emotional health and well-being, 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.

## 5. Curriculum

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. Follow this link to view the [Kapow Primary RHSE curriculum overview](#).

**Relationships education** focuses on teaching the fundamental building blocks and characteristics of positive relationships including: How to form and maintain friendships/ The importance of family/ Different types of families/ Dealing with problems in friendships/Online relationships, including staying safe/ Stereotyping

**Health and wellbeing** includes: Mental health and wellbeing/Healthy eating/Physical activity/Dental health/Importance of sleep/ Medicines-drugs/ Tobacco/ Alcohol/First aid

**Safety and the changing body** includes online safety/ Safety around adults/ Understanding their body/ Physical changes during puberty/ Emotional changes during puberty / Sex Education for older pupils

Class teachers teach sensitive lessons which includes all relationships and sex education lessons. Lessons about Health, Economic Wellbeing and Citizenship may be taught by other teachers. Discreet lessons are delivered weekly allowing children time to explore topics and reflect on their learning. Lessons are also embedded as part of cross-curricular learning within the wider curriculum and these links are recognised in planning. In addition, visits and visitors may be used to enhance children's learning

### Children with SEND

Some children have Special Educational Needs or Disabilities (SEND) and may require support to access the RHSE curriculum. In this instance, adaptations will be made to suit the child's individual need. This could be through simplifying language, adapting resources, providing visuals, working in small groups or receiving 1 to 1 support.

### Additional Resources

In addition to KAPOW, teachers at Downview Primary School will ensure any supplementary resources are up to date, inclusive (of protected characteristics from Equality Act 2010) and diverse, e.g. NSPCC PANTS, 'Clever Never Goes'. All additional resources will be discussed and reviewed by subject leaders, senior leaders and Headteacher.

## British Values

As a Rights Respecting School, Downview seeks to put the UN Conventions on the Rights of the Child at the heart of our ethos and culture to improve wellbeing and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted. The whole school community learn about children's rights by putting them into practice every day.

Downview Primary School promotes the fundamental British values of; democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These are promoted through such things as; our school council, assemblies, debates, creating our school and class rules, our behaviour policy, visitors to the school, celebrating events in the British calendar and cultural focus days.

## Visitors

Teachers may select visitors in liaison with the subject leader and senior leaders. The school may use visitors to enhance the lessons delivered by the class teacher. The school will share the school policy for RHSE with visitors. A teacher will be present in sessions delivered by visitors. The school will ensure visitors undergo the necessary checks as required by the school safeguarding policies.

Our curriculum is set out on our school website in the **RHSE** section under the **Curriculum** tab; this curriculum may need adapting as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

## Sex Education – Year 6

The school recognises that Sex and Relationships Education can be a sensitive issue, which places ever increasing demands on schools and teachers and yet is an essential part of the child's preparation for adult life.

As a Primary School, we are not required to provide sex education apart from the statutory elements included in the primary **science curriculum. Appendix 1**

However, at Downview School, children are also taught the following sex education lessons:-

*Conception*

*Pregnancy and birth*

Our school believes that the prime responsibility for bringing up children rests with their main carer. We therefore recognise that parents/carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturation brings. Therefore, the teaching we shall offer will be complementary and supportive to the role of parents/carers and will have regard to their views about its content and presentation.

Prior to the start of the Year 6 taught programme of work on Sex and Relationships Education, parents will be offered an opportunity view the materials which will be used and to ask any questions or discuss any points of concern. At this stage, parents will be informed of the arrangements to be adopted to give effect to their right to withdraw their children from the lessons.

## 6. Teaching and learning of RHSE

RHSE is delivered in line with our teaching and learning policy, however, as the subject focuses on 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, interests, 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, practice and demonstrate knowledge, skills and attitudes.

RHSE is delivered through a varied range of activities, which promote discussion and understanding. These include circle time, active teaching and learning, role-play scenarios, puppets, card sorting and class and group discussions.

### Answering Difficult Questions and Sensitive Issues

Staff members are aware that some views around RHSE related issues are varied. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Children's questions are answered according to the age and maturity of the children concerned. Questions **will not always** be answered directly, and may be addressed individually later. Parents may be contacted about discussions in school if necessary. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (Headteacher).

## 7. Roles and responsibilities

The governing board will approve the RHSE policy, and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that RHSE is taught consistently across the school.

The RHSE subject leaders are responsible for 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

Teachers are responsible for:

- Delivering RHSE in a sensitive way and modelling positive attitudes
- Responding to the needs of individual pupils
- Liaising with parents and carers
- Assessing and monitoring the progress of children

## 8. Safeguarding

RHSE 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/class 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.

### Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he must talk to the Designated Safeguarding Lead who will take action as outlined in the Safeguarding Children Policy.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. The school will liaise with parents/carers.

The School's Designated Safeguarding Lead is Mrs Mandy Williams (Headteacher)

**In her absence** the school's Deputy Designated Safeguarding Leads are Mrs Faye Hawkins (Deputy Headteacher) and Mrs Lisa Jackson (SENCO).

### **Pupils**

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

## **8. Home-school communication and parents' right to withdraw**

Each half term, parents and carers will be sent a topic web, this will include what their child will be learning in RHSE. In addition, parents and carers will be informed by letter when potentially sensitive aspects are due to be taught, to reassure them of the content and context.

Parents **do not** have the right to withdraw their children from Relationships and Health Education.

Parents **do have** the right to withdraw their children from the non-statutory components of sex education taught in Year 6. Parents of children in Year 6 will be informed of the arrangements to be adopted to give effect to their right to withdraw their children from the two sex education lessons (conception and pregnancy and birth) as they are not elements required by the National Curriculum Science Order. Following discussion with teacher or RHSE lead parents will notify the Headteacher by letter of their intention to withdraw from sex education lessons. Parents/carers will be notified by letter prior to **any** teaching of sensitive lessons,

## **9. Training**

Staff are trained on the delivery of RHSE as part of their CPD and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHSE.

## **10. Monitoring arrangements**

The delivery of RHSE is monitored by the school's RHSE Coordinators, through observations and discussions with teaching staff to ensure a consistent and coherent curriculum provision. Subject assessments may include:

- Self-evaluations
- Lesson observations or learning walks
- Work scrutiny/ Learning Journals/class group folders and lesson planning scrutiny

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Each class, (Years 1 to 6) can use their RHSE folder to record learning.

For the Early Years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

The subject leaders will also work regularly and consistently with the Headteacher, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

The RHSE subject leaders are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of RHSE, by giving them information about current developments in the subject.

**Sex Education in the Science Curriculum:**

**Year 2 Animals including humans:**

Pupils should be taught to notice that animals, including humans, have offspring, which grow into adults.

**Notes and guidance (non-statutory)**

*Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

*The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.*

**Year 5 Living things and their habitats:**

Pupils should be taught to describe the changes as humans develop to old age.

**Notes and guidance (non-statutory)**

*Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*

*Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*