

We all love, learn and grow together.

SAUGHALL ALL SAINTS PRIMARY SCHOOL



Relationships, Sex and Health Education Policy

Aims

Our aim as a school are to ensure that:

- Our school is a safe and happy environment for all pupils, where we prepare and equip them with the building blocks to develop and recognise positive relationships throughout their life.
- As a school we create opportunities that enable pupils to be taught about positive emotional and mental well-being and how positive friendships can support their mental wellbeing.
- Sex and Relationship and health Education is taught throughout the whole school in an appropriate way based on the pupils age.
- The importance of Sex and Relationship Education is understood across all governance levels and by school leaders, staff, parents and pupils.

At Saughall All Saints Primary School, we believe:

- RSHE is lifelong learning about ourselves - it includes understanding our emotions, our self-esteem and the impact on our well-being, all our relationships, our rights and responsibilities as well as sex education including understanding personal space and boundaries.
- RSHE lessons should include an understanding of privacy and boundaries that ensures that pupils understand that they have rights over their own bodies and can recognise and report any concerns.
- RSHE is an entitlement for all our pupils and all family dynamics will be considered during lessons.
- Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background will be considered during all lessons to ensure that they meet individual needs.
- RSHE is most effective when provided in the wider context of social and emotional development and it is firmly rooted and successful in personal, social and health education lessons (PSHE).
- RSHE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

At Saughall All Saints Primary School:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide enough information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create an awareness and tolerance of all religions and develop the moral values within a Christian framework.

All staff are dedicated towards achieving these aims for RSHE in our school. We seek to enable our children to:

- develop interpersonal and communication skills.
- develop positive values and a moral framework that will guide their decisions and behaviour.

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- respect themselves and others, their views, backgrounds, cultures and experiences.
- develop loving, caring relationships based on mutual respect.
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- understand the process of human reproduction.
- be prepared for puberty and the emotional and physical effects of body changes.
- recognise and avoid exploitative relationships.
- have opportunities throughout their schooling to address RSHE in an age-appropriate way.
- understand the reasons for and benefits of delaying sexual activity.
- understand the attitudes and skills needed to maintain their sexual health.
-

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility. Educating them against discrimination and prejudice also.

Statutory Requirements

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Some areas of RSHE are covered within the National Curriculum for Science, therefore, parents do not have the right to withdraw their child/children from these aspects.

Delivery

Below are the areas of the curriculum that support the delivery of RSHE aims and objectives.

We consider RSHE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSHE and supporting the children after delivery too.

The objectives of the RSHE Curriculum will be taught in:

Our delivery of RSHE is combined with the Christopher Winter's scheme of work, alongside our two-year rolling programme for PSHE (Personal, Social and Health Education) and Well-Being. The biological aspects of this is taught through Science, with some coverage linking to PE and RE.

PSHE and Well-Being through designated lessons, circle time, focused events and health weeks. Other Curriculum areas, especially Science, RE and PE enrichment activities, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on RSHE (Our Christopher Winter's Scheme) are planned into our teaching programme every year in all year groups covering 3 lessons (as outlined below). Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

The main coverage of the **Science** is as follows:

Key Stage 1 (age 5-7 years)	Year 1	Year 2
	pupils should be taught to: <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	ppupils should be taught to: <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Key Stage 2 (age 7-11 years)	Year 3 and 4	Year 5 and 6
	pupils should be taught: <ul style="list-style-type: none"> • that the life processes common to humans and other animals include nutrition, growth and reproduction. • about the main stages of the human life cycle. 	Year 5 pupils should be taught to: <ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals. • describe the changes as humans develop to old age. Year 6 pupils should be taught to: <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring • vary and are not identical to their parents

Early Years

Children learn about the concept of male and female and about young animals. In ongoing PSHCE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHCE (including SEAL & Citizenship), children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby in Year 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In RE and PSHCE (including SEAL & Citizenship), they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

The Sex and Relationship and Health Education focuses on the development of skills and attitudes not just the acquisition of knowledge.

The main coverage of the **RSHE** is as :

The Christopher Winter's Programme – Teaching RSHE with Confidence in Primary Schools

Reception and Early Years – Our Lives

L1:

Routines and Patterns of a typical day.

Areas where children can look after themselves e.g. dressing and undressing.

L2:

Why hygiene is important.

Why it is important to keep clean.

Understand some basic hygiene routines.

L3:

Recognise that all families are different.

Identify different members of the family.

Understand how members of a family can help each other.

Year 1 – Growing and Caring for Ourselves

L1:

Understand some basic hygiene principles.

- Know how to keep clean and look after oneself.

L2:

Introduce the concept of growing and changing.

- Understand that babies become children and then adults.

- Know the differences between 'boy' and 'girl' babies.

L3:

Explore different types of families and who to ask for help.

- Know there are different types of families.

- Know which people we can ask for help.

Year 2 - Differences

L1:

Introduce the concept of male and female and gender stereotypes.

- Identify differences between males and females.

- Understand that some people have fixed ideas about what boys and girls can do.

- Describe the difference between male and female babies.

L2:

Explore some of the differences between males and females and to understand that this is part of the lifecycle.

- Describe some differences between male and female animals.

- Understand that making a new life needs a male and a female.

L3:

Focus on sexual difference and name body parts.

- Describe the physical differences between males and females.

- Name the male and female body parts.

Year 3 – Valuing Difference and Keeping Safe

L1:

Explore the differences between males and females and to name the body parts.

- Know some differences and similarities between males and females.

- Name male and female body parts using agreed words.

L2:

Consider touch and to know that a person has the right to say what they like and dislike.

- Identify different types of touch that people like and do not like.

- Understand personal space.

- Talk about ways of dealing with unwanted touch.

L3:

Explore different types of families and who to go for help and support.

- Understand that all families are different and have different family members.

- Identify who to go to for help and support.

Year 4 – Growing Up

L1:

Explore the human lifecycle.

- Describe the main stages of the human lifecycle.
- Describe the body changes that happen when a child grows up.

L2:

Identify some basic facts about puberty.

- Discuss male and female body parts, using agreed words.
- Know some of the changes which happen to the body during puberty

Year 5 – Puberty

L1:

Explore the emotional and physical changes that occur in puberty.

- Explain the main physical and emotional changes that happen during puberty.
- Ask questions about puberty with confidence.

L2:

Understand male and female puberty changes in more detail.

- Understand how puberty affects the reproductive organs.
- Describe how to manage physical and emotional changes.

L3:

Explore the impact of puberty on the body and the importance of physical hygiene.

Explore ways to get support during puberty.

- Explain how to stay clean during puberty.
- Describe how emotions change during puberty.
- Know how to get help and support during puberty.

Year 6 – Puberty, Relationships and Reproduction

L1:

Consider puberty and reproduction.

- Describe how and why the body changes during puberty in preparation for reproduction.
- Talk about puberty and reproduction with confidence.

L2:

Consider physical and emotional behaviour in relationships.

- Discuss different types of adult relationships with confidence.
- Know what form of touching is appropriate.

Individual lessons also support sex, relationship and health education. These sessions are delivered during Summer Term by the class teacher. The You Tube video produced by *Always* 'Year 6 Girls and Boys Puberty' supports the delivery of these sessions.

Across all Key Stages, pupils are supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

These skills are taught through our PSHE and Well-Being lessons.

Teaching Methodologies

RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSHE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language and clear explanations/detail
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Lessons in Year 5 and 6 are taught separately and Year 6 lessons are delivered as single sex groups to address particular needs, such as girls' practical need for information about managing periods. Each single sex group will discuss changes and development of the opposite sex too. Some children (possibly SEND children) may benefit from extra support or smaller group provision. Where this is felt necessary it will be offered, often by their supporting TA.

Answering Questions:

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions (both writing these anonymously on paper and verbally), although the sessions will be mixed sex up until Year 5, a separate session will be offered to boys and girls in Year 6 to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion. Staff agree to answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make. This will enable pupils to further understand the responsibilities of adult life. A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud. The children are able to remain anonymous when writing their questions too, if they so wish.

Inclusion:

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering lessons. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In relation to those with special educational needs or disability, we will review our RSHE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability

- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Resources used to support our sex relationships and Health education programme:

- ✓ Using the agreed materials/resources in the Christopher Winter's programme (images/slides)
- ✓ You Tube video produced by *Always* 'Year 6 Girls and Boys Puberty'
- ✓ Current NSPCC resources
- ✓ Growing Up DVD – BBC resource, including lesson plans.
- ✓ Twinkl PPTs on different families.

Safeguarding Children:

Children occasionally make personal disclosures either in class or to individual teachers, if this situation arises it will be dealt with in line with the current Safeguarding Policy and procedures.

Pupil Participation:

- We will involve children in the evaluation and development of their RSHE in ways appropriate to their age.
- We will engage the children in assessment activities to establish their development needs, for example 'draw and write' activities and 'labelling and discussing' activities.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.

Roles and Responsibilities:

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary. It is ideal for staff in teams to discuss together the content to be taught to the children beforehand, so that all feel comfortable and to ensure consistency of coverage also.

The Headteacher:

The Headteacher (in liaison with the RSHE Co-Ordinator) is responsible for ensuring that RSHE is taught consistently across the school, and it is the Head's responsibility to manage requests from parents/carers to withdraw pupils from non-statutory components of RSHE.

The Staff:

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Involvement of Parents and their right to withdraw:

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSHE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSHE. We will encourage this partnership by:

- Informing parents and carers of our school RSHE curriculum via the website.
- Providing parents, the opportunity to comment on SRE within school and voice any concerns.
- Inviting parents to learn more about resources and activities used in RSHE.
- Informing parents and carers about the RSHE programme as their child joins the school through the website.
- Providing support to parents about their role in RSHE.

The policy is available on the school website within the 'Policy' section or from the school Office.

Parents' have the right to withdraw their children from the non-statutory components of RSHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSHE.

Training:

Staff are updated and supported throughout the year on the delivery of RSHE and it is included in our continuing professional development as well as staff meetings.

The Headteacher will also invite visitors from outside the school, such as school nurses and other health care professionals, to provide support and training to staff teaching RSHE.

In Consultation with Staff Pupils, parents and Governors		
Date Agreed	Name	Position
May 2023	Donna Prenton	Headteacher
Date for Review: May 2024		