



North Primary School and Nursery - Relationships, Sex and Health Education Policy

Statutory Requirements

Relationships Education and **Health Education** is compulsory in all Primary schools in England.

This policy covers the approach to Relationships, Sex and Health Education at North Primary and Nursery School and can be found on the school's website.

Teaching about relationships, health and sex is an integral part of our **Personal Social Health Education** curriculum. Our provision, which follows guidance from the PSHE Association, covers all the requirements of the DfE for the compulsory teaching of **Relationships Education** and **Health Education**.

It has been produced by Karen Jacobs (PSHE Co-ordinator) and approved by the school's governing body. The policy takes account of the requirements on schools in law for example the Equality Act 2010 and the statutory guidance contained within 'Keeping Children Safe in Education'.

Rationale and Ethos

We define **Relationships and Sex Education and Health Education** as teaching our children about positive and respectful relationships and about health, which will include teaching age appropriate information about puberty and sex.

Children will be taught about positive relationships with particular reference to families and friends. They will explore what friendship is, what family means and who the people are that can support them. They will be taught how to treat each other with kindness, consideration and respect, including online and about the importance of positive emotional and mental wellbeing as well as the importance of keeping themselves safe.

We believe that **Relationships and Sex Education** is important for our pupils because in today's increasingly complex and ever changing world our children need to have the knowledge and capability to take care of themselves, keep themselves safe and healthy and manage their lives in a positive way. We want to promote the importance of self-respect and self-worth so that our children believe that they can achieve and so that they have the resilience to work towards long-term goals and continue to do so even if they encounter setbacks. We want our children to develop personal attributes such as honesty,

integrity, courage and kindness and to grow up as successful and happy individuals who make a positive contribution to our society.

We view the partnership of home and school as vital in providing the context for relationships and sex education in our school. Learning about relationships begins at home and our role within school is to build on this. The content of our Relationships and Sex Education curriculum is designed to meet the needs of all our pupils and will be taught with respect to the backgrounds and beliefs of our pupils and their families. It will be age and developmentally appropriate and will be delivered sensitively and inclusively to all of our pupils including those with special educational needs and disabilities (SEND).

The intended outcomes of our Relationships and Sex Education curriculum are that by the end of their time at North pupils will:

- Know and understand the importance of healthy relationships with family and friends and know that these provide love, security and support
- Recognise the characteristics of healthy friendships, know how to make friends and how to be a good friend
- Understand that they have a responsibility to respect others, even when they are different from themselves, and that they have the right to be respected by others
- Understand the conventions of courtesy and manners
- Recognise if relationships are not healthy and/or they feel unsafe and how to seek help or advice if needed
- Know that the same principles apply to online relationships as to face-to-face relationships
- Know the rules for keeping safe online including the concept of privacy and how data and information may be shared online
- Develop self-respect
- Know that each person's body belongs to them and that as they reach puberty their body will begin to change.
- Know about sexual relationships within the context of a healthy relationship

Roles and Responsibilities

The **Relationships and Sex Education (RSE)** policy and programme of study have been approved by the governing body who will review these on a regular basis.

The PSHE co-ordinator will monitor the quality and provision of RSE across the school. This will be overseen by the head teacher who will also manage requests from parents or carers to withdraw pupils from non-statutory components of RSE.

Planning will be carried out within Key Stage teams and year groups.

The PSHE co-ordinator will provide support and guidance where needed.

Lessons will be delivered by class teachers who will use their detailed knowledge of their pupils to ensure that the content and method of delivery is age/emotionally appropriate and tailored specifically to their needs. This will also ensure that lessons are inclusive to all pupils with due regard given to disability, diversity, ethnicity, culture, gender identity, religion or beliefs.

Parents/carers will have access to this policy on the school website. They will be informed of when and what areas of the RSE curriculum will be taught through termly and weekly newsletters. Parents are encouraged to share any relevant information or concerns with their child's class teacher in confidence to enable any issues to be dealt with sensitively during the teaching of RSE.

Sex education is taught in years 5 & 6 and parent/carer meetings are held for parents to share the content and materials that will be used when teaching sex education to their children.

Parents/Carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (that are not part of the science curriculum) but this right does not apply to relationships or health education.

Safeguarding

All staff are aware that teaching effective RSE, which brings an understanding of what is and is not appropriate in a relationship, may lead to a disclosure of a child protection nature which must be reported immediately to the designated safeguarding lead. The focus at all times is on keeping children safe.

Children themselves will be taught about how to stay safe, including online and how to report any concerns or worries that they have.

Curriculum

At North Primary School and Nursery we teach a broad and balanced curriculum.

We follow the model of a spiral curriculum where core themes are taught each year. This enables pupils to build on their prior knowledge year on year in a carefully

sequenced way. Other aspects of sex and health education are also covered through science and PE.

Lessons are taught through a range of methods such as the use of quality children's literature, discussions, role play, articles/events in the news, video clips.

In the Foundation Stage **Personal, Social and Emotional** development and **Physical Development** are prime areas of learning which means that they work together along with **Communication and Language** to support learning and development in all other areas.

'Children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures.'
(Development Matters in the Early Years Foundation Stage).

Within these prime areas children learn about making relationships, self-confidence, self-awareness and managing feelings and behaviour, health and self-care.

In Year groups 1 -6 the children cover themes under three core headings, **Health and Wellbeing, Relationships, Living in the Wider World.**

Information about when these themes are taught and what they include can be found on the KS1 and KS2 curriculum maps which are published on the school website.

Assessment, monitoring and evaluation

Assessment in this subject is on-going. Teachers reflect on and assess lessons and pupil responses to identify where extra support or intervention is needed and what the appropriate next steps are. Regular feedback is given within lessons and there are high expectations for the quality of children's work. Pupils are encouraged to reflect on their own learning and progress.

In Year 1 children begin their own PSHE file for all of their learning in this subject. This file then stays with them throughout their time at North and they add to their learning in each of the core themes each year. This enables both children and teachers to reflect on prior learning and progress by reviewing the work within these files.

These files are monitored by the PSHE co-ordinator and pupil voice activities carried out annually.

RSE Policy Review Date

This policy will be reviewed September 2022 to ensure that it continues to meet the needs of our pupils and that it is line with current Department of Education advice and guidance.

March 2021