

# Barrs Court Primary School

## Relationships Education, RSE and Health Education Policy

(Statutory Policy Document)

Version No 1

May 2023



<b>Date approved by Headteacher</b>	23/5/23
<b>Date approved by Staff</b>	N/A
<b>Policy Review Frequency</b>	Annually
<b>Next Review Date</b>	May 2024

## Relationships Education

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

## Purpose and Principles

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

## Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

## Roles and Responsibilities

The Relationships Education programme in our school will be led by Mr Ryan Walker (PSHE Leader)

The Relationships Education, RSE and Health Education policy will be ratified and monitored by the school's governing body.

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by in the teaching of the curriculum by the subject leader and consultants on the subject where needed.

## Our Relationships Education Curriculum

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association, which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

It is compulsory for all maintained schools to teach the biological aspects of sex education, e.g. puberty, reproduction and the spread of viruses. Other elements of RSE are non-statutory.

Pupils cannot be withdrawn from any teaching that is part of the National Curriculum. The current Science programme of study requires:

### **Pupils at Key Stage 1:**

- to know that animals, including humans, move, feed, grow, use their sense and reproduce;
- to recognise and compare the main external parts of the bodies of humans and other animals;
- to know that humans and other animals produce offspring and that these grow into adults;
- to recognise similarities and differences between themselves and others and to treat others with sensitivity.

### **Pupils at Key Stage 2:**

- that the life processes common to humans and other animals include nutrition, growth and gestation;
- about the main stages of the human life-cycle.

However, parents can withdraw their child from the parts of the sex education which fall outside the National Curriculum. Any parent wishing to withdraw their child should discuss this with the class teacher in the first instance and then follow up with a letter to Mr Webster. If the parent still wishes the child to be withdrawn, the child will be provided with related work and sent to an alternative class when Sex education is being taught. It is recommended that parents withdrawing their children talk to them at home about the areas of the Sex Education curriculum that they missed.

Our inclusive Relationships and Sex curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Teachers will use their knowledge of the class to adapt the curriculum according to the needs and maturity. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

### **Year 1 and 2 children will**

- use the scientific names introduced to name male and female body parts.
- identify some differences between males and females.
- identify the body parts that we keep private.
- understand the words 'no' and 'stop'.
- understand that people's bodies and feelings can be hurt.
- talk about their own likes and dislikes.
- understand that different people like different things.
- understand that girls and boys can like different things, or the same things.
- describe how they have changed since they were a baby.
- understand that people's needs change as they grow older.
- talk about things they would like to do when they are older.
- discuss some changes that people might go through in life.
- talk about their family and ask others questions about their family.

### **Year 3 and 4 children will:**

- name the main male and female body parts needed for reproduction;
- describe some of the changes boys go through during puberty;
- describe some of the changes girls go through during puberty;
- describe some feelings young people might experience as they grow up;
- talk about their own family and the relationships within it;
- understand that there are many different types of family;
- identify similarities and differences in different loving relationships;
- explain in simple terms how babies are made and how they are born.
- identify someone they could talk to about their changing body should they need to.

### **Year 5 and 6 children will:**

- name physical changes young people will experience during puberty.
- describe emotional changes young people might experience during puberty.
- appreciate that there is no such thing as a perfect body.
- list things that all loving relationships have in common.
- explain what a sexual relationship is.
- understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.
- explain how babies are conceived and how they are born.
- identify someone they could talk to about their changing body, should they need to.

Our Relationships Scheme of Work can be viewed on the Barrs Court Primary School website- we follow the “Twinkl Life” scheme of work. Learning in Relationships Education, RSE and Health education lessons will link to learning in PSHE, PE, RE and Science.

### **Delivering the Curriculum**

Our PSHE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided. A second adult will be present during any of the sex education lessons within this curriculum.

Each class will also have a question box, which gives children the option to write down their questions and receive an answer on an anonymous or 1:1 basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

## Answering Questions

- A set of ground rules will be established and children will be reminded of these at the start of a session.
- No-one, teacher or pupil will be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only correct names for body parts will be used.
- Meanings of words will be explained in a sensible, factual, age appropriate way.
- If a question is too personal, children will be reminded of the ground rules
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the question is returned to later after research
- If a question is too explicit, feels too old for a child, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the child will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. Teachers may suggest that questions are discussed with an adult at home or someone that the child trusts. If the staff member is concerned they should discuss this with the head teacher or PSHCE Co-ordinator who can discuss the matter with the parent, or follow other appropriate procedures

## Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers through parents' evening meetings and end-of-year reports.

## Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Safeguarding lead: Mr Daniel Webster

Safeguarding deputy: Mr Ryan Walker/ Mrs Kay Cook

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

## Engaging Stakeholders

This policy will be available to view on the school website by all stakeholders. Parents will be informed of this policy by email and school newsletter ahead of the term that the curriculum content is due to be delivered.

We are committed to working closely with parents and carers and we do this by:

- communication about when Relationships lessons will be taking place.
- Inviting parents in for Q & A sessions linked to the curriculum being delivered.
- links to other websites on school website.