



## **Flushdyke J & I School**

# **Relationships, Sex and Health Education Policy**

Approved by: Governing Body/SLT

Date: May 2024

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## **Relationships, Sex and Health Education Policy**

### **1. Aims**

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Flushdyke considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the science curriculum in KS1 and KS2.

The RSHE content laid out in this policy is encompassed within the implementation of our Mental Fitness/Strength of Character Curriculum.

### **2. Statutory requirements**

We must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the statutory science curriculum. In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Flushdyke, we teach RSHE as set out in this policy.

Should you like to see the guidance from the government please visit:

<https://www.gov.uk/government/publications/relationships-education>

### **3. Definition**

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, consent, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

## 4. Curriculum

Our RSHE curriculum has been developed considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

## 5. Delivery of RSHE

As part of RSHE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSHE curriculum through our Mental Fitness/Strength of Character lesson. However, we also teach RSHE through other subject areas e.g. science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and thoughts, and how it is changing and developing.

Linked with RE, 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. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### In Key Stage 1, children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **In Key Stage 2, children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Teaching and Learning including delivery of the RHE curriculum**

In Key Stage 2, we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively

that some children may have a different structure of support around them (for example: looked after children or young carers).

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body has the overall approval of this policy.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **6.3 Staff**

All 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

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. 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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### **6.4 Pupils**

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

## **6.5 Parents**

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Inform parents about the school's RSHE policy and practice
- Answer any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school

## **7. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships and health education. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

## **8. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **9. Equal Opportunities**

RSHE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by SLT through, for example, learning walks and lesson observations. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the headteacher. At every review, the policy will be approved by the staff and governing body.

Please see below a useful document produced by the government which provides answers to frequently asked questions:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

## **11. Monitoring the Effectiveness of the Policy**

Every two years, the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made.