



Hand in hand we learn

Christ Church Upper Armley CE Primary

Relationships and Sex Health Education (RSHE) Policy

"We commend these resources and pray for families and all in our schools who have the privilege and responsibility of helping children and young people to develop the skills they need to form healthy, resilient relationships within a pluralistic society."

Stephen Conway, Bishop of Ely and Lead bishop for Education

Introduction

"Sex and Relationships Education is lifelong learning about physical, moral and emotional development."

The school recognises the contribution that RSHE in the primary school can make to government health targets. RSHE in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

The policy will be reviewed on an annual basis so that it is responsive to the needs of the children and issues arising in the wider world for Primary aged children. This review will be led by the PHSE Co-ordinator and will be informed by: staff and pupil evaluation of the programme; any relevant local/national issues; relevant changes in the law/good practice guidance; the results of parent questionnaires; new resources becoming available; requirements of the Enhanced Healthy Schools' status; and pupil needs.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.

- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

What is Sex and Relationships Health Education?

Sex and Relationship Health education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, health, social and economic education (PHSE).

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

Aim:

To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships.

Objectives:

- To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them.
- To provide factual information on human reproduction and birth.
- To encourage respect for difference and diversity.
- To prepare young people for the physical and emotional changes associated with puberty.
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance.
- To ensure that all young people know who can support them and how to access this support.
- To work in partnership with, and support the role of, parents.
- To model positive relationships throughout the school.
- To actively challenge stereotypes, prejudice and sexual exploitation and give children the skills to
- critically analyse media messages.
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences.

- To promote, and encourage children to make healthy lifestyle choices.
- To use agreed terminology to discuss sexual body parts throughout the school. Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.
- All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the annual review of the RSHE policy.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the RSHE policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective RSHE.
- To share the rationale, ethos and themes of the RSHE programme with parents.
- The Governors have the following responsibilities:
- To ensure that an up-to-date RSHE policy is in place and is made available to parents and for inspection.
- To ensure that the RSHE policy and curriculum are in line with Guidance.
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support RSHE, is doing so in line with the school's RSHE policy, and other relevant school policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.
- Communicating the year group content with parents. Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, 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. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

In RSHE lessons:

- Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
- Teachers will agree with pupils the limits of confidentiality.
- Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
- In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Working with Parents/Carers

Our aim at CCUA is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.

At CCUA, we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:

- ❖ The content of the RSHE curriculum.
- ❖ The delivery of the RSH/curriculum (including examples of the resources used).
- ❖ How to support/complement RSHE teaching at home.
- ❖ How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.

- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.
- Parents/carers will be invited to a meeting to explain the teaching sequence and allow parents to view the resources that will be used throughout school
- Parents from any year group are welcome to attend this meeting to refresh their memory of the content.
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.
- Legally parents have the right to withdraw their children from RSHE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PHSE work on a different topic.
- If a parent has a complaint they should follow the school's complaints policy procedure.

The delivery of the RSHE curriculum:

- Relationships, sex and health education (RSHE) will be taught within the personal, social health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:
 - ❖ equality and challenge all forms of prejudice and discrimination.
 - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different

types of families and structures of support for children. This is part of relationships education.

- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant. In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body - and knowing how to seek help if they are being abused - are vital for safeguarding. The words we will use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver RSHE.

The formal RSHE programme will be delivered in each year group through a weekly PHSE session. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. There will also be opportunities for more informal RSHE through assemblies, circle-time, story-telling, pretend play. Children will be encouraged to recognise and apply the knowledge and skills they learn in PHSE to other contexts both within, and outside of, the school setting.

We recognise that RSHE sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of RSHE at CUA Primary include watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure that all pupils are able to access the activities

to be employed. Appropriately differentiated activities will be provided for pupils who need these.

Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

RSHE will be delivered by class teachers. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the children have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender group. There may be occasions where groups of children, particularly those with additional learning needs, are taught RSHE in smaller groups or individually in order to maximise their learning.

RSHE will be delivered to all pupils in at an appropriate level through the following themes:

- Similarities and differences
- Feelings
- Keeping safe
- Keeping yourself clean and healthy
- Someone to talk to
- Friends
- Families of all kinds
- Growing and changing
- Male and female/body parts, reproduction and birth
- Choices and consequences
- Gender stereotypes / gender identity and sexuality (Year 5 & 6)
- Sexual exploitation (Year 5 & 6)

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information.
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that?" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"
- All staff have considered questions that may be asked in RSHE sessions and discussed suitable answers.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.

In all RSHE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. All questions that are placed in the box will be answered in an age-appropriate, factual manner

Moral and Values Framework

Through the RSHE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, we aim to promote and foster the school's agreed set of morals and values. These are as follows:

- Everyone has a right to express their views and be listened to.
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment.
- All members of the school community are equally valued.
- Disputes and disagreements will be resolved peacefully.
- The diversity of individuals, families and relationships will be accepted and celebrated.
- Love, commitment, trust, loyalty, respect are important attributes needed in close relationships.

Equal Opportunities

CCUA encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of RSHE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. (see Equality Policy)

Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language. We recognise that children at the school come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSHE curriculum and resources.

In planning the RSHE programme we have used learning outcomes suggested by Ofsted in their report on RSHE (2002). These incorporate the statutory elements of sex education that come within the Science curriculum.

We have also given due regard to the RSHE guidance issued by the DfEE in 2000 and Sex and Relationships

Education for the 21st Century - PSHE Association and Sex Education Forum 2014. Planning has taken account of the diverse RSHE needs of pupils and sessions will be differentiated as appropriate.

Resources

Resources are chosen by the PHSE Co-ordinator on an annual basis, who ensures that they reflect the needs of children within the school and includes the most up to date information. The PHSE Co-ordinator consults national and local guidance on appropriate RSHE resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all children within their class.

Legislation and statutory guidance

At CCUA, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education - for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

The RSHE policy at CCUA, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff and/or RSHE working group reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Staff Training

Staff training on RSHE is co-ordinated by the PHSE/RSHE Co-ordinator. Training requirements will be identified through the annual review process or through a teacher expressing individual needs to the Head Teacher. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via a future staff meeting.

Monitoring and Evaluation

At the end of each lesson teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

Throughout each topic a range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes. Pupils will be assessed on the following three areas: knowledge acquisition; clarification and exploration of attitudes and values; skills development.

Safeguarding Children, Confidentiality and Child Protection

All staff members at CCUA Primary have a duty to safeguard the well-being of children. At CCUA we recognise that the open discussion associated with PHSE/RSHE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Child Protection Designated Person. The Child Protection Designated Person will then work in line with the relevant school policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation

(FGM). Staff should use safeguarding procedures if they suspect a child is at risk and should personally report to the police, cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 - please see the Child Protection Policy for more information.

We use group agreements within PHSE/RSHE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's child

Appendix:

1. Planning PSHE, You Me and PSHE
2. Sample letter to parents
3. Withdrawal form

Review: February 2022