



Relationships, Sex and Health Education Policy

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Next review: Summer 2023

'Relationships Education' and 'Relationships and Sex Education' at St Peter's School

Personal, Social and Health and Economic Education is one of the subjects in the National Curriculum which pupils have an entitlement to experience throughout their education. Relationships and Sex Education is a major component of the schools' comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive effective Relationships and Sex Education so that they can ensure they are in safe and respectful relationships (friendships, families and partnerships) and before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. In Relationships and Sex Education, learning about the physical aspects of sex in Sex Education and the biological aspects in Science, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

Our Aims

The following aims reflect those of the school and show how Relationships and Sex Education is delivered within the context of a moral framework.

1. To provide a broad and balanced Relationships and Sex Education Programme which:
 - Offers full entitlement and access for all pupils, including pupils with Special Educational Needs and disabilities
 - Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas
2. By exploring moral and sexual issues and values to:
 - encourage the pupils to develop positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, for example:
 - - An understanding that both sexes have responsibilities in sexual matters
 - - The skills to identify, resist and report any unwanted sexual experience
 - to foster self-esteem, self-awareness and a sense of moral responsibility.
3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
 - the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour.
 - family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
 - friendships - understanding how important these are, how to ensure they remain balanced and respectful and knowing how to be caring
 - Normally these things are taught in an age appropriate way by the class teacher

Defining Relationships Education

As of September 2020, Relationships Education is now a statutory part of the Primary Curriculum. The aim and purpose of relationships education is to ensure all pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered as safe. The strands included in Relationships Education are: families and people who care for me; caring friendships; respectful relationships; online relationships; and being safe. An overview of our Relationships Curriculum is outlined later in this policy.

Defining Physical Health and Mental Wellbeing Education

To further enhance the Relationships Education and our Personal, Social, Health and Economic Education, there is statutory guidance on the importance of teaching the characteristics of good physical health and mental wellbeing in line with our school vision, growing together in mind, body and spirit. This should be seen as important in daily life and as important as physical health. The strands included in Physical Health and Mental Wellbeing are: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and illness prevention; basic first aid; changing adolescent body. Through this we will emphasise the importance of the two-way relationship between good physical health and good mental wellbeing.

Defining Relationships and Sex Education

Whilst it is not a statutory requirement for primary schools to teach Sex Education, following a consultation with parents and carers and staff, whilst also considering the local needs of the community and local context, we continue to have a Relationships and Sex Education curriculum. This is in addition to our statutory Relationships Education and our statutory Science Curriculum.

Informing and Involving Parents and Carers

The views and participation of parents and carers is vital for the most effective Relationships and Sex Education. The school informs parents and carers of what will be included in the sex and relationships education: parental consent will be obtained before the curriculum commences and parents can come into school to discuss any aspects that may concern them. Parents are fully informed and encouraged to enhance that part of the Relationships and Sex Education Programme provided by the School by having discussions at home.

Statutory Curriculum for Relationships Education

Whilst parents and carers do have the option to withdraw their children from the relationships and sex education curriculum, they do not have the right to withdraw their children from relationships education. The Relationships Education Curriculum (as explained in this policy) is a statutory requirement for all primary aged pupils. Both the Relationships Education Curriculum and the Relationships and Sex Education Curriculum have been through a consultation process with parents and carers to ensure this best reflects the views of the parents and carers, whilst also considering the local context and guidance from the Department for Education.

Non-Statutory Curriculum Relationships and Sex Education Programme (Withdrawing Pupils)

Parents will always be provided with a full copy of this policy following a request to do so; the policy is also available on the school website. The biological content of the Relationships and Sex Education Programme is deemed to be that described in the National Curriculum. Shortly after enrolling at the School, a pupil's parents or carers are sent a letter detailing the content of the Relationships and Sex Education curriculum. In year six, an additional letter will be sent to parents and carers which explains parents and carers can exercise their right to withdraw their child from the non-statutory elements of Sex education: parents and carers cannot withdraw their children from the elements taught through the Science National Curriculum and the Relationships Curriculum.

A full audit of Personal, Social, Health and Economic Education has shown that issues such as overpopulation, birth control and other sexual matters are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the Relationships and Sex Education Programme.

Parents and carers do not have to give reason for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent or carers request to withdraw is made, that request must be complied with until revoked by the parent. **This is only relevant for year six pupils where some non-statutory elements of the sex education curriculum are taught.**

What we do if a request for withdrawal is made by a parent

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the Relationships and Sex Education Programme and the entitlement of the other pupils, eg it may be appropriate and desirable to have single sex classes for some sections of the Relationships and Sex Education Programme.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- We point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also point out that pupils may receive inaccurate information from their peers.
- We offer parents access to appropriate information and resources.

Curriculum Content

Our Personal, Social, Health and Economic Education curriculum incorporates all Statutory and Non-Statutory elements relating to the area: British Values, personal development, social development, health development, emotional development, anti-bullying, e-safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and SEAL.

Science Curriculum

There are biological aspects on human growth and reproduction taught in Science lessons, based on the National Curriculum, some of these aspects will also be taught through the Relationships and Relationships and Sex Education curriculum. In Science, a biological teaching approach will always be taken. Information on the Science topics is included below:

Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- notice that animals, including humans, have offspring which grow into adults.

- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.

Year 3

- 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 .

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- describe the simple functions of the basic parts of the digestive system in humans.

Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

- describe the life process of reproduction in some plants and animals.

- describe the changes as humans develop to old age.

Year 6

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

Taken from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Relationships and Health Education Objectives

All of the RSHE objectives are covered either through the PSHE curriculum through SCARF.

How RSHE is Taught and Who Teaches This

RSHE is taught as part of our PSHE Curriculum which is a progressive curriculum covering both the statutory and non-statutory guidance relating to: British Values, personal development, social development, health development, emotional development, anti-bullying, e-safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and SEAL.

Our Relationships Education is taught by the class teacher.

Teachers Can

Provide pupils with education and information about where and from whom they can receive confidential advice and treatment, eg the school nurse or their GP. This is not the provision of Relationships and Sex Education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained.

Teachers Cannot

Give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from Relationships and Sex Education. Nor can they give personal contraceptive advice to pupils without parental consent.

Menstruation

The onset of menstruation can be a sensitive time for girls. Should a girl request sanitary protection in school, school will provide sanitary towel(s) when required. Research has shown that one third of girls are not told about periods by their parents and ten percent have no preparation before their first period. Therefore, if a member of staff is asked by a pupil for sanitary protection, it will be provided. A member of staff from school will then contact the child's parents or carers to inform them that sanitary protection has been provided. There is also a discrete sanitary bin available in the toilets in years four, five and six.

Confidentiality

Having considered all available advice and guidance, the Board and Headteachers state that in circumstances where a pupil is considered at some risk of any type of abuse (eg moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the DSL in compliance with the LA procedures for Child Protection. The DSL will decide whether to inform parents and/or appropriate authorities and may arrange for counselling. Although there is no legal duty on a teacher, or a DSL, to inform parents of matters which a child has confided to them -

- Teachers must not promise confidentiality even though they cannot be made to break it once given.
- Pupils must be made aware that any incident may be conveyed to the DSL and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

Diversity

Homophobia, biphobia and transphobia, like any discrimination will be challenged through our whole-school approach. We will ensure that all children feel safe. Teachers do not promote anyone life-style as the only acceptable one for society and therefore it is inevitable and natural that a variety of contexts will be discussed during a programme of Relationships and Sex Education.

There is a great need for sensitivity in the approach to RSHE. Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English

Our teaching and learning we will ensure topics covered will be age appropriate and with reference to the law. We will ensure all topics are covered sensitively.

Equality Act, Equal Opportunities, Special Educational Needs & Disabilities

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Relationships and Sex Education Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will someday become sexually active. In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics). We ensure all of our pupils can access both our Relationships Education Curriculum and our Relationships and Sex Education Curriculum and may make adjustments as needed so this can be accessible: this will only be with advice from professionals and/or parents/carers as appropriate.

Staff Training and Development

All teachers involved in this work will be fully trained through SCARF to ensure full understanding of what is required. They do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. Areas that have been specifically addressed by In Service Training are :

- Understanding the School's Relationships and Sex Education policy
- Understanding the timing of the different elements of the Relationships and Sex Education Programme
- Developing skills related to managing group work and discussion

Monitoring, evaluating and reviewing the Relationships and Sex Education Programme

We are committed to monitoring and evaluating the effectiveness of this programme.

Specifically important to the Relationships and Sex Education Programme are:

- Pupil feedback
- Staff review and feedback, particularly at staff meetings
- Parental and carers feedback

