

DRAFT

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

# 1 Legislation and guidance

At Hollingworth Primary School, 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 schools (DfE, 2014)
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- 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)

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:

- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE education).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education
- Confirmation of the review date.

# 2 Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education

- **PSHE:** Personal, social, health and economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE education policy.

### 3 Statement of intent

This policy outlines the approach to relationships, sex and health education (RSHE) at Hollingworth Primary. It is underpinned by the *Tameside Sex and Relationships Education – Primary Curriculum* (principles and values) and complements the vision/value/ethos of Hollingworth Primary.

Relationships, sex, and health education is important at Hollingworth Primary because it:

- 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.
  - Support 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).

### 4 Roles and responsibilities

#### 4.1 The Governing Body

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

#### 4.2 The Headteacher

- The development and implementation of the RSHE policy
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Body on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

#### 4.3 Lead teacher for RSHE

- Support the development and implementation of the RSHE policy.

- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year group.
- Work with other teachers (including subject leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

#### **4.4 SENCO**

- Advise teachers on how best to identify and support pupils' needs (including the use of teaching assistants/support staff).

#### **4.5 All teachers of RSHE**

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE,

### **5 The RSHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed curriculum content at Hollingworth Primary**

- The RSHE curriculum has been organised in line with the statutory requirements outlined in "Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE, 2019)"
- DfE update "DfE communication to schools on RSHE implementation (update, June 2020)"

### **6 RHE Statutory Content Summary (Primary School) – there is no statutory content for sex education**

<b>Relationships Education</b>	<b>Health Education</b>
<ul style="list-style-type: none"> <li>• Families and people who care for me</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety and harms</li> </ul>

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<ul style="list-style-type: none"> <li>• Caring relationships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>	<ul style="list-style-type: none"> <li>• Physical health and fitness</li> <li>• Healthy eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic first aid</li> <li>• Changing adolescent body (including puberty and menstruation)</li> </ul>
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- The content of the RSHE curriculum at Hollingworth Primary is informed by:
  - \* National guidance and evidence-based research about RSHE/PSHE education
  - \* Information about the law/legal rights including the Equality Act 2010 and Public Sector Equality Duty
  - \* Relevant health and other data (both local and national)
  - \* The views of pupils, staff, parents and governors
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd). Annex B Suggested Resources DfE, 2019
- Hollingworth Primary has adopted the Tameside Sex and Relationships Education – Primary Curriculum
- This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.
- The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum.

## 7 Sex Education

- Sex education is not compulsory in primary schools from September 2020.
- The DfE *recommends* that ‘all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure

that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science – how a baby is conceived and born.

- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescent body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle.
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families. All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson. Teaching about diverse families (e.g. LGBT) is part of relationships education.

At Hollingworth Primary we have a programme of sex education using the Tameside Sex and Relationships Education – Primary Curriculum.

**Parents/carers will be:**

- Consulted about the content, organisation and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

**Appendix 4** outlines the sex education content at Hollingworth Primary.

**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.

## **8 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.

## **9 Engaging stakeholders (parents, staff, children and governors)**

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The views of children, parents, staff and governors about RSHE have been considered when developing the policy and content of RSHE.

*School to add detail of parental engagement process and outcomes*

### **Parents**

Parental engagement is informed by:

DfE Parental engagement

DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs

DfE: Relationships, sex and health education: guides for parents

PSHE Association: Guide to parental engagement

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at Hollingworth Primary 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 Hollingworth Primary, 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 RSHE/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.

## **10 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.
- Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex.

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## **11 The right to be excused from sex education**

- Science, relationships and health education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17).
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the Headteacher to 'discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).
- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).
- The parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix ). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

## **12 Monitoring the quality of provision for RSHE**

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing body on the quality of provision and effectiveness and highlight any concerns.

## **13 Policy review**

- The governing body is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the governing body.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.