



Relationships, Sex and Health Education Policy

Spring 2018

Reviewed: March 2021

Reviewed : May 2023

World's End Junior School will follow the relevant legislation relating to Relationships, Sex and Health Education (RSHE) in school.

The Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools from September 2020. The new guidance ensures every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. The Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'

All maintained schools are expected to teach human growth and reproduction as set out in the statutory National Curriculum for Science.

School statement

Following careful consideration of this issue, Worlds End Junior School has decided that although not compulsory, the teaching of conception should be included in the school's curriculum within the following framework:

"RSHE is lifelong learning about sex, sexuality, emotions, relationships, and health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSHE has a key part to play in the personal, social, moral and spiritual development of young people, it begins informally in the home with parents and carers long before any formal education takes place at school"

Aims

- to compliment the statutory national curriculum for science in its teaching of human growth and reproduction
- to be able to name parts of the body and describe how their bodies work
- to be prepared for puberty
- to ensure that pupils consider the moral aspects of RSHE and are encouraged to develop loving, caring and stable relationships
- to give pupils the confidence and self esteem to value and respect themselves and others
- to help pupils develop the understanding that RSHE is a gradual developmental process supported by a partnership between home and school, providing foundation for further work at secondary school
- to help pupils understand about the range of relationships, including the importance of family for the care and support of children
- to develop confidence in talking, listening and thinking about feelings and relationships
- to ensure that pupils understand the consequences of their actions and behave responsibly within relationships
- to help pupils recognise unsafe situations, be able to protect themselves and ask for help and support
- to understand the role the media plays in forming attitudes

Content, Organisation and Delivery

World's End Junior School aims to provide a comprehensive programme of RSHE in line with government guidance and legislation.

RSHE is taught through a variety of teaching and learning methods using an appropriate range of resources where relevant. For further information, see attached Curriculum Overview (Appendix1). These lessons will be taught in mixed groups (boys and girls) to prevent a stigma being attached to the content of the lessons. Children will be given the opportunity to ask any questions using the question box approach (discussed under 'Answering Questions').

Confidentiality

Children must be informed that total confidentiality **cannot** be assured. For suspected child protection concerns, the school must follow the Local Authority policy and procedure. All staff must be familiar with the relevant procedures with regards to child protection issues, disclosures and safeguarding.

Answering Questions

If a child asks a difficult question, staff will use the question box approach. (That is, a question box will be provided for questions that need time to answer or which children don't want to ask in front of their peers.) Question box answers will be decided along with programme of study and the maturity of the children. Our school believes that teachers will use their professional skill and discretion when answering

questions. Staff shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions concerning homosexuality, sexually transmitted infections and contraception will be answered if raised. Staff must be aware at all times of any cultural or religious issues/sensitivities.

Parental Withdrawal

Parents and carers have a right to withdraw their child from those elements of the RSHE programme that **do not form part of statutory Health Education,**

Relationships Education or the National Curriculum for Science.

Below are the elements of RSHE which **ARE NOT** part of statutory Health Education, Relationships Education or the National Curriculum for Science and therefore the child **can** be withdrawn:

Year 6: Changing Me – Lesson 4: Conception to birth

Parents or carers must write a letter of withdrawal addressed to the Headteacher and make an appointment to see the Headteacher to discuss their concerns. Parents and carers will be given the opportunity to discuss the policy document, schemes of work, methods of teaching and resources. Any specific questions may be discussed with the Head Teacher or PSHE subject leader.

Provision for female Pupils

Sanitary products and disposal units will be available in all girls' toilets. First aiders will be responsible for maintaining the sanitary provision.

Equal Opportunities

The schools RSHE policy and programme will reflect the ethos of the school, the views of parents, pupils, staff and governors by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability or social background. The teaching and learning of PSHE and RSHE throughout the school align with the Equalities Act (2010) as schools have a duty of care to protect all pupils from discrimination or harassment.

Dissemination of the Policy

A copy of this policy will appear on the school website. Parents will be supplied with a full copy on request.

Monitoring and Evaluation

Teachers, the PSHE subject leader, the Governing Body, the Head Teacher and pupils will undertake informal evaluation of the programme annually.

The policy will be reviewed on a biennial basis, unless a more immediate review is needed in response to new Government or Local Authority guidance.

Equal Opportunities

This policy promotes the practice of inclusion for all.

Appendix 1: Curriculum Overview

Health Education Lesson Overview – Healthy Me

Year 3

1. Being fit and healthy
2. Being fit and healthy
3. What do I know about drugs?
4. Being safe
5. Being safe at home
6. My amazing body

Year 4

1. My friends and me
2. Group dynamics
3. Smoking
4. Alcohol
5. Healthy friendships
6. Celebrating my inner strength

Year 5

1. Smoking
2. Alcohol
3. Emergency aid
4. Body image
5. My relationship with food
6. Healthy Me

Year 6

1. Food
2. Drugs
3. Alcohol
4. Emergency Aid
5. Emotional and mental health
6. Managing stress

Relationships Education Lesson Overview - Relationships

Year 3

1. Family roles and responsibilities
2. Friendship
3. Keeping myself safe
4. Being a global citizen
5. Being a global citizen
6. Celebrating my web of relationships

Year 4

1. Relationships web
2. Love and loss
3. Memories

4. Are animals special?
5. Special pets
6. Celebrating my relationships with people and animals

Year 5

1. Recognising me
2. Getting on and falling out
3. Girlfriends and boyfriends
4. Girlfriends and boyfriends
5. Relationships and technology
6. Relationships and technology

Year 6

1. Relationship web
2. Love and loss
3. Love and loss
4. Power and control
5. Being safe with technology
6. Being safe with technology

Health, Relationships and Sex Education Overview – Changing Me

Year 3

1. How babies grow
2. Babies
3. Changes
4. Emotions
5. Family stereotypes
6. Looking forward to Year 4

Year 4

1. Unique Me
2. Responsibility of a baby
3. Puberty
4. Circles of change
5. Accepting change
6. Looking ahead to Year 5

Year 5

1. Self and body image
2. Puberty (girls)
3. Puberty (boys)
4. Emotional changes
5. Looking ahead: life as a teenager and beyond
6. Looking ahead to Year 6

Year 6

1. Self and body image
2. Puberty: looking after ourselves physically and emotionally
3. Questions about puberty

4. Babies: conception to birth
5. Attraction
6. Transition to secondary school