

# Upham CE (A) Primary School

## Policy for Relationships, Relationships and Sex Education and Health Education (RSHE)



**Approved by Full Governing Body – 21 March 2024**

**Review date – 21 March 2025 or when new DfE guidance is published (whichever is sooner)**

## Relationships, Relationships and Sex education, and Health Education (RSHE) Policy – Upham CE(A) Primary School

### Our Vision and Values

Our school vision and core values of ‘love’ and ‘care’ are summarised as:

**Love and Care**

**Open Our minds**

**Value all achievement**

**Encourage independence**

This means that we value all where ‘difference’ is positive, thinks beyond our own ‘wants’ and empathise with others, make conscious decisions to act and look outwards from self to others and encourage thought for all others.



### Key References to Important Documentation

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

Due regard will be made to the Equalities Act 2010 in formulation of RSHE provision. Upham CE(A) Single Equalities Statement and Objectives can be found on the school website which states that:

*‘The over-riding premise that must be adhered to in matters of equality is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.’*

Effective Safeguarding Procedures are also highly relevant for the context of RSHE provision. Upham CE(A) Primary School Safeguarding Policy and Child Protection (Including Managing Sexual Abuse and Sexual Violence Between Children) Policy can be found published on the school website. The Child Protection Policy identifies the following Policy Statement:

*‘We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of “it could happen here” where safeguarding is concerned. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care.’*

## Definition of What Relationships and Sex Education (RSE) Is

The governors of Upham CE(A) Primary school have determined that we will teach relationships and sex education (RSE) as part of the school curriculum, alongside the statutory relationships and health education content, as set out by the DfE in 'Relationships Education, Relationships and Sex Education and Health Education' DfE 2019. Aspects of relationships and sex education makes links to areas of the wider RSHE curriculum and also the science curriculum but the RSE content is distinct and separate.

Relationship and sex education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

It involves learning about heterosexual intercourse, pregnancy and puberty and the emotional and relationship contexts of these stages. This learning is underpinned by learning such as understanding that boys and girls have different private parts. This sort of prior learning completed by young children is still part of RSE and the RSE curriculum (and the scope of this policy) encompasses the whole learning journey leading to understanding about sex itself.

## National Guidance

The DfE (Taken from 'Relationships Education, Relationships and Sex education (RSE) and Health Education. DfE. 2019) states that:

*'The Department continues to recommend therefore that all primary schools should have a sex education programme 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 life cycle set out in the national curriculum for science - how a baby is conceived and born.'* (para 67)

In addition, the statutory elements of relationship education are also very relevant and are defined

as:

*'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.*

*This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.*

*Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.*

*From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.*

*The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.*

*Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.*

*A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.*

*Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.*

*Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.' (paras 54 – 62)*

## **Subject content, how it will be taught and who is responsible.**

### **How content has been determined**

In 2019, a process of gathering initial stakeholder views was started. Parents indicated that the very large majority (96%) wanted sex education to be taught. Parents supported the plan that younger children should start to learn about their bodies, lower key stage 2 children should start to explore the effects of growth on the body including hygiene and keeping clean. It was felt that puberty and sex education should only be delivered to upper KS2 children.

The overwhelming view throughout the questionnaire was that parents want to be kept well informed about what their children will be taught and when each aspect will be covered to ensure they can support their children at home.

Staff also contributed to stakeholder gathering. They felt some of the initial effects of puberty, such as the need to keep clean should be delivered in lower KS2. It was felt that sex education would be best delivered to just year 6, not to the whole Mixed Year 5/6 class, as had previously been Upham School policy.

### **How the content will be taught**

In each class, classteachers will deliver the RSHE (including RSE) curriculum to their classes, though at times the headteacher and HLTA may support deliver such as when covering staff absence. Throughout, children will continue to be taught as mixed gender and mixed aged classes (except where content has been determined for a specific year group).

Particular sensitivity will be given to how more complex puberty and sex education is delivered to Class 4 (Years 5 and 6). This is best delivered by those adults who are most familiar and most trusted ie the classteacher and LSA. Though a balance of male and female staff would be the ideal delivery, in our small school with limited staff this is not always possible. It might be appropriate for the male headteacher to contribute but it is recognised that this delivery is unlikely to create the ideal learning atmosphere. All curriculum learning will be delivered to mixed gender groups though girls in Class 4, especially where they have started menstruation, may also be given additional sessions to explore that specific management of periods such as how to use the sanitary bins provided in the toilets.

### **RSE curriculum content at Upham CE(A) Primary School**

This process of gathering stakeholder views has helped shape how curriculum content has been determined and to which year groups it should be delivered.

Here is an overview of RSE learning which is planned:

EYFS – Class 1 YR	KS1 – Class 2 Y1/2	Lower KS2 – Class 3 Y3/4	Upper KS2 – Class 4 Y5/6	
<p>Describe that girls and boys have different external private parts. <i>Eg How would you know if a baby doll is a boy or girl?</i></p> <p>Use vocabulary for different family members, eg male, female, adult, baby, child, brother, sister.</p>	<p>Explore the informal different names we give private parts and introduce, in context, some scientific words</p>	<p>Describe early puberty changes in terms on the body growing (height, strength).</p> <p>Understand the importance of hygiene changes due to growth eg sweating more – need to wash, clip toe nails.,</p>	<p>Understand the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Describe major changes from child to teenager to adult, such as things you can do as the law changes for driving</p> <p>Understand menstrual wellbeing including the key facts about the menstrual cycle.</p>	
<p>Know that women can have babies and that babies are born, fed and grow.</p>	<p>Understand stages of growth through explaining how children can do more and more as they grow from babies to toddlers o children.</p>		<p>Use correct scientific terminology for internal and external male and female genitals.</p>	<p style="text-align: center;"><b>Year 6 Only</b></p> <p>Understand that procreation occurs within a loving &amp; committed relationship.</p> <p>Explain sexual intercourse (penetration &amp; ejaculation) in terms of male and female body parts.</p> <p>Understand the main stages of pregnancy – from conception, as sperm &amp; egg join, through growth of the foetus to birth.</p>
<p>Explore some early potential gender stereotypes eg blue/pink colours, ‘gender toys’, dressing up, play that mirrors family life.</p>	<p>Explore and challenge gender stereotypes for what boys and girls can do – such as toys, jobs, play, sport, family roles etc</p>	<p>Explore future aspirations and challenge any gender stereotypes through exploration and research.</p>		
<p>Understand how to change for PE to stay private, such as not removing underwear.</p>	<p>Understand to keep private areas private – when is it ok to show them eg to parent or doctor.</p> <p>Know how to keep private when changing, being sensitive towards each other.</p> <p>Learning about personal space – its ok to need your space, but not to touch someone else.</p>	<p>What is inappropriate touching – eg hug, holding hands compared to private areas</p> <p>Don’t have to do what others tell you to do – ‘dares’ encourage this, don’t blame own actions on influence of others.</p>	<p>Linked to NSPCC ‘Stay Safe’ Input – understanding what abuse is, how to recognise, how to share and who to trust.</p>	

### **Details of how the subject will be monitored and evaluated**

Include details of how parents and carers are consulted on a regular basis

Prior to the teaching of puberty and sex for Class 4, parents will be invited to view the audio-visual materials planned to be used and ask any questions. Following the delivery of the unit, any feedback from parents will be used to inform future planning and delivery.

Parents will be consulted on the implementation of the RSE curriculum (from Summer Term 2021) and also at review points lead by governors.

The governors Curriculum Committee will monitor delivery of the policy through updates from the headteacher and RSHE subject leader as well as monitoring from nominated governor(s). Where RSE is part of key school improvement actions, these monitoring activities will be planned as part of the school improvement plan.

The headteacher, together with the RSHE subject leader, will monitor delivery of the curriculum through planned and informal monitoring. This could include observations of curriculum implementation, pupil conferencing and sampling of children's work.

### **Resources used to support the teaching of RSE**

When teaching any subject, an audio-visual resource might be used to exemplify or reinforce discussion and instruction from the classteacher. The same is true for RSE learning. The teacher will use images, videos, diagrams and so on to support discussion about the planned learning – the teacher is doing the teaching, not the resource. This teaching would be subtly tailored to each cohort and group of children and their precise learning needs and not exactly the same every year. Many parents' experience of learning about RSE when they were children might have been to sit and watch a video in silence – this is not our approach.

The 'Growing up with Yasmin and Tom' resource will be used to support teachers in delivering the aspects of RSE identified in this policy. This resource is a collection of on-line audio-visual materials produced by 'FPA The Sexual Health Company' and is Quality Assured by the PSHE Association. The resource includes diagrams, task sheets, animations, lesson plans and information which teachers can select from to deliver the content identified in this policy; not all the material will necessarily be used or followed. There is also material that supports the teaching of the statutory elements of the whole RSHE curriculum, such as health, e-safety and friendships.

Governors have approved the use of this resource because:

- The high quality animation gives clear, uncomplicated concise information with straightforward imagery that does not detract from key messages.
- The approach of teaching through the characters 'Yasmin and Tom' grounds the learning in accessible steps for the children.
- Since the resource would be used across the RSHE curriculum, the 'Yasmin and Tom' characters would become familiar – this will make RSE feel like any other RSHE learning and not different or alarming in some way.
- The resource fully covers the aspects of learning determined in this policy ie health, early puberty emotional and physical changes, sex, pregnancy and birth.
- The materials and characters are lively, engaging and fun and have a contemporary, modern feel; which promotes positive engagement.

- The teacher retains control of how material is shared and used, for example sections could be easily re-watched following an initial discussion.

Prior to the teaching of puberty and sex with Years 5 and 6 children, the relevant aspects of the resource will be made available for parents to see so that they can support their children and be confident in the teaching that will occur.

The use of the 'Yasmin and Tom' materials will be monitored and reviewed during the first year of implementation of the RSE curriculum and reviewed accordingly.

### **Right of Withdraw By Parents**

There is no right to withdraw for parents from Relationships Education, the statutory elements of relationships and health education or the elements within the Science curriculum.

However, parents do have the right to withdraw their child from the elements of Relationships and Sex Education, as detailed previously. If parents choose to do this, they should initially seek a meeting with the headteacher to discuss their concerns or feelings. This initial meeting is likely to alleviate any concerns, clarify statutory elements or perhaps plan specific adaptations that may enable a child to participate. If a parent decides they do wish to withdraw their child from RSE, they should put this in writing (as a letter or email) to the headteacher. The headteacher will maintain a record where this has occurred.

### **Relevant documents and publications used in the formation of this policy**

'Relationships Education, Relationships and Sex education (RSE) and Health Education' **DfE** 2019

'Church of England RSHE Principles and Charter' **Church of England** Nov 2019

Pastoral Principles for Living Well Together' **Church of England** Jan 2019

'Programme of Study for PSHE Education Key Stages 1-5' **PSHE Association**

'Southampton SACRE Advice Document for Schools and Community Groups'

'Valuing All God's Children – Guidance for CE Schools on Challenging Homophobic, Biphobic and Transphobic Bullying' **Church of England** July 2019

Equalities Act 2010

### **Review of this policy**

**Policy Approved by Governors (FGB) 21 March 2024**

**Policy to be reviewed by March 2025 or when new DfE guidance is published by DfE/ CofE**