

Malmesbury CE Primary School

Relationships, Sex and Health Education Policy

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Introduction

This is the policy of Malmesbury CE Primary School on the approach taken to Relationships, Sex and Health Education (RSHE). The sex education elements were consulted on with parents and carers in the autumn of 2021 prior to implementation in the Summer term of 2022.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*). Malmesbury Primary School had previously taught this subject for many years, but we have taken this opportunity to review and refresh our provision. This policy replaces the previous policies for Sex Education and Personal, Social and Health Education. It links to the following policies:

Behaviour, Science, E-Safety, Child Protection.

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010*.

- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2021.*

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Malmesbury Primary is a Church of England school and as such our Christian values underpin all our work and permeate our school. These values are: Love, Respect, Courage, Independence, Kindness and Creativity.

Our vision statement is: "Growing together in wisdom and love; discovering life in all its fullness."

Aims

The aims of our RSHE programme are to deliver our vision statement, in line with our values by:

- Equipping children with accurate and age-appropriate information so that they can make informed choices.
- Including all children.
- Developing knowledge, skills and attitudes.
- Building confidence and self-esteem.
- Developing personal attributes / character.
- Preparing children for the next stage of education and adulthood.
- Developing positive and inclusive attitudes to everyone.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Trustees/governors

Governors give strategic oversight and direction and hold the Head Teacher to account. They must also approve the planned programme of Sex Education, following consultation with parents and carers.

Head Teacher

The Head Teacher is responsible for:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

The role of the subject leader includes:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE

Teachers

Teachers have the responsibility to:

- understand and implement the RSHE policy.
- teach RSHE in line with the agreed curriculum.
- assess and monitor the progress of children.
- respond to the needs of individual children.

Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- RSHE is covered as part of a wider programme of PSHE education.
- PSHE lessons are delivered weekly by class teachers. They are also reinforced in assemblies / collective worship. Additional lessons may be organised by teachers according to the needs of their class.
- Lessons should be of sufficient length to allow children to explore topics and reflect on their learning, with the suggestion that:
 - o for KS1 – lessons should be 40 - 45 minutes long;
 - o for KS2 – lessons should be 50 - 60 minutes long.
- The programme is supported and enhanced by focus days, visits, visitors and community projects.
- Teachers are encouraged to make cross-curricular links in their planning and teaching wherever possible.
- It is important that staff are confident and skilled staff to teach the content, particularly for sensitive and controversial topics. Support may be sought from specialist teachers and advice from the School Nursing Service. For some sessions of sex education it may be appropriate for children to work with staff of their gender.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

The school has chosen to use the [Kapow Primary RSE scheme of work \(Find in appendix 1\)](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.

- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer has the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

A parent or carer cannot legally withdraw their child from the statutory relationships education or health education.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The Kapow Primary lessons:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

(Login required to view full content of lessons)

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents/carers will be informed that sex education will take place during the preceding term. They will be invited to view the materials used and discuss these with the class teachers if they have any questions or concerns.
- If, following this process, parents decide they would prefer their child not to participate in these lessons, they should inform the school via the main office.
- Children not participating in the sex education lessons will be given alternative learning tasks to complete in a separate area of the school.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

Outline the support available for children.

In school:

- Class teacher.
- Specific staff members.

External:

- Local agencies.
- National agencies such as Childline.

Professional development

The Head Teacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every three years from the date of approval by the governors.

RSE & PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health

RSE & PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	Responsibility <ul style="list-style-type: none"> • Rules • Caring for others: Animals • The needs of others Community <ul style="list-style-type: none"> • Similar, yet different • Belonging Democracy <ul style="list-style-type: none"> • Democratic decisions 	Responsibility <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment Community <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community Democracy <ul style="list-style-type: none"> • School Council • Giving my opinion 	Responsibility <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling Community <ul style="list-style-type: none"> • Local community groups • Charity Democracy <ul style="list-style-type: none"> • Local democracy • Rules 	Responsibility <ul style="list-style-type: none"> • What are human rights? • Caring for the environment Community <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities Democracy <ul style="list-style-type: none"> • Local councillors 	Responsibility <ul style="list-style-type: none"> • Breaking the law • Rights and responsibilities • Protecting the planet Community <ul style="list-style-type: none"> • Contributing to the community • Pressure groups Democracy <ul style="list-style-type: none"> • Parliament 	Responsibility <ul style="list-style-type: none"> • Human rights • Food choices and the environment • Caring for others Community <ul style="list-style-type: none"> • Prejudice and discrimination • Valuing diversity Democracy <ul style="list-style-type: none"> • National democracy
Economic wellbeing	Money <ul style="list-style-type: none"> • Introduction to money • Looking after money • Banks and building societies • Saving and spending Career and aspirations <ul style="list-style-type: none"> • Jobs in school 	Money <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs • Looking after money Career and aspirations <ul style="list-style-type: none"> • Jobs 	Money <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending Career and aspirations <ul style="list-style-type: none"> • Jobs and careers • Gender and careers 	Money <ul style="list-style-type: none"> • Spending choices/ value for money • Keeping track of money • Looking after money Career and aspirations <ul style="list-style-type: none"> • Influences on career choices • Jobs for me 	Money <ul style="list-style-type: none"> • Borrowing • Income and expenditure • Risks with money • Prioritising spending Career and aspirations <ul style="list-style-type: none"> • Stereotypes in the workplace 	Money <ul style="list-style-type: none"> • Attitudes to money • Keeping money safe • Gambling Career and aspirations <ul style="list-style-type: none"> • What jobs are available • Career routes
Transition Identity	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
						<ul style="list-style-type: none"> • What is identity • Gender identity • Identity and body image