



Goostrey Community Primary School

Relationships, Sex and Health Education

Summer 2023

To be reviewed Summer 2025

Secretary of State Foreword (2020)

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role. and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We give schools flexibility to shape their curriculum according to the needs of their pupils and communities. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that

will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must consult with parents on what is to be covered.

At Goostrey Community Primary School school staff deliver the Growing Up talks to Year 6. These sessions teach aspects of sex education e.g. body changes and preparation for puberty, which lie outside the main teaching within our science scheme. Parents/carers are always informed when these talks are happening so they have an opportunity to view any materials beforehand.

This policy covers the statutory requirements around relationships and health education (RHE) at Goostrey School.

Introduction

We have based this policy on the DfE documents: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance.

This document covers the statutory Relationships and Health Education (RHE) we are required to teach.

In this document, RHE is defined as 'learning about physical, moral and emotional development'. It is about understanding the importance of loving and caring relationships. It is also about understanding the importance of family life and marriage, stable and loving relationships, respect, love, care and responsibility. Health and biology teaching is part of our science scheme which is based on the national curriculum (an overview of what is taught can be found on the class pages on the School's website).

Moral and Values Framework

RHE will reflect the values of the PSHE and Citizenship programme (currently including My Happy Mind programme). RHE will teach about promoting healthy relationships as well as self-esteem, emotional health and well-being. The aim is to help our children form and maintain worthwhile and satisfying relationships, based on respect and responsibility for themselves and for others, at home, school, work and in the community. We will aim to take account of the emotional development of children and of issues such as sexuality, disability, ethnicity and faith.

Aims and objectives for RHE

The aim of RHE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about health related issues. This should take place with consideration for the qualities of relationships within families. It will be delivered within a clear values framework of mutual respect, rights and responsibilities, gender equality and acceptance of diversity.

The objectives of RHE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of other abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To understand the biology of living things

Context and Delivery

We teach RHE through different aspects of the curriculum. We carry out the main RHE teaching in our personal, social and health education (PSHE) curriculum and My Happy Mind programme. It is also delivered through our science scheme, RE, Citizenship, Literacy activities and group / class discussions. RHE is taught by classroom teachers, and on occasion, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach RHE. These include use of video, discussion, looking at case studies, drama and role play. Story books also play a role in our delivery of RHE and we use many of the books in the No Outsiders library as appropriate with different year groups.

RHE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. We teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

In KS1 we teach children about keeping clean, growing and changing, families and asking for help, differences between boys and girls and naming body parts. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of life cycles, animals and plants, in greater depth.

In science lessons, in Key Stage 2, teachers inform children about body changes, personal hygiene, puberty and reproduction as part of life processes. For this aspect of the school's teaching, we follow our science scheme.

In years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers endeavour to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how reproduction works from a biology perspective, about the physical and emotional changes that happen during puberty, what issues may cause young people's anxiety and how they can deal with them. We always teach this with due regard for the emotional development of the children and take account of children's sexuality, disability, ethnicity and faith.

Resources

Resources to teach RHE include fiction, non-fiction, reference books, leaflets and extracts from videos.

Links with other Policies and Curriculum Guidelines

This policy is linked with the following policies:

PSHE & Citizenship

Science

Equal Opportunities

Child Protection

Confidentiality

Behaviour Anti-Bullying

Why Parents / Carers are so important

Research shows that children and young people want to receive their initial RHE from their parents and families, with school and other adults building on this later. But many parents find it difficult to talk to their children about RHE topics and may lack confidence and up to date knowledge.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RHE within the PSHE framework. Teachers and all those contributing to RHE are expected to work within an agreed values framework as described in the school's policy which must be in line with current legislation.

Parents and Carers are the key people in:

- teaching their children about RHE;
- maintaining the culture and ethos of the family;

- helping their children cope with the emotional and physical aspects of growing up;
and
- preparing them for the challenges and responsibilities that sexual maturity brings.

Consulting Parents / Carers

We wish to build a positive and supportive relationship with the parents / carers of children at our school through respect, mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents / carers about the school's RHE Policy and practice ensuring the policy is on the school website
- Answer any questions that parents / carers may have about the sex education (growing up talks) of their child
- Take seriously any issue that parents / carers raise with teachers or governors about this policy or the arrangements / delivery for sex education in our school in Year 6.

Parents who withdraw their children

Parents/carers have the right to request that their child be withdrawn from the Y6 growing up talks but not any of the relationships and health education. If a parent wishes their child to be withdrawn from the Y6 growing up talks they should discuss this with the Headteacher or class teacher. The school always complies with the wishes of the parents about their child being withdrawn from the growing up talks in Y6.

The Role of other Members of the Community

We aim to work in participation with other external professionals working in health and children's services, both to bring expertise into RHE teaching / delivery and to ensure that our children have access to the correct and most up-to-date advice and support on RHE.

Confidentiality / Safeguarding

Teachers conduct RHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following procedures laid down in the School's Safeguarding Policy.

Dealing with Difficult Questions

Ground rules are essential to provide an agree structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to encourage a “culture of asking” and will answer questions as honestly as possible. However, if teachers are faced with a question they do not feel comfortable answering, provision will be made to meet the individual child’s needs. Correct vocabulary / terminology will be used consistently and appropriately throughout our school.

Inclusion

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of RHE. Where appropriate, one to one provision will be made available.