



# ST MICHAEL'S EASTHAMPSTEAD PRIMARY SCHOOL

## Relationships, Health and Sex Education Policy

		Signature	Date
Headteacher	Miss Sarah Robinson/Mr Gary Saunders		
On behalf of the Governing Body	Mrs Sam Leach		

Approved by FGB	
Next Review	

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## ***Learning to love; love to learn***

*Through Christian Faith, partnership with home and community, and our core values of Wisdom, Faith, Honesty, Trust and Courage, we are committed to helping every child achieve their full potential.*

*We are completely devoted to providing our children with a curriculum that inspires and motivates them. We aim to ensure that learning experiences are challenging for all in order to develop resilience as well as knowledge. In addition, we put a strong emphasis on an unerring positive ethos and an expectation of staff and all children living out the values of the school through their everyday behaviours and actions.*

### **Introduction**

The Relationships, Health and Sex Education Policy will complement the Religious Education, Science and Personal, Social, Health Education (PSHE) Policies of the school. Governors and teaching staff will ensure that teaching materials are appropriate to the needs and age of the pupils within the context of moral considerations and the value of family life.

We believe that Relationships Health and Sex Education is vital for the personal, social and emotional development of our pupils. It equips children with the information, skills and values they need to have safe, respectful and enjoyable relationships.

### **Aims**

We are also committed to a Relationships, Health and Sex Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education.

To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- ③ realise their health, wellbeing and dignity
- ③ build self-esteem and self-worth
- ③ explore and value their personal identity and the identities of others
- ③ explore a range of family structures
- ③ understand and make sense of the real-life issues they are experiencing in the world around them
- ③ manage and explore difficult feelings and emotions
- ③ consider how their choices affect their own wellbeing and that of others
- ③ develop as informed and responsible citizens
- ③ understand and ensure the protection of their rights throughout their lives.

### **Sex Education**

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. We take the approach that Relationships, Health and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

Our whole-school approach to teaching Relationships Education is supported by the comprehensive Jigsaw PSHE scheme.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

The scheme of work will be delivered in a non judgemental, factual way, using the correct medical terms where appropriate (for example, when teaching about the external body parts). School staff will not express or be expected to express their personal views or beliefs when delivering the curriculum.

All staff who have responsibility for delivering Relationships Education will undergo training on a regular basis to ensure they are up-to-date with the Relationships Education policy and curriculum requirements regarding Relationships Education. In addition to ongoing training, CPD will also be scheduled in response to updates to our Relationships Education scheme of work.

Relationships Education explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to explore natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

The Key Stage 2 Leader, in conjunction with the school's Family Support Advisor, will lead specific sessions on sex education for upper KS2.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in our Relationships Education curriculum. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

## **Safeguarding and Child Protection**

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We acknowledge that Relationships Education is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in [Keeping Children Safe in Education](#). Relationships Education helps children to understand the difference between healthy and abusive relationships and how to get help if they are experiencing, or have experienced, abuse. It also helps pupils to understand their rights and what services are available to support their physical and mental health.

We recognise that when discussing these issues some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in Relationships Education due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

### **Parents' right to request their child be excused from Sex Education**

Parents will be invited to a meeting before these sessions to view the material intended for use and to voice any concerns or questions. By being fully informed about the content of materials being used, parents will be better equipped to discuss any matters that may arise with their children. If a parent feels it necessary to withdraw their child from these lessons they should arrange to come to school to discuss their concerns with the Headteacher. In the event of a child being withdrawn from a lesson that child must stay in school and will be assigned to another class until the sex education lesson is over.

### **Monitoring and Review**

The Governing Body monitors this policy on an annual basis. They give serious consideration to any comments from parents about the PSHE (RHSE) programme, and makes a record of all such comments. Teaching staff ratify teaching materials to check they are in accordance with the school's ethos.