



### **Relationships, Sex and Health Education Policy.**

**Relationship and sex education is the right and responsibility of the parent. The school provides relationship and sex education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum, with regard to sex education, they have a right to withdraw their child from those aspects of sex and relationships education not covered by the National Curriculum Science Order.**

Defining Relationships, Health and Sex Education (RSHE)

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 as well as making Health Education compulsory in all state-funded schools. We want the subjects to put in place the 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. (Secretary of State foreword Dfe guidance 2020)

### **The Aims of Sex Education**

At Calstock and Stoke Climsland Schools, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people, supporting them as learners in all areas of the curriculum.

The Cornwall Healthy Schools Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

## **Definition of Sex Education**

Sex education is not compulsory and parents have the right to withdraw children from lessons aimed to be delivered in Spring term 1 in Year 5 and 6. Lessons on Puberty introduce pupils to key messages about conception and pregnancy, while supporting them to understand theirs and other people's bodies and how they relate to reproduction. Further lessons explore changes that can happen both physically and emotionally during puberty and covers menstruation.

Based on the above definition the aims of RSHE in this school are:

- to enable our pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of stable loving relationships for bringing up children;
- to prepare pupils for the changes that occurs to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this school RSHE has three core themes which run throughout the two key stages, drawn from Cornwall and the Isles of Scilly PSHE curriculum (Cornwall Healthy Schools)

1. **Health and Wellbeing** – including lessons on mental health, lessons on puberty and the changing body, dental health, benefits of keeping active and healthy eating
2. **Relationships** – including lessons on respectful and healthy relationships – on and offline, kindness and sex education
3. **Living in the Wider World** – including lessons on career planning, financial literacy and lessons exploring our rights and responsibilities

In each academic year the curriculum has been programmed into half terms with two suggested PSHE lessons to teach within that half term (one lesson in the final summer term). The lessons have been sequenced to reinforce learning and build on knowledge, however, facilitators should use the curriculum to meet the needs of their school, adapting it as required.

## **Moral dimension**

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSHE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

## **Content of the schools RSHE program**

The content of the schools programme is based on the National Curriculum Science Order and the non statutory guidance for personal, health, social, emotional and citizenship education (PHSE / Ct) contained in the National Curriculum handbook for Teachers. Here is a summary of that content as set out in the DfE's Guidance 0116/2000:

3.3 At primary school level, sex and relationship education should contribute to the foundation of PHSE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships.
- are able to name parts of the body and describe how their bodies work.
- can protect themselves and can ask for help and support.
- are prepared for puberty.

## **National Curriculum Science**

### Key Stage 1

#### Year 1

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

*Notes and guidance (non-statutory)*

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

#### Year 2

Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

### Key Stage 2

#### Year 5

Describe the changes as humans develop to old age.

*Notes and guidance (non-statutory)*

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

## **RSHE in Stoke Climsland School and Calstock CP School**

- Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs and whether they are disadvantaged or looked after children.
- It is our intention all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below.

### **Foundation**

The children learn about routines, keeping themselves clean and how families differ.

### **Key Stage 1**

The children learn about keeping clean, growing and changing and who to ask for help. This includes the differences between girls and boys, male and female and naming the body parts.

### **Key Stage 2**

The children build on previous work to develop a better understanding of the body parts, personal space, puberty and, in year 5, reproduction, conception and pregnancy.

Throughout the scheme an emphasis will be placed on the importance of keeping yourself and others safe and taking shared responsibility for emotions and actions whilst in a relationship.

This content has been agreed in consultation with governors, parents and teaching staff.

The school recognises that RSHE must be taught at both key stages and not left until year 6. Whenever RSHE appears in the school's PHSE / Ct programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

## **The delivery of RSHE**

All teachers are responsible for teaching about modelling good relations within school. Much of the general work in school is based on good relationships and in this regard, RSHE is supported by the school's relationships and behaviour policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the scheme of work.

Mrs Donna Harris (PHSE / Ct Co-ordinator has overall responsibility for the teaching and monitoring of SRE within the school curriculum.

## **Methods of teaching and resourcing**

In the delivery of RSHE teachers will use a variety of teaching methods and resources. The following are recognised methods of effective delivery:

- discussion
- drama and role play
- research and presentation

Teachers will use other teaching methods to enable pupils to learn about RSHE, that are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSHE and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from school to support the sex education of their children in the home context. Books used to support RSHE are also found in the school library and pupils may borrow them when and as need occurs.

Resources used by the school are produced for schools by educational publishers and are intended for pupils.

## **Monitoring and evaluating RSHE**

As stated above Mrs Donna Kilpin is the co-ordinator for PHSE/Ct. It is the co-ordinators responsibility to:

- a) ensure that RSHE occurs in the school's curriculum according to the scheme of work for Science and PHSE / Ct;
- b) monitor the use of teaching and learning styles;
- c) monitor the use of teaching materials;
- d) evaluate the effectiveness of the school's programme.

The co-ordinator will be given time to monitor and evaluate the schools RSHE programming as it occurs in the school's scheme of work for each key stage.

## **Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSHE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meaning of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff has concerns relating to child protection they have an obligation to report these concerns to the school designated child protection person.

## **Parental right to withdraw from RSHE**

As stated above parents have the right to withdraw their children from RSHE that falls outside the National Curriculum Science Order. They do so by writing to the head teacher. When the head teacher receives such a letter he will invite the parents to a meeting, at which the Head teacher will clearly explain school's policy and seek to accommodate the wishes and/or concerns of the parents. If that is not possible, the pupils will be withdrawn from RSHE and placed in another class where suitable work and supervision will be provided. Parents will be given the DfE support pack for parents who withdraw their children from RSHE.

The right to withdraw will be made clear in the school's prospectus. A copy of this policy will be made available to all parents who request it.

## **Policy review**

The school's governing body forms the RSHE policy and it will review this policy every two years from the date below.

This policy was agreed in Spring 2023

This policy was reviewed in Spring 2024