

Relationship, Sex and Health Education (RSHE) policy 2023-2024

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| Reviewers: | PSHE Leader, Inclusion Leader, AHT and Governing body |
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Aims

Relationships and sex education (RSE) is the most commonly used term for this area of the curriculum. However, at Hook Junior School, we use the term Relationships, Sex and Health Education (RSHE) as we feel this more accurately reflects the importance of relationships in our curriculum.

At Hook Junior School, we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of our Personal, Social, Health and Economic education (PSHE) curriculum for all year groups. Our curriculum seeks to promote the spiritual, moral, cultural, mental and physical development of our pupils, as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

Through the provision outlined in this policy, the schools' overall aims of RSHE are to teach and develop the following three main elements:

Knowledge and Understanding:

- learning and understanding physical development and changes linked to puberty before they experience these changes for themselves;
- understanding emotions and relationships.

Attitudes and Values:

- learning the importance of values, individual conscience and moral considerations;
- learning the value of family life, as well as stable and loving relationships;
- learning the value of respect, love and care;
- exploring and understanding moral dilemmas.

Personal and Social Skills:

- learning to manage emotions and relationships confidently and sensitively;
- develop self-respect and empathy for others;
- learn to make choices and to respect peoples' differences;
- develop an appreciation of the consequences of choices made;
- learn how to recognise and avoid exploitation and abuse.

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of our RSHE curriculum are focused around raising awareness of attitudes and values; developing personal and social skills and promoting knowledge and understanding.

It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable and healthy relationships. Our RSHE curriculum teaches all children the value of self-respect, dignity, marriage, civil partnership and parental duty, together with the sensitivity to the needs of others, loyalty and acceptance of responsibility.

Our RSHE curriculum will explore diversity in an inclusive and non-judgmental way.

2. Statutory requirements

The latest guidance on Relationships and Sex Education (RSE) from the Department of Education (September 2020, updated September 2021) advises that Relationships Education for all primary age children is statutory. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

The Department for Education states that schools should teach about relationships and health, including puberty. The national curriculum for science also 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. Whilst the Sex Education is non-statutory, we believe it is important for children to receive accurate and timely information

about changes and choices they face as they mature and in preparation for secondary school. Sex education will be taught specifically in year six.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

When teaching RSE, we will have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Definition

At Hook Junior School, we define RSHE as the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Content and delivery

4.1 What we teach

At Hook Junior School, we use the term Personal, Social, Health and Economic education (PSHE) as an umbrella title for our PSHE, Relationships and Sex education (RSHE), Health education, SMSC education and British Values objectives that we teach from Year 3 to Year 6. Relationship and Sex Education is integrated into PSHE and science lessons.

Hook Junior School defines Relationship, Sex and Health Education (RSHE) as learning about the emotional, social and physical aspects of growing up and relationships. It equips children and young people with the information, skills and positive values to have safe, fulfilling relationships in a range of contexts. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These lessons can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The new guidance states that Relationships Education promotes equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

Relationship, Sex and Health Education is taught across the school in all year groups. In Lower Key Stage 2 (years 3 and 4), lessons focus on healthy, respectful relationships, the role of the family, physical and mental wellbeing and staying safe on and offline. In Upper Key Stage 2 (years 5 and 6), they are taught about puberty and growing up, dealing with emotions and managing personal relationships, increasing their knowledge and understanding to enable them to make informed decisions and healthier life choices. This is linked to the wider PSHE curriculum.

RSHE sessions also provide key opportunities to focus on safeguarding, keeping children safe and protecting them from abuse.

4.2 How we teach it

At Hook Junior School, RSHE is organised in a spiral curriculum, that runs seamlessly alongside the PSHE and Science schemes of work. Learning is based on PSHE and RSHE objectives, taught through the themes outlined in the PSHE policy and curriculum map. These are taught in discrete, weekly lessons in each year group. However, when necessary, it may be more appropriate to block objectives together.

We will teach these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed so that RSE is accessible to all pupils, including those with special educational needs and/or disabilities (SEND).

5. Language

We will use anatomical terms for genitalia and sexual parts of the body.

We believe children should have the correct language to describe the private parts of their body and know them in anatomical terms. This supports our safeguarding of children when they have the correct terminology to if they are being abused. Ofsted provides full support for this approach (2013) where teaching this vocabulary leaves children able to describe abusive behaviours.

Pupils will be taught the anatomical terms for body parts from Year 3. Slang or everyday terms used in certain social circles will be discussed when appropriate; this will surround discussion about what is and is not acceptable language to use.

In line with the National Curriculum (Section 11) and parent consultation, the agreed vocabulary used in school are listed below.

| | Will be used The words and phrases below will be used by adults and children in the teaching and learning process. | Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language. | May arise We do not plan to teach but it may be appropriate to re-visit some learning, to clarify or re-teach some aspects. |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Reception | | | Vagina, breasts, penis, testicles |
| Key Stage 1 | | | Vagina, breasts, penis, testicles, 'privates', willy, balls |
| Lower Key Stage 2 | Vagina, breasts, penis, testicles | 'privates', willy, balls | Other nicknames |
| Upper Key Stage 2 | | | |
| Year 5 discrete RSHE lessons around puberty | Vagina, breasts, penis, testicles, vulva, menstruation, period, foreskin, scrotum, sperm, ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period, foreskin, scrotum, sperm, ejaculation, erection, wet dream, love, relationship, family, marriage, support, caring, loving, puberty. | Nicknames for terms listed will be referred to support the teaching and learning process, especially to teach children about appropriate, respectful language. | Umbilical cord, epididymis, bisexual, transgender, biphobia, transphobia. |
| Year 6 discrete RSHE lessons around conception and birth | Consent, sexual intercourse to make love, to conceive, conception, pregnancy, cells, embryo, foetus, birth, disease, infection, heterosexual, straight, gay, lesbian, homophobia* | | All of the above |
| *Some words may be used as and when they are appropriate, regardless of age. | | | |

6. Answering difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE.

Staff members are aware that views around RSHE related matters are varied. However, while all personal views are respected, all RSHE themes are taught without bias. Topics are presented and taught using a variety of views and beliefs, so that pupils are able to form their own opinions, as well as value and respect that others have the right to a different opinion.

As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question.

Both formal and informal questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Teachers will use their professional judgement, skills and discretion in this area. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or Senior Leadership Team. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged.

Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will respond in line with our school safeguarding policy and child protection policy.

Our staff training includes dealing with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. When staff are faced with a difficult question in class that they feel uncomfortable about, they may wish to seek advice from the PSHE leader or a member of the Senior Leadership Team.

Teachers, guided by the PSHE Leader, will set ground rules in class as an essential part of discussing sensitive subject matters.

7. Principles for teaching sensitive issues

At Hook Junior School, we believe it is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other.
- ensure discussions offer some opportunities for pupils to discuss issues confidentially in small groups as well as sharing their views with the class.
- have question boxes in which pupils can place anonymous questions or concerns to avoid having to voice them in front of others.
- provide access to balanced information and differing viewpoints to help pupils clarify their own opinions and views (whilst making clear that behaviours such as racism, discrimination and bullying are not accepted or tolerated in any form).
- be sensitive to the needs and experiences of individuals – acknowledging that some children may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (ensuring that children understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside of lessons).
- be mindful of the whole-school approach to supporting pupil welfare.

- raise children's awareness of how and where to seek support, both inside and outside of school.

8. Resources

We use a wide range of resources concrete and virtual resources to support RSHE teaching and learning, including a range of high-quality texts to support children in their understanding of key objectives.

The PSHE Leader conducts a termly review of resources and newly available resources.

9. Assessment

We will assess pupil learning and development in lessons against the RSHE objectives and success criteria. This will form part of our overall end of term and end of year assessment of a child's achievement in PSHE (of which RSHE is a part).

Our assessment is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing.

We assess pupils' learning in RSHE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning progress and next steps in learning as part of PSHE.

10. Withdrawal

Parents/Carers have the right to withdraw their children from some or all of sex education delivered as part of statutory RSHE. Those parents/carers wishing to exercise this right are invited to write a formal letter to the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Parents/carers do not have the right to withdraw their child from statutory Relationships or Health Education.

Once a child has been withdrawn they cannot take part in the sex education programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school's sex education programme or who wish to deliver it to their children at home.

The child and family will not be stigmatised for the decision to withdraw.

Pupils who are withdrawn from RSHE are asked to attend learning in another class.

11. Safeguarding

RSHE plays an important part in fulfilling our statutory duties. In June 2021, Ofsted conducted a review of sexual abuse. It revealed how common sexual harassment and online sexual abuse are for young people and children. This subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it.

Children have the right to:

- say no
- respect their own body

- speak out and know that someone can help

When teaching any sensitive issue, young people may give cause for concern. If staff believe that the child is at risk or in danger, they will take action as laid down in our Child Protection policy and Safeguarding policy.

12. Roles and responsibilities

12.1 The governing body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

12.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

12.3 The PSHE Leader

The PSHE Leader is responsible for implementing the PSHE and RSHE curriculum, for monitoring standards and supporting staff to deliver high quality learning in RSHE.

12.4 Staff

All staff are responsible for:

- Delivering RSHE in a sensitive way in line with statutory requirements and in line with this policy
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

12.5 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

13. Monitoring arrangements

The quality of teaching and learning in RSHE is monitored and evaluated by the PSHE leader and Senior Leadership Team. The planning and co-ordination of the teaching in RSHE are the responsibility of the PSHE leader who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for RSHE.
- Evaluates the strengths and areas for development in the subject through a range of evidence and monitoring activities;
- Communicates, supports and undertakes actions to secure improvement.

- Monitors and analysis pupil achievement data on a termly basis.
- Monitors pupil outcomes and standards in their books and from their work.

Appendix 1: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

Appendix 2: Parent form: withdrawal from sex education within RSHE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |