



Scarning VC Primary School

Relationships Education, Health and Sex
Education Policy 2023

Adopted by FGB: 10.10.23

Review Date: September 2024

Scarning VC Primary's whole school policy approach to Relationships Education, Health and Sex Education 2023

At Scarning, we value the personal, social, emotional and health development of all children. Our aim is to put in the key building blocks of healthy, respectful relationships; focusing on family and friendships in all contexts including online. We want to make sure that our plans are transparent and the content is age and developmentally appropriate and sensitive to all backgrounds and beliefs of parents, carers and children.

Within the new RHSE statutory framework, we want to encourage a positive and enabling learning environment while addressing the needs of the whole child. We want happy, secure, self-aware and confident pupils. We endeavour to provide the children with skills and attributes that foster a sensitivity, understanding and respect of their own families, relationships and friendships and of those of others at school and within the wider community.

This policy was produced after consultation with our staff, governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. We will give opportunity for all stakeholders to express their thoughts regularly.

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies: anti-bullying policy, behaviour policy, child protection and safeguarding policy, science curriculum policy, drugs and alcohol policy, and online safety policy.

Equality, inclusion and social justice:

We believe at Scarning that our curriculum plan is vital in promoting equality, inclusion and social justice. Our Relationships Education is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. An inclusive Relationships Education at School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010. We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education.

Definition of Relationships Education:

At Scarning, we take a positive, inclusive and affirmative approach that accepts children's experiences and enables them to be explored sensitively. To meet the aims outlined in the DfE Relationships Education, Relationships and Sex and Health Education Guidance, we will equip our pupils to build positive and respectful relationships on and off-line.

We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

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

Definition of Health Education:

At Scarning, we place an importance on teaching the characteristics of good physical health and mental well-being. We make it clear that mental well-being is a normal part of daily life, in the same way as physical health.

To meet the aims outlined by the DfE guidance, we equip the children with knowledge and understanding of:

- the benefits and importance of daily exercise
- good nutrition and sufficient sleep
- the normal range of emotions that everyone experiences and articulate how they are feeling
- language to talk about their bodies, health and emotions
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate for different situations
- protecting and support their own and others' health and well-being, including simple self-care techniques, personal hygiene, prevention of health and well-being problems and basic first aid
- the benefits of hobbies, interests and participation in own communities
- rationing time spent online and the risks of excessive use of electronic devices
- why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online

Definition of Sex Education:

At Scarning, we believe that our Relationships Education is greatly enhanced by the Health and Sex Education Programmes we deliver. Increasing numbers of pupils are experiencing puberty before they reach secondary school and we believe that they need to be prepared for the physical and emotional changes that this brings. Many aspects of sex education are already delivered through the curriculum for science where children learn about the main external body parts, the human body as it grows from birth to old age (including puberty and menstruation) and reproduction in some plants and animals.

Our sex education programme builds upon the content already delivered through Relationship Education curriculum and is the foundation for helping children to stay safe and understand more about their sexual health and well-being. As a school, we choose to teach sex education. Therefore we must allow parents to have a right to withdraw their children from the content that is beyond the statutory Relationships and Health Education and the National Curriculum for Science. Our curriculum plan ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

We recognise that some parents may be uncomfortable with their children receiving sex education in primary school. However, in our experience, children will naturally ask questions about their bodies, and be curious about where they come from. We believe that it is safer and better for children to receive age-appropriate and medically accurate information from trained teachers rather than learning inaccurate and harmful information through peers or online.

We believe that sex education should allow children a safe space to ask the questions that they may have without shame or judgement. Evidence states that a graduated, age and developmentally appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo or embarrassing.

Subject content

The curriculum programme is developed by Mrs Knowles, lead teacher of RHSE in conjunction with all teachers, pupils and parents. (Parents will have an opportunity to view this policy, answer questionnaires and share views before this policy has been adopted by the governors of Scarning.)

In School we will meet the learning objectives and content outlined as set out in the Relationships Education, Relationship & Sex Education and Health Education Guidance. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our scheme of work will be taught in all year groups from Reception through to Year 6. Resources and schemes that are used are carefully considered for their content and age appropriateness. Within the curriculum plan we have made clear which elements of the curriculum plan is statutory and which is not.

Subject delivery

Relationships and Health Education (RHSE) will be delivered in Scarning as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages. Each year group will have key questions that will be introduced to the class through separate lessons or combined with other subjects or topics. The subject lead will work closely with colleagues in related curriculum areas (science, computing, and PE) to ensure a holistic and joined up approach to what is taught in RHSE. We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as assemblies, concept thread lectures, and visitors and off-site activities.

When sex education is taught, this will be communicated to parents in advance through the relevant knowledge organiser for that specific year group. We will not artificially separate learning about real life and online relationships when it is appropriate to integrate this teaching and explore an issue in both contexts. Where an issue is experienced exclusively or disproportionately in an online context, this will be drawn out.

The scheme of work will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example, for 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.

Monitoring, Evaluating, Assessment:

We regularly monitor our RHSE/PSHE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the subject lead and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team and subject lead monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work
- Child voice through interview
- Staff and parent questionnaires

Evaluation of our scheme of work is crucial to ensure that we can continue to improve provision and teaching effectiveness.

The evaluation process involves structured and informal pupil and staff feedback including:

- Discussions with pastoral, ELSA trained and SEND members of staff
- Teacher evaluation of lessons and the overall RHSE programme
- Evidence from lesson observation
- Feedback and evaluation by pupils
- Sampling pupil work and portfolios

We use a range of assessment methods to get regular feedback on pupil progress in RHSE Relationships Education. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Project work
- Written and drawn assignments
- Students' pre and post unit self-evaluation
- Reflective pupil logbooks

Pupil voice is central to the culture and ethos of Scarning.

We use pupil voice to evaluate how relevant and engaging Relationships Education is to children's lives. They are able to express views on a range of topics, reflect on their own perspectives and take a broader view.

Under normal circumstances, we have a school council who represent each year group and will regularly meet to talk about their learning. We also complete a well-being survey with the children and staff at regular intervals throughout the school year.

Answering pupil questions

Relationships Education (RHSE) 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. We recognise that some pupil questions may go beyond the statutory Relationships Education curriculum (RHSE) and could include questions about sex and sexuality. In such cases, the teacher may choose to delay answering the question in front of the whole class until the appropriate sex education lesson. This will happen with another member of staff also present for safeguarding. It maybe that we encourage the children to take their questions home to find out their families' point of views.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. 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.

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.

Working with parents/carers

We believe that the successful teaching of Relationships Education involves parents/carers and schools working together. We also believe that parents/carers can play an important role in the Relationships Education of their children through further discussions at home that have taken place in school.

We work with and consult parents/carers to ensure that they are aware of what we teach and when through the following methods:

- RHSE Policy available on the school website
- Year Group long term maps available on the school website
- Curriculum website with more details of our implementation of the RHSE curriculum
- Questionnaire and informal parents meetings (virtually if not face to face)
- Year group knowledge organisers
- Overall questions/subject plan on curriculum website
- Letters/emails to parents

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to explore resources and discuss their views.

Parents/carers do not have the right to withdraw their child from Relationships Education. Parents do not have the right to withdraw their child from the elements of sex education that are taught within the Science curriculum (see curriculum map). Parents/carers do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from parts of sex education as part of RHSE, it is our aim to encourage parents to see the value of sex education and its contribution to keeping children safe, developing their emotional, social and physical well-being and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the head teacher to discuss their concerns. The head teacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the head teacher in writing and the school will keep a record of this. We will automatically grant a parental request to withdraw their child from any sex education, other than as part of the Science or Health Education curriculum. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Working with visitors and external agencies

From time-to-time, Scarning may invite external experts and visitors to deliver our Relationships Education. External visitors will be selected in order to enrich and supplement our Relationships Education by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include (but not exhaustive of) nurses, doctors, dentists, police officer, trained counsellors/support workers.

A teacher will always be present throughout these lessons to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitors will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection and safeguarding policy. We will also ensure that there is appropriate planning, preparatory and follow-up work for the session, and that the visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.

Safeguarding and child Protection

Scarning acknowledges that Relationships Education, Health and Sex 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 understand how to get help if they are experiencing, or have experienced, abuse. 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 school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in Relationships Education, Health and Sex 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.

While Scarning wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At Scarning, we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively refer to it. Through the use of ground rules and other approaches, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

	<p>Relationships: (O) (RHSE Statutory) <i>Families and People Who Care For Me</i> <i>Caring Friendships</i> <i>Respectful Relationships</i> <i>Online Relationships</i> <i>Being Safe</i></p> <p>Children HAVE TO take part</p>			<p>Health and Well-being: (H) (RHSE Statutory) <i>Mental Wellbeing</i> <i>Internet Safety and Harms</i> <i>Physical Health and Fitness</i> <i>Healthy Eating</i> <i>Drugs, Alcohol and Tobacco</i> <i>Health and Prevention</i> <i>Basic First Aid</i> <i>Changing Adolescent Body</i></p> <p>Children HAVE TO take part</p>			<p>Living in the Wider World: (L) (Majority Not Statutory)</p> <p><i>(Economic Well-being and Careers is included in Citizenship and PSHE- but not statutory at moment)</i></p> <p>Children CAN take part</p>		<p>Sexual Health: (Not Statutory)</p> <p>How Babies are conceived and born</p> <p><i>Children CAN BE WITHDRAWN</i></p>
Rec.	Who am I and who is in my family?	How can I be kind and make friends?		How can I look after myself?	Who and what can keep me safe?		How can we look after our class and school?		<p><i>N/A in Reception Key Stage 1 and Lower Key Stage 2 (yr3/4)</i></p>
Year 1	What is the same and different about us?	Who is special to us?	Who helps to keep us safe?	What helps us stay healthy?			How can we look after the world around us?		
Year 2	What makes a good friend and what is bullying?			What helps us grow and stay healthy?	How do we recognise our feelings?	What helps us to stay safe?	What can we do with money? What jobs do people do?		
Year 3	How can we be a good friend?	What are families like?		What keeps us safe?	Why should we eat and sleep well, and be active?		What makes a community?		
Year 4	How do we treat each other with respect?			What strengths, skills and interests do we have?	How can we manage our feelings? <i>(How can we look after our teeth?)</i>	How can we manage risk in different places?	What jobs would we like?		
Year 5	How can friends communicate safely?			What makes up a person's identity?	How will we grow and change? <i>(Puberty, menstruation, erections, wet dreams)</i>		What decisions can people make with money?	How can the media influence people?	<p>(YEAR 5 AND 6) reproductive organs/process - how babies are conceived (sexual intercourse) and born and how they need to be cared for that there are ways to prevent a baby being made² also including assisted fertility, pregnancy, births and multiples</p>
Year 6	What will change including friendships as we grow and become more independent? <i>(Puberty, menstruation, erections, wet dreams)</i>			How can we keep healthy as we grow?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	How can our choices make a difference to others and the environment?		