Scarning VC Primary School

Relationships, Health and Sex Education (RHSE) policy

Adopted by FGB: 6.10.26

Review Date: September 2029

Relationships, Health and Sex Education (RHSE) policy

This policy covers Scarning VC Primary School approach to teaching relationships, health and sex education (RHSE). This policy has been subject to consultation with the whole-school community. It should be read in conjunction with and not limited to other relevant policies: anti-bullying policy, behaviour policy, child protection and safeguarding policy, science curriculum policy, drugs and alcohol policy, and online safety policy. The policy can be accessed via the school website. Parents can view the policy, answer questionnaires and share views through the regular opportunities or directly email the RHSE lead.

Policy values, aims and objectives

At Scarning, we value the personal, social, emotional and health development of all our children. 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. We recognise the importance of RHSE in preparing children and young people to live safe, fulfilled and healthy lives now and in the future.

Within the RHSE statutory framework, we want to encourage a positive and enabling learning environment while addressing the needs of the whole child. We endeavour to provide the children with skills and attributes that foster a sensitivity, self-awareness, confidence, understanding and respect of their own families, relationships and friendships and of others in school and within the wider community and both on and off line.

We believe at Scarning that our curriculum plan is vital in promoting equality, inclusion and social justice. Our RHSE curriculum 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 RHSE curriculum 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. We will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect to the protected characteristics.

Curriculum

We will meet the learning objectives and content outlined as set out in the Statutory guidance on relationships education, relationships and sex education and health education (RHSE) through our scheme of work.
It will be taught in all year groups from Reception through to Year 6.
We seek to ensure that our RHSE curriculum gives pupils the knowledge, skills, attitudes and values that will help:

- realise their health, wellbeing and dignity
- developing self-care techniques
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore range of family structures, including same-sex families, adoption, foster etc
- understand and make sense of real-life issues experienced in the world around them; including staying safe and assessing risks in different situations
- manage and explore difficult feelings and emotions
- consider how choices affect own well-being and that of others
- develop as informed and responsible citizens
- understand and ensure protection of their rights throughout their lives

- benefits and importance of daily exercise, hobbies and interests
- good nutrition and sufficient sleep
- 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
- prepared for puberty, including physical and emotional changes that this brings

Our sex education programme is taught at an age-appropriate level from Year 5 onwards which includes how a baby is conceived and born. It builds upon content already delivered through Relationship and Health Education curriculum and the Science national curriculum. Therefore, we must allow parents to have a right to withdraw their children from the content that is taught beyond the statutory Relationships and Health Education and the National Curriculum for Science.

Although parents/carers have the right to request to withdraw, 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 speak to the head teacher to discuss their concerns.

Although we do recognise that some parents may be uncomfortable with their children receiving sex education in primary school, 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.

Teaching and learning

Relationships and Health Education (RHSE) will be taught through planned, timetabled lessons across all key stages. 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 other opportunities such as assemblies, concept thread lectures, and visitors and off-site activities.

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). Staff will not express or be expected to express their personal views or beliefs when delivering the curriculum. All staff will undergo training on a regular basis to ensure they are up-to-date with the policy and curriculum requirements.

We make sure parents are informed of the content taught through our Longterm plans, Knowledge Organisers and our curriculum website. Should any parents wish to view specific lesson plans and resources then these will be made available through contact with their child's teacher or the RHSE lead.

Monitoring, Evaluating, Assessment

We regularly monitor and evaluate our RHSE policy and scheme of work to ensure that the quality of teaching, resources and outcomes are consistent and effective, and the curriculum is meeting any changes to the national requirements and the 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. The 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

We use a range of assessment methods to get regular feedback on pupil progress in RHSE. We also use once a year individual pupil assessment (Working Towards, Expected and Greater depth) which is recorded on pupil asset and Summer reports to home.

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

We use pupil voice to evaluate how relevant and engaging RHSE is to the children's lives. They are able to express views on a range of topics, reflect on their own perspectives and take a broader view. We complete a well-being survey with the children and staff at regular intervals throughout the school year.

Children with additional learning needs/SEND are included in all our RHSE lessons. However, some content may be adapted to be more developmentally and accessibly appropriate for the child taking part.

Answering pupil questions

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. We recognise that some pupil questions may go beyond the statutory RHSE curriculum. In such cases, teachers may delay answering if they need time to consult with a colleague, school leadership team or safeguarding team. They may make contact with the child's parents/carers so the questions can be explored within the home environment.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained. It may be a case of working with the child to identify other suitable sources of information. It may also be the case that we encourage the children to take their questions home to find out their families' point of views.

Working with visitors and external agencies

From time-to-time, Scarning may invite external experts and visitors to deliver RHSE. External visitors will be selected in order to enrich and supplement curriculum content. A teacher will always be present throughout these lessons to build on the pupils' learning after the session as well as answer any questions the pupils may 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.

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. It will help children 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 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 to disclose, we also want to protect children's privacy. We do this by creating ground rules with pupils on what makes a safe and welcoming environment for all. Once these have been set, we will check they are in place throughout the scheme of work.

Statement by the Governing Body

The governance board of School adopted this policy on ……

It will review the policy in ……

In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.

Underpinning every topic are these important questions that MUST be addressed/discussed each time a topic is taught:
(PowerPoint slide can be added to every lesson to support this or a suitable alternative with the same information)

What should I do if I feel unhappy or unsafe, worried or frightened? How and where should I seek help or advice?

What words, actions and skills do I need to seek help if I am are concerned about my safety or others' safety?



LONG TERM PLANS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5
EYFS	*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?*
YEAR 1	*What is the same and different about us?*	*Who is special to use?*	*What 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? What is bullying?*	*What helps us stay safe?*	*What helps us grow and stay healthy?*	*How do we recognise our feelings?*	*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? How can we look after our teeth?*	*How can we manage risk in different places?*	*What jobs would we like?*
YEAR 5	*How can family and friends communicate safely?*	*Why are stereotypes and assumptions made?*	*How will we grow and change?*	*How can the media influence people?*	*What decisions can people make with money?*
YEAR 6	*What will change, including friendships, as we grow and become more independent?*	*How can we help in an accident or emergency?*	*How can we keep healthy as we grow?*	*How can drugs common in everyday life affect health?*	*How can our choices make a difference to others and the environment?*