



CONWAY PRIMARY SCHOOL

RELATIONSHIP EDUCATION, HEALTH EDUCATION & SEX EDUCATION POLICY

Approved by: Stephen Piper
Stephen Piper (Jun 18, 2023 22:29 GMT+1)

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Next review due June 2025
by:

Relationships Education, Health Education, and Relationships and Sex Education (RSHE) Policy

The Children and Social Work Act 2017 includes legislation on Relationships and Sex Education in schools. This policy sets out how the school meets the subsequent, statutory requirements of the Department For Education, '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' June 2019.

Relationships Education, Sex Education and Health Education (*referred to in this policy as RSHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RSHE involves lifelong learning, starting early in childhood and continuing throughout life and so it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

Aims and Objectives

The over-arching aim of RSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

At Conway Primary the main objectives of the RSHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest, and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

RSHE at Conway Primary is also compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Teaching and Learning

RSHE is taught with clear learning objectives and is a subject that is developed as pupil's progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any RSHE is taught, time is spent on developing ground rules with the pupils. These ground rules are based on three fundamental rights of the child:

- The right to learn;
- The right to be and feel safe;
- The right to feel and be respected.

Ground rules are set to ensure the most effective climate for learning and apply to both pupils and adults in the classroom.

Teaching takes place in a variety of ways but always aims to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic but will include: individual work; group work; discussions; research; writing; drawing; use of IT and media.

At Conway Primary, RSHE is taught by class teachers, who are trained and confident in their subject expertise. The school receives training and support in RSHE from RBG. The subject lead is a member of the RBG RSHE Network. The school participates in Healthy Schools London and is a member of the PSHE Association.

At Conway Primary RSHE meets the requirements of the statutory elements of the National Curriculum, relating to: Science (Sex Education); Relationships Education and Health Education.

The knowledge, skills and attitudes/values taught in the following key stages/year groups are:

EYFS:

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings.

Whilst learning about, Understanding the World, children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

KSI:

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.

Through the PSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

KS2:

Through the Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Through the Computing curriculum, children in year 6 will learn about appropriate use of social media, cyber-bullying with specific reference to secondary school and what to do if they are asked to send inappropriate content via a social media platform. This module supports the children in preparation for their secondary school transition and for the advance demands of social media.

Through the PSHE and RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex Education is taught as a discrete subject to children in the following year groups during the summer term:

- In Year 5 Children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings. Lessons focus on the key questions: What are the differences between male and female bodies? How have our bodies changed since we were born? What is puberty? How does your body change? What are the reasons for this change? What is menstruation and why does it happen? How is a baby conceived?
- In Year 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition, they will learn about healthy and loving relationships. Lessons focus on the key questions: How do our bodies work? How do we cope with changing emotions and relationships? What is a loving relationship? What influences our body image?

Although RSHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects, such as PHSE and RE.

A core element of RSHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective RSHE. Different pupils' needs are taken into account when teaching RSHE. This may require adjustments to the curriculum or how it is accessed for some pupils e.g. use of specific IT equipment, small group work, TA support or differentiated activities.

Use of Outside Visitors to Support RSHE

RSHE at Conway Primary is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses; support agencies, such as the NSPCC and theatre companies.

Any use of outside visitors is in line with school policy and procedures

- Relationships Education, Health Education, and Relationships and Sex Education (RSHE) Policy
- Child Protection & Safeguarding Policy

Assessment and Monitoring of RSHE

Assessment is key to learning. Any teaching and learning in RSHE starts with an assessment activity, to establish pupils' learning needs and prior understanding. Teacher assessment should be made against the learning objectives set out for each lesson/unit of work. Teachers also use the PSHE Association learning outcomes, to assess pupil progress. End of Key Stage assessment in RSHE is matched to the requirements set out in the DfE statutory guidance.

Pupils are expected to evaluate their learning in RSHE in a variety of ways. At times, this will include written work but the majority of RSHE assessment will be in the form of discussions, photos and personal reflection. This relies heavily on teachers noting pupil progress against the learning objectives and using this to inform planning.

In general, pupils' learning in RSHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. Parents/carers can also be asked to be involved in noting their child's development in these areas and is a good way of supporting parental understanding of RSHE.

The Subject lead for RSHE will consult with class teachers on a termly basis and have the opportunity to carry out learning walks to ensure adherence to the policy and development of the subject area.

Parental Engagement With RSHE

Children **cannot** be withdrawn from Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are additional to that covered by the science curriculum, which is mandatory. They may request to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so.

If a parent/carer requests to withdraw their child from Sex Education, it is vital that the school talks their request through with them. Any parent/carer wishing to use the right to withdraw should always be directed to meet with the headteacher and RSE lead in school. It is important that this happens so that parents/carers are able to understand:

- what their child would be learning and why
- what aspects they can and cannot be withdrawn from
- what the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

It is also important that the views of the child are taken into consideration and schools should do this when reviewing RSE policy, for example by asking their school council what they think is important for them to learn about as they grow and how the school can help them understand how to be healthy, respectful and responsible citizens.

If, after discussion with parents/carers, it is agreed that a pupil will be withdrawn from any non-statutory Sex Education taking place then the schools will ensure that the pupil is occupied meaningfully during that time, with suitable and alternative learning provision. The Headteacher will also ask the parents/carers how they will be ensuring that the pupil to be withdrawn is going to be supported at home, to ensure that they are able to take part in all other statutory RSHE taking place.

Policy Development and Consultation

The school's RSHE policy is developed by the senior leadership team and the school subject lead, with advice and support from the Royal Borough of Greenwich.

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit. The School Council are also asked to gather their peers' views on what they feel they need to learn about in RSHE.
- Staff views are considered through the subject leader's monitoring process and through discussions at Professional Development Meetings.

- Parents/carers are invited to attend RSHE meeting, every year, to discuss what the school teaches, why RSHE is important and how the subject is taught.

Policy Leadership and Approval

RSHE is led and managed by the RSHE Lead, with the support of the SLT. The school governors are responsible for ensuring that an up-to-date policy is in place and for final approval of the policy.

RSHE Lead: Kelly Barham

SLT Lead for RSHE: Kim Kaur

Governor Lead for RSHE: Linda Greenlees

Policy Review

The RSHE policy is reviewed every two years.

RSHE and Safeguarding

Effective RSHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard pupils, RSHE at this school follows the principles for effective RSHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RSHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

RSHE and Faith Perspectives

At Conway Primary, pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RSHE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, RSHE is a subject dedicated to building pupil's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage). However, RSHE is always taught within the context of the Equality Act 2010 and the school places RSHE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

Links to Other Policies

- Safeguarding
- SEND
- Equal Opportunities and Equality Statement
- Behaviour
- Health and Safety


Relationship Education Policy 2023


Final Audit Report


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