WHINNEY BANKS PRIMARY SCHOOL

Relationships, Health and Sex Education
(January 2024 – To be reviewed Summer Term 2025)

This policy reflects national and local aims and priorities including 'Relationships Education, Relationships and Sex Education (RHSE) and Health Education' statutory guidance (DfE 2019), 'Sex and Relationships – Guide to Good Practice' (Ofsted 2002), 'Sex and Relationship Education in Schools (England)' (House of Commons Library), Equality Act 2010 and 'Sex and Relationships Education for the 21st Century' PSHE Association 2017.

The Government guidance says that by the end of primary school, it is mandatory for pupils to have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

Other documentation considered in the production of this policy:

- Teenage Pregnancy Strategy – Beyond 2010.
- Every Child Matters – Change for Children (2004).
- The Healthy School Standard.

Links to Other Policies

Because of the nature of Relationships and Sex Education (RHSE) there are several policies that impact upon the curriculum content. These are:

- PSHEe;
- Equal Opportunities;
- Child Protection;
- Confidentiality;
- Safeguarding;
- Behaviour;
- Anti Bullying;
- Science programmes of study;
- Drugs Education.

Policy Review

The coordinator, together with the Head Teacher, has a general responsibility for the review of this policy and supporting other members of staff in the implementation of it. The PSHEe Coordinator will provide a lead in the dissemination of information relating to RHSE. They are responsible for identifying and providing good quality resources and in-service training.

The PSHEe Coordinator is Mr. Grimes.

Context

The latest Office for National Statistics data show that Middlesbrough has the highest average rate of pregnancies in under 18 year olds in the country with 31.5 per 1000 compared to the national average of 13.8. Detailed data is not available for our local area within Middlesbrough but these statistics are significant to our learners.

Whilst the national average and Middlesbrough's average has continued to fall, Middlesbrough's fall is much slower. This makes the importance of high quality relationships and sex education even more important. Research demonstrates that good, comprehensive RHSE does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

Philosophy

'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.'
Secretary of State 2019

Effective RHSE is essential if young people are to make responsible and well informed decisions about their lives. It plays a vital role in helping our learners to respect themselves, understand their own and others emotions, appreciate the consequences of choices made and to learn how to recognise and avoid exploitation and abuse.

RHSE is lifelong learning about

- physical, moral and emotional development:
- the importance of family life, marriage, stable and loving relationships, respect, love and care;
- puberty and sexual health;
- the development of self esteem and confidence;
- LGBT+ issues (age appropriate);
- gender differences, health issues and personal hygiene.

We give a high priority to the quality of relationships within our school and intrinsic to this is the shared and consistent approach to the fostering of a positive self-image, both physical and emotional, in our children.

We recognise that we are one component of the children's education and that family, community and social groups also contribute to children's understanding of themselves and others. We acknowledge the diversity of family groups in which the children live and that gender, sexuality, class, ethnicity, culture, age, religion and ability will all have a bearing upon the children's understanding in this area.

We aim to ensure that children have an age appropriate programme of RHSE which is tailored to their physical and emotional development stages. The aim of these programmes of study is also to ensure the best preparation possible for the changes that our learners are soon to undertake.

The learning and teaching of RHSE will always be firmly cemented in the wider context of positive relationships.

Role and Responsibilities

Governors
As part of their general responsibilities for the management of the school, the governors have supported the development of the policy and will continue to evaluate it.

Head Teacher
The Head Teacher plays a key role in monitoring the implementation of the policy and in liaising with the Governing Body, Parents, the LA and outside agencies such as ESWs, Child Protection Officers and Social Services.

Coordinator
The PHSEe coordinator will support all staff in the implementation of the policy. It is appreciated that some staff may feel less comfortable with this area of the curriculum and as a result all staff will be supported with appropriate training and support. If preferred, the PSHEe coordinator will deliver the curriculum alongside the class teacher.

All Staff
All staff are aware of the school's approach to RHSE and are responsible for the consistent delivery of its aims and objectives. This includes consistent reinforcement of school rules and behaviour management strategies which underpin our school ethos.

Pupils
Pupils in Whinney Banks Primary are expected to adhere to the moral framework of the school. This means that they are expected to show respect for themselves and others, to be honest and tolerant in their understanding of others, particularly in instances when others may not follow the same way of life.

Child Protection

Teachers need to be aware that effective RHSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise unconditional confidentiality if concerns exist.

Aims

We recognise that RHSE doesn't stand in isolation as a subject and that the understanding and skills that our learners develop are important in preparing them for leaving us and moving into adolescence and adulthood.

A tailored programme of RHSE will provide the children with the factual knowledge and understanding for them to make informed decisions about their lives. It will also provide them with a practical toolkit for negotiating safer choices and limiting consequences.

Within our delivery of RHSE we aim to:

- Develop learners who can talk and listen with confidence, and without embarrassment, about feelings, relationships and the human body;
- Provide a secure, sensitive and caring environment where learning and discussion can take place;
- Deliver a planned RHSE programme set in the contexts of PSHEe and Science from Nursery to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards relationships and sexuality;
- Develop learner's skills for a healthier, safer lifestyle;
- Help learners develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Help learners to respect and care for their bodies;
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils;
- Encourage the use of correct vocabulary;
- Foster self worth and awareness, together with a sense of moral responsibility;
- Help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness;
- Develop understanding of puberty and the changes to the human body;
- Help the children understand the reproductive process in humans and animals;
- Ensure that RHSE is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

Lesbian, Gay, Bisexual and Transgender (LGBT+)

When teaching Relationships Education and RHSE, Whinney Banks will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. We will ensure that all of our teaching is sensitive and age appropriate in approach and content. We will respond appropriately to the needs of our learners in regard to the understanding of LGBT+ matters in the course of planned content in RHSE lessons.

Within Year 6, the teaching of how different families can be will include those families that comprise LGBT+ parents.

Methodology

Ground rules should be well established before the teaching of RHSE sessions in the Spring Term and these should be discussed at the beginning of each session to ensure children feel safe and secure.

Initial group discussion on the subject of embarrassment may be required at the introduction to units of work.

RHSE lessons will utilise a range of teaching strategies including:

- Circle Time;
- Drama;
- Group discussion/Paired work/Individual reflection;
- Puppets;
- Storyboard;
- DVD/Video stimuli;
- Related visual resources/aids.

Answering Questions

It is understood that sensitive and potentially difficult issues will arise in RHSE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for RHSE. When responding to questions, answers will reflect the learner's developmental stage, be sensitive to the needs of the group and be delivered matter-of-fact. Answers will not be sensationalist, designed to receive an overtly emotional response or use language not appropriate to the content and context of the lesson.

Where appropriate, anonymous question boxes will be used in lessons:

- Anonymous questions will be discussed/answered with the whole group;
- Named questions will be answered individually to the questioner. (Where questions may be particularly sensitive a second adult should be present.)

Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection Officer in line with school policy.

Use of Visitors

Visitors should complement but never substitute or replace planned provision. It is the teacher's responsibility to plan the curriculum and deliver lessons. The PSHE coordinator may support in both of these activities.

When appropriate, visitors such as the school nurse may be involved in the delivery of RHSE alongside the class teacher, particularly in Key Stage 2.

Content

Different year groups will be discussing and learning about age appropriate topics that recognise the physical, emotional and social development stages that are relevant to them. These are:

Foundation Stage:

- Understanding the similarities and differences between boys and girls;
- Learning about friendship;
- Knowing that it's ok to be different - you can still be friends.

Year 1:

- Understanding the qualities needed to be a good friend;
- Recognising that a problem can be dealt with by talking.

Year 2:

- Describing feelings and recognising how these can be changed;
- Understanding good personal hygiene.

Year 3:

- Recognising negative feelings and understanding how to deal with them.
- Understanding personal safety and knowing where help can be found.

Year 4:

- Understanding the implications of decisions and the need for rules;
- Dealing with peer pressure and keeping safe.

Year 5:

- Discussing the physical and emotional changes of males and females during puberty;
- Understanding the impact of puberty and the need for good personal hygiene.

Year 6:

- Understanding that other families can look very different from our own and parents or guardians of children may not be the same gender;
- Understanding how puberty changes the body in preparation for reproduction;
- Considering reproduction in the context of mutually loving and supportive relationships;
- Understanding the process of conception, pregnancy and birth.

Specific Vocabulary

The following technical vocabulary will be used during RHSE and/or Science lessons as appropriate and defined by year group curriculum content:

Anus	Bisexual	Breasts
Clitoris	Ejaculate	Erection
Gay	Lesbian	Masturbation
Orgasm	Penis	Periods/Menstruation
Semen	Sexual Intercourse	Sperm
Testicles	Transgender	Vagina
Vulva	Wet Dreams	

The technical term for the female genital area is ‘vulva’. The word ‘vagina’ is the more commonly used term although this refers specifically to an internal part of the body. We will use both of these words to describe the female genital area and where appropriate the anatomical differences will be explained to the children.

Other appropriate technical vocabulary should be used if discussion dictates or children need clarification, understanding or explanation.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Whinney Banks Primary School believes that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, relationships, sex and health education balances the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff.

We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

i. As set out in national statutory guidance, there is no right for parents to withdraw their children from Relationships Education or Health Education;

ii. As a school that chooses to teach sex education to Year 6 we allow parents a right to withdraw their children from sex education, other than as part of the science curriculum;

If a parent wishes to withdraw their child from sex education they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher;

iii. As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead;

iv. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Planning and Monitoring

Each class teacher is required to keep a planning folder with a clearly marked section for RHSE. The planning of RHSE will be monitored by the PSHEe coordinator at regular intervals to ensure continuity and coverage.