

Brockhampton Primary School Relationships, Sex and Health Policy

Policy Adopted	February 2022
Minutes Reference	
Date of Next Review	February 2023

Signature of Chair of Governors:

Please note that the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 will be statutory from 1 September 2021. Schools are encouraged to adopt the new curriculum from September 2019 but are not obliged to do so. Schools that adopt the new curriculum early will still need to meet the requirements outlined in the current 'Sex and Relationship Education Guidance' until the new guidance comes into effect.

Statement of intent

At Brockhampton Primary School we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Our Brockhampton Primary School Curriculum Intent has a Pastoral Aims strand which centres on the needs of our unique pupils. These aspects are contained within the PSHE curriculum and have obvious links to RSE: They are:

- Staying physically and mentally healthy
- Having a sense of and contributing to the community
- Demonstrating values such as independence.

1. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2
- DfE (2018) Sexual Violence and Harassment in Schools Guidance

- Herefordshire Local authority Guidance on Peer-on-Peer Abuse

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- LAC Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities and Disability Statement
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- E-safety Policy
- Peer on Peer Abuse Policy
- Social Media Policy

2. Roles and responsibilities

2.1 The **GOVERNING BODY** is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2 The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the GOVERNING BODY on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3 The **relationships, sex and health education subject leader** is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.

- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Keeping up to date with best practice, legislative guidance and the educational landscape regarding RSE.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4 The **appropriate teachers** are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the DSL/LAC Leader to establish whether the curriculum content may be sensitive for specific individuals and how to manage this.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

3 Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum. Some aspects will also be linked to the Science curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance. The PSHE Association milestones have

been distributed to each year group so that there is appropriate coverage, sequencing and ambition to our curriculum.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways. In light of the Covid pandemic the school website is used as a communication line:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing office@brockhampton.hereford.sch.uk

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and are encouraged to provide their views at any time.

5. Relationships education overview

At Brockhampton Primary School we learn about relationships within the following topics:

- Managing Hurtful Behaviour and Bullying
- Friendships
- Respecting Self and Others
- Shared Responsibilities
- Family and Close Positive Relationships
- Safe Relationships

Please see our PSHE Curriculum for the finer details of what concepts will be covered within the above topics.

6. Health education overview

At Brockhampton Primary School we learn about health within the following topics:

- Keeping Safe
- Mental Health
- Physical Health
- Drugs, Alcohol and Tobacco
- Media Literacy and Digital Resilience

Please see our PSHE Curriculum for the finer details of what concepts will be covered within the above topics.

7. Sex education overview

- Ourselves
- Growing and Changing

Please see our PSHE Curriculum for the finer details of what concepts will be covered within the above topics.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum.

The age and development of pupils is always considered when delivering sex education.

8. Delivery of the curriculum

The relationships, sex and health curriculum will be delivered as part of our PSHE and Science curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

At the point we consider it appropriate to teach pupils about LGBTQ, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

Pupils will be taught about LGBTQ in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic.

The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age. Should the teacher identify any issues that are sensitive to teach/answer to the whole class the individual child will be asked to record and place the question in the 'question box.' These questions will then be followed up by the teacher after the lesson and alongside the parents if it goes beyond the curriculum.

The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Tests
- Written tasks
- Group presentations
- Group tasks
- Projects

9. Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

10. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group

because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour and Relationships Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

11. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

12. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant withdrawal requests; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

13. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

These incidents will be dealt with following the processes in our Behaviour and Relationships Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

14. Staff training

Members of staff responsible for teaching the subjects will undergo training on a regular basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

15. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

16. Monitoring quality

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships, sex and health education subject leader will conduct subject assessments on a regular basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and GOVERNING BODY to report on the quality of the subjects.