



## Nevill Road Junior School

<b>Title</b>	<b>RHSE (Relationship, Health and Sex Education) Policy</b>
<b>Author</b>	<b>Nevill Road Junior School</b>
<b>Approved by</b>	<b>Curriculum and Standards Committee</b>
<b>Review Date</b>	<b>February 2023</b>

This policy is a statement of the aims, principles and strategies for the provision of Relationship, Health and Sex Education at Nevill Road Junior School. It links with the PSHE policy 2020, which outlines the intent, implementation and impact of relationships, health and personal and social education.

### **Rationale and Ethos**

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, and prepares pupils for the opportunities, responsibilities and experiences of later life.

At Nevill Road Junior School, our vision is...

- To ensure pupils gain the skills and knowledge to be successful in the next phase of their education and in their future as 21st century citizens.
- To provide a fully inclusive environment, where all pupils are valued equally and have equal opportunity and access to all areas of school life.
- To ensure pupils develop lively, enquiring, imaginative and creative minds, able to question, meet challenges and apply themselves.
- to ensure pupils develop respect and consideration for the beliefs of others.
- To encourage pupils to develop self-discipline and act responsibly, able to work and co-operate with others.
- To provide a safe, secure and stimulating environment in which pupils are happy and enjoy learning.

This is done through our ASPIRE to ACHIEVE curriculum, which consists of six "keys to learning" - **Aiming High, Success, Perseverance, Imagination, Respect and Enthusiasm.**



This policy covers our school's approach to Relationships, Health and Sex Education (RHSE). It was produced by the PSHE leader in consultation with Senior Leadership and governors in 2020. The policy will be available to parents through the school prospectus and website. Paper copies can be made available if requested.

### **Legislation (statutory regulations and guidance)**

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and that all primary and secondary pupils must be taught Health Education. These changes come into place with effect from summer 2021 and will be reviewed after three years.

Sex education is not compulsory in primary schools. However, DfE (Department for Education) guidance, issued in 2000, recommended that primary schools provide a programme

of sex education, tailored to the age and the physical and emotional maturity of the pupils, which was to be taught as part of the PSHE curriculum. This recommendation is endorsed by the PSHE association.

Other documents that inform the school's RHSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education - Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Nevill Road Junior School's PSHE Policy 2020

### **Roles and Responsibilities.**

#### **The Governing Body is responsible for:**

As well as fulfilling their legal obligations, the governing body should make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The curriculum is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content (for Relationships and Health Education, and Sex Education).
- Clear information is provided for parents about their right to request that their child is withdrawn from Sex Education.
- RHSE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

#### **The Headteacher is responsible for:**

- The implementation of this policy and the delivery of the RHSE curriculum at Nevill Road Junior School.
- Ensuring staff are suitably trained to deliver RHSE so that they can teach effectively and handle difficult issues with sensitivity.
- Ensuring that parents/carers are informed about this policy.

- Reviewing requests from parents / carers to withdraw their children from Sex Education and discussing those requests as appropriate.
- Organising appropriate alternative education for pupils who have withdrawn from Sex Education lessons.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

**The PSHE subject leader is responsible for:**

- Overseeing the delivery of the RHSE within school.
- Providing teachers with resources to support teaching of RHSE.
- Ensuring the school meets its statutory requirements in relation to the relationships and health education.
- Ensuring the relationship and health education curriculum is inclusive and accessible for all pupils.
- Ensuring that sex education is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the RHSE curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of RHSE at Nevill Road Juniors.

**Class 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 and health education, and sex education.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

**The SENDCO is responsible for:**

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

**Curriculum content**

Relationships and Health Education will principally be delivered as part of the PSHE curriculum (including Circles). Some outcomes are delivered through other curriculum subjects. For example:

In 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.

In Computing, 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.

During Circle Time, pupils have the opportunity to discuss issues and to listen to other people's views and opinions.

The PSHE Curriculum is themed around three core areas.

- Relationships (Feelings and Emotions, Relationships and Difference).
- Living in the Wider World (Rights and Responsibilities, Environment, Money).
- Health and Wellbeing (including Healthy Lifestyles, Keeping Safe and Growing and Changing, which includes Sex Education).

The scheme was written by the PSHE co-ordinator in 2020. The outcomes of the scheme are recorded in Appendix 1.

### **What about Sex Education?**

At Nevill Road Junior School, we do teach sex education beyond what is required of the science curriculum. The content is tailored to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

To do this, we follow the Christopher Winter scheme "Teaching SRE with Confidence". The curriculum content, together with vocabulary that will be used in a lessons, is outlined below.

### **Explanatory note**

Some lessons within the Teaching SRE with Confidence scheme form part of Relationships or Health Education. Children cannot be withdrawn from these lessons. This is because of the following requirements (see Appendix 1 for a complete list of requirements) set out by the DfE.

Heath Education	
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>

These lessons are highlighted in blue.

Lessons written in black are Sex Education. Parents may choose to withdraw their child from those lessons.

**Teaching SRE with Confidence**

Year Group	Lesson Outcome	Vocabulary
3	<p>To explore the differences between males and females and to name the body parts.</p> <p>To consider touch and to know that a person has a right to say what they like and dislike.</p> <p>To explore different types of families and who to go to for help and support.</p>	<p>Stereotypes, gender roles, similar, different, male, female, private parts, penis, vagina, testicles, womb, family, fostering, adoption, relationship</p>
4	<p>To explore the human lifecycle</p> <p>To learn some basic facts about puberty.</p> <p>To explore how learning about puberty is linked to reproduction (children change into adults so that they can reproduce)</p>	<p>Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings</p>
5	<p>To explore the emotional and physical changes of puberty</p> <p>To understand male and female puberty in more detail</p> <p>To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways to get support during puberty</p>	<p>Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings</p>
6	<p>To consider puberty and reproduction</p> <p>To consider physical and emotional behaviour in relationships</p> <p>To explore the process of conception and pregnancy</p> <p>To explore the positive and negative ways of communicating in a relationship.</p>	<p>Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, friendship, love, consent, intimacy, communication, personal/private information, internet safety</p>

**Teaching Strategies**

When planning and teaching Sex Education, teachers will:

Be familiar with the guidance set out within the Teaching SRE with Confidence scheme.

Set ground rules at the start of lesson, referring to the Bee Rules (Be Respectful, Be Responsible, Be Ready and Be Safe), in order to reduce anxiety and embarrassment.

Provide resources and materials that are age appropriate and matched to the children's level of understanding.

Utilise teaching strategies as outlined in the School Teaching and Learning Policy. This may include Circle time, paired or group discussion and active learning.

When there is a clear rationale for doing so, boys and girls may be split for the duration of the lesson. Teachers will take this decision based the cohort's level of maturity and the lesson content. Teachers must be mindful that in some cultures it may not be considered appropriate to discuss the changes brought on by puberty in front of the opposite sex.

Answer pupils' questions factually in terms which are age appropriate, using techniques such as an "ask it basket" to allow children to write down questions as well as verbalise them.

### **Managing difficult questions**

If questions are too personal, teachers will remind children of the ground rules set at the start of the lesson. If a question is explicit, teachers should acknowledge it, take advice from school leadership and deal with it on an individual basis. This may involve talking with parents.

If a teacher does not know the answer to a question, they must acknowledge this, consult with school leadership and, if appropriate, return to the question later.

If a teacher is concerned about sexual abuse, they should follow the school safeguarding policy.

### **Capturing Evidence**

RHSE learning may take the form of discussion, active learning, group or paired work or individual learning. Evidence of this learning may be captured in forms such as posters, writing, labelled diagrams, photographs, recording in SMSC books or reflection on class discussion.

### **Assessment**

In conjunction with the school's teaching and learning policy, children's learning in RHSE will be assessed using a pre-learning task (to find out what children know at the start of a unit of learning) and a post learning (to find out what children recall after a unit of learning). This is identical to the form of assessment used in PSHE.

At the end of each term, teachers are required to assess children's knowledge in PSHE. This is used to inform the class's new teacher about children working towards key skills or showing a particular strength or talent in different areas of PSHE, including RHSE.

### **Equal Opportunities**

At Nevill Road Junior School, Relationships and Health Education, and Sex Education is accessible for all pupils. Key to this is quality first teaching which must be differentiated and personalised to ensure accessibility. Where pupils have specific educational needs, arrangements must be made to ensure pupils can access an appropriate, differentiated curriculum.

At Nevill Road Junior School, we are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Teachers must take this into consideration when planning and teaching RHSE lessons.

At Nevill Road Junior, school, we recognise the nine protected characteristics set out within the Equality Act 2010. These are as follows:

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

We will make reasonable adjustments to alleviate disadvantage and will be mindful of the SEND Code of Practice when planning RHSE lessons.

### **Working with parents and carers**

The school is well aware that the primary role in a child's sex education lies with parents and carers. We wish to build a positive and supportive relationship with parents of children at our school through mutual understanding, trust and co-operation. To support this, we will:

- Inform parents about the school RHSE policy and the curriculum content.
- Answer questions parents may have about the RHSE policy and curriculum content.
- Inform parents about upcoming Sex Education lessons.



- Inform parents about the Relationships and Health Education lessons that form part of the 'Teaching SRE with Confidence scheme.' These lessons are highlighted in blue above.
- Ask for parental consent for children to take part in Sex Education lessons. Consent will be requested annually.
- Recognise parent's right to withdraw their child from the Sex Education Curriculum (see below).

### **The right to withdraw**

Parents and carers do not have the right to withdraw their children from Relationships Education or Health Education. From summer 2021, Relationships Education and Health Education are compulsory within primary schools.

As sex education is not statutory at primary level, parents do have the right to request that their child be withdrawn from some or all of the sex education lessons delivered as part of the PSHE curriculum (but not those lessons delivered as part of the Science Curriculum).

The right to withdraw is set out within the Relationships Education, Relationships and Sex Education and Health Education Statutory guidance (p17). If a parent wishes for their child to be withdrawn, they must indicate this on the consent form sent home at the start of each academic year. School will keep records of parents' choices.

If a parent does wish to withdraw their child, the Headteacher, or designated deputy, will discuss the lesson with them, outlining the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This may include the child later hearing their peers' version of the lesson content.

Once these discussions have taken place, the school will respect the parent's wish to withdraw the child.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **Monitoring and Evaluation**

The monitoring of RHSE Education is ongoing. Methods for evaluating RHSE include:

- Observation of pre and post learning tasks.
- Book scrutiny - looking at learning
- Pupil / staff voice questionnaires
- Lesson looks
- Professional discussion and reflection on teaching

Monitoring will be carried out by the PSHE leader, reporting to the Headteacher.

## Policy Review

This policy will be reviewed on an \_\_\_\_ basis by \_\_\_\_\_

Mr Kinnear

PSHE Leader

November 2020

### Appendix 1:

The tables below show the outcomes of the Relationships and Health Education curriculum as outlined by the DfE guidance.

By the end of Primary School:

<b>Relationships Education</b>	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 21</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that</li></ul>

	<p>the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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<b>Health Education</b>	
<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and</li> </ul>

	<p>harassment can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Basic first aid	<p>n Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

