



Beechwood Primary School Relationship, Sex & Health Education Policy

Introduction

In our school RSHE is delivered through the Kapow Scheme of work to children from Year 1 through to Year 6. This is a programme which we follow in the recommended order to ensure children receive an outstanding education. Relationship and Health Education are statutory for pupils in KS1 & KS2. Our ethos and RSHE curriculum runs alongside the latest version of the following policies: Anti-bullying, Safeguarding, Curriculum, Marking and Feedback and SEND.

Legal Context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Our school Motto 'Think for yourself, care for others,' underpins the RSHE curriculum.

Aims of Relationship, Sex and Health Education at Beechwood Primary School

Our school curriculum and ethos promotes healthy relationships and prepares all pupils for the opportunities and responsibilities within their lives. Our children will develop a strong understanding of:

- Family units and healthy relationships
- How to stay safe at home, in the community and online
- The developing changes of their bodies
- How to be healthy and take care of their mental wellbeing
- Their role as a citizenship within the community and the responsibility it brings
- The economics and how aspirations will enable them to have a healthy economic wellbeing

Through these curriculum areas, we will provide accurate and age appropriate information, include all children, help children to make informed choices, develop knowledge skills and attitudes, build confidence and self-esteem, prepare children for the next stage of education and adulthood and develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Delivery of the Curriculum

At the beginning of Autumn term, rules will be created and discussed with the children, creating a safe environment for learning and opportunities for open discussions on sensitive subjects. Class teachers will remind children of the rules as they see fit. Where particular lessons have sensitive subjects, the children must be reminded of the rules at the beginning of the lesson. An overview of the topics will be distributed to parents at the beginning of each half term via the curriculum newsletter.

Class teachers will:-

- Establish routines and an environment where children feel safe
- Deliver any video resources
- Set associated tasks
- Share story books associated with the topic
- Record children's opinions, understanding and responses on Seesaw
- Build positive working relationships between pupils and staff, all members of our school family are valued as individuals
- Reinforce the use of good manners, self-discipline and appropriate behaviour
- Strictly adhere to safeguarding policy
- Deal sensitively with unexpected questions and comments
- Use clear language to avoid misconceptions

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

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

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Outcomes

The lead learner will keep up-to-date with developments in their subject at both national and local level. They will regularly monitor evidence and feedback to individual teachers as well as Senior Leadership Team.

Lead learners will be monitoring:

- quality of teaching
- the quality of discussions
- evidence on Seesaw
- work in their books
- that progress in RSHE is reported annually to parents within Personal Development

Parental Involvement – Right to withdraw from sex education

Parents are informed of topics with key vocabulary on the half termly newsletter. Working with parents is a vital part of the whole school approach to RSHE. Resources are readily available to parents upon request.

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

Each academic year, Year 6 parents will be given the option of having these units delivered to their children, they will not automatically form part of our curriculum.

Prior to delivery of these lessons, parents will be notified and given the opportunity to review these resources. Parents will then be asked to fill out a form to give permission for their child to take part in these lessons. In order for us to effectively manage these sessions, they will only be delivered if the majority of the parents in the class give permission. These lessons will only be delivered to children whose parents have given permission, children without permission will be taught as a separate group for these lessons.

Review of Policy

This policy will be reviewed regularly and updated as necessary.

Dated May 2020

Reviewed and Updated: May 2021

Next review: May 2023