

WEST DEAN C OF E PRIMARY SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Policy Review Information	
Reviewed By	Head Teacher, Staff and Governor Working Party
Ratified By	Governing Body
Review Frequency	5 Years
Policy Reviewed and Agreed	June 2023
Next Policy Review Due	Spring 2028

West Dean CE Primary School **Relationships, Sex and Health Education**

Relationships, Sex and Health Education

We are a community committed to providing positive learning opportunities for all through a broad, rich and engaging curriculum within a framework of Christian values and practice. Love, peace, joy, hope and faith are central to all aspects of our school. Our vision is to “Love one another. As I have loved you, so must you love one another. By this everyone will know that you are my disciples, if you love one another.” John 13:24-25

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity.

As of September 2021, all maintained primary schools have a statutory obligation to teach both ‘Relationships’ education, along with ‘Health’ education, as per section 34 of the Children and Social work act 2017.

Our Curriculum is also aligned with the Church of England’s “A charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)” and draws on the advice given in the Church of England document ‘Valuing All God’s Children: Guidance for Church of England schools (second edition updated summer 2019)

This states that: In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others.

To do this, it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people’s lives.

For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging. In the early years’ context and throughout primary school, play should be a hallmark of creative exploration.

Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess’s tiara and heels and/or the firefighter’s helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining. Childhood needs to be a period where we can make mistakes, try things out, explore projects and identities, without having to be bound by the consequences.

Our school follows the Kapow Scheme of work that is informed by the PSHE Association scheme of work (which includes the Relationships, Sex and Health Education teaching)] – it is taught through a spiral curriculum with areas of learning re-visited at appropriate points in the child’s development. This approach helps our children to build on their prior knowledge from previous years and develop age-related skills to meet their needs.

Curriculum

Relationships, Sex and Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The objectives of Relationships, Sex and Health Education are

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge ☐ To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable ☐ lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support ☐ To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies ☐ To be prepared for puberty and adulthood (Year 5/6 – right to withdraw)

Parents have the right to withdraw their children from those aspects of Relationships, Sex and Health Education, not included in the National Curriculum Science.

The organisation of Relationships, Sex and Health Education

As a school, we ensure that we address all areas of Relationships, Sex and Health Education and PSHE at an age-appropriate level and in a sensitive and inclusive manner. We have an open-door policy towards discussing any issues with parents.

The school's programme of Relationships, Sex and Health Education is embedded within the school's PSHE curriculum and helps children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals. Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science

Laura Plackett is the designated teacher with responsibility for coordinating RSHE. She will lead the development, monitoring and evaluation of the policy and practice, with the Headteacher.

RSHE is taught by classroom teachers and teaching assistants. Where outside visitors such as the school nurse are used, this complements rather than replaces our teaching.

- A range of teaching methods which involve children's full participation are used: these include use of video, discussion, looking at case studies, anonymous question box, drama and role play. RSHE is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

- Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Special Educational Needs and Disabilities (SEND)

We believe that Relationships, Sex and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. At West Dean we are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships, Sex and Health Education can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration when teaching these subjects.

Child Protection / Confidentiality

- Teachers are aware that effective RSHE, 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 school and LEA procedures for child protection.
- A member of staff cannot promise confidentiality if concerns exist.
- No one (teacher or pupil) will have to answer a personal question.
- No one will have to take part in a discussion
- Only scientific names will be used to refer to body parts.
- Meanings of words will be explained in a sensitive and factual manner

Process for Policy development

- Initially a working party of our Headteacher and Chair of Governors, and members of our PSHCE team: coordinator and parent governor set up to review the existing RSHE provision and agree the principles and policy content.
- The policy has been developed in consultation with parents/carers, teaching/non-teaching staff, governors and West Sussex consultants.

This policy review will be led by Laura Plackett, governors including parent governors and the Head teacher.