

Durham County Council

# THORNHILL PRIMARY SCHOOL



## **Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and Relationship Policy**

created by : Mrs. J. Jones

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## Policy on RSE

### **Rationale**

To embrace the challenges of creating a happy and successful life, pupils need knowledge and skills that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy (an individual's confidence in the ability to exert control over one's own motivation, behavior, and social environment.)

Relationships education will help pupils to develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. The RSE curriculum will support young people to develop resilience, to know how and when to ask for help and to know where to access support.

### **1. Introduction**

1.1. At Thornhill Primary School our policy on RSE is based on the DfES document, 'Relationship Education, Relationships and Sex Education (RSE) and Health Education (2019) which replaces the earlier DfES document, Sex and Relationships Education guidance (2000). The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

1.2. In the DfES document, Relationships Education is defined as *'Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships,*

*family relationships, and relationships with other children and with adults.'*

At Thornhill Primary school we have titled this aspect of our curriculum **Personal, Social, Health and Economic Education (PSHE)** and it encompasses a broad range of learning experiences such as being taught about Relationships - friendship and family, Personal Awareness - here we look at Keeping Safe, Anti bullying, Caring for the Environment, Charity and Financial Understanding. We focus specifically on First Aid, Road Safety and the NSPCC PANTS resource, in addition to using the SEAL (Social, Emotional Aspect of Learning), British Values, Pupil Voice and Forest Schools as vehicles for our learning. These aspects form our compulsory Relationship Education and a detailed sequence of knowledge and skills taught can be found on our website, Personal Development Progression of Knowledge and Skills.

While we also teach age appropriate Sex Education, using a specific resource (Lucinda and Godfrey) and with the help of a trained health professional (school nurse). With this aspect of our curriculum parents can, after discussion with the Head teacher, request to withdraw their child if they wish to do so.

## **2. Definition**

2.1. RSE (formerly SRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is taught within our PSHE curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education where appropriate.

When we inform our pupils through RSE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation or activity.

### **3. Delivery of RSE**

3.1. Across all key stages children, including those with SEND, are supported with developing the following skills:

- communication, including how to manage changing relationships and emotion
- recognising and assessing potential risks
- assertiveness
- seeking help and support when required
- informed decision-making
- self-respect and empathy for others
- recognising and maximising a healthy lifestyle
- managing conflict
- discussion and group work

These skills are taught within the context of family life.

### 3.2. We develop in children knowledge of:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sexual abuse and what they should do if they are worried about any sexual matters.

3.3. We teach RSE through different aspects of the curriculum. While we carry out the main RSE education in our PSHE curriculum, we also do some sex education through other subject areas e.g. science and PE, which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

3.4. In RSE we teach children about relationships, and we encourage children to discuss issues. The core material we use for the sex education element of RSE is the Lucinda and Godfrey resource, which is story based and age appropriate. Within this we teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys

and girls. We encourage the children to ask for help if they need it.

3.5. In science lessons, in both Key Stages, teachers inform children about puberty and how humans and other animals grow and change. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science.

3.6. In Year 5, we place particular emphasise on health education, as many children experience puberty at this age. We liaise with the Local Health Authority (School Nurse) about suitable teaching materials and visitor led sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know about the human life cycle, how children's bodies change during puberty, what menstruation is, and how it affects women and other aspects associated with a healthy lifestyle. We always teach with due regard for the emotional development of the children.

#### **4. The role of parents**

4.1. At Thornhill Primary School we value the role parents play in supporting their children to develop the knowledge and skills related to RSE. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- consult parents about the school's RSE policy and practice with interested parties being able to access the policy and knowledge and skills progression grid which outlines our curriculum on the school website and feedback as they feel appropriate;

- Answer any questions that parents may have about our RSE curriculum;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in our school;
- Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies, feelings and emotions and their increasing responsibilities.

4.2. Parents have the right to withdraw their child from the non-statutory components of RSE (the SRE aspect). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard but reserve the right to fully teach the statutory requirements of the RSE curriculum.

## **5 The role of other members of the community**

5.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to RSE. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, who give us valuable support with our sex education

programme. Other people that we call on include local clergy, social workers and youth workers as appropriate.

## **6. Confidentiality**

6.1. Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the designated Safeguarding lead which is Miss Overfield, the head teacher and in her absence one of the deputy designated safeguarding leads, Mrs. J. Jones or Mr. D. Cluskey (reference Keeping Children Safe in school : Child Protection within safeguarding policy)

## **7. The role of the head teacher**

7.1. It is the responsibility of the head teacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about RSE effectively, and handle any difficult issues with sensitivity.

7.2. The head teacher liaises with external agencies regarding the RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.



7.3. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **8. Monitoring and review**

8.1. The delivery of RSE is monitored by the PSHE lead through; monitoring of teacher's planning, scrutiny of books, learning walks and pupil voice. Pupil's individual development in RSE is monitored by class teachers and reported to parents annually in the summative report and as necessary at other times during the year.

8.2. The Curriculum Committee of the governing body approves and monitors the impact of our RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of our sex education programme.

10.2 This policy will be reviewed annually or earlier if necessary.

Signed.....Mrs J.M. Jones.....

Date ..... September 2022.....