



Uffculme Primary School

Relationship and Health Education (including Sex Education)

Approved by The Local Governing Committee: 17.11.2020

Reviewed by subject leader annually

Next governor review date: November 2025

Relationship and Health Education Policy (RHE) (including Sex Education)

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

Relationship and Health Education (RHE) enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens. Relationship and Health Education helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

Legal Requirements of Relationship and Health Education (RHE) (including Sex education)

From September 2020, we are required to deliver relationship and health education as per section 34 of the Children and Social work act 2017. We are also required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. The policy was devised following consultation with a range of stakeholders across the school community.

Citizenship

The incorporation of citizenship in RHE at Key Stages 1 and 2 allows for an integrated approach to the major themes of citizenship. These are: Rules, Communities, Conflict, Making Choices and Responsibility. Examples are:

- What is expected of me in the family, school and the wider world?
- What do I need to know about the systems in place for the running of that world?

Strategy for implementation

Entitlement and curriculum provision

Through discrete class teaching and school assemblies children receive one hour of RHE per week in both key stages 1 and 2. Topics within the RHE curriculum often arise at different times of the year and need to be addressed based on the particular needs of each cohort. Consequently, a flexible approach to the order and frequency of support needs to be adopted by each class teacher in order to deliver a RHE curriculum which supports the needs of the children in their class. Time allocated for some parts of the teaching of sex, drug and health education is accounted for within the teaching of science at both key stages.

Teaching and learning

RHE is taught best through interactive learning. Circle time is used to develop interactive learning and, therefore, implementing effective personal, social and health education. Circle time is used to encourage and develop:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;

- planning for implementing what has been learned/decided, where appropriate.

Assessment and recording

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day.

All staff at the school have a responsibility for the welfare of the children in their care and are responsible for the informing the class teachers and SLT about any issues or concerns that may arise. Each class teacher is expected to collate a range of evidence to reflect the progression of their class. This is then reviewed and monitored by the RHE coordinator.

Continuity and progression

There is a clear programme of planned activities that RHE across the school from the early years, where it is a prime area of development to Year 6. The programme ensures that some themes are re-visited frequently e.g. My relationships with others, growing and changing, and keeping safe.

Inclusion

The RHE curriculum is inclusive for all children. Additional classroom support is provided to ensure that all pupils have appropriate opportunities to develop their own ideas and work, whatever their ability, beliefs or background.

Organisation

RHE themes are covered in subjects across the curriculum, collective worship themes, and in dedicated PSHE time. Pupils undertake the majority of RHE activities with their class teacher. In most activities pupils are working on a whole-class activity or as a member of a group. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising for MacMillan Cancer; running their own business such as The Not-for-Profit Healthy Tuckshop; the Fiver Challenge in Year 6); the planning of special events at the school; devising own class rules; school council meetings and taking on roles of responsibility for themselves, for others and for the school.

The curriculum

We teach children using our 'Healthy Being' curriculum. This incorporates three core themes of Healthy Bodies, Healthy Brains and Healthy Living. Children are taught the importance of keeping both their bodies and brains healthy using strategies such as 'Friendly Five' (identifying people they can talk to if they need help/support) and 'Ten a day' (promoting the need for regular breaks, hydration, time to think etc..). Teachers are given the flexibility to match learning opportunities within the RHE curriculum to other areas of the curriculum so that learning objectives are delivered in the most effective and relevant way possible.

The school have adopted and adapted the program of study published by the PSHE association. Built into this programme is time for dealing with issues and matters that arise in the course of discussions and from the pupils' work. This enables the pupils' immediate concerns to be listened to and resolved.

A spiral approach is adopted whereby topics are gradually revisited and reintroduced at a deeper and more complex levels throughout the key stages, whilst rehearsing, emphasising

and embedding the essential skills and attributes young people need to manage their lives, both now and in the. Whole school assemblies are carefully planned to match the learning objectives covered within the Healthy Being curriculum.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Sex Education

Sex education topics are deeply integrated within all the core themes of the whole school Healthy Being overview and detailed in Appendix 1. Sex education is also taught through other subject areas (e.g. Science, PE and R.E.), developing a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Relationships

Linked with Religious Education (R.E) children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Child Sexual Exploitation

Children throughout the school are taught particular strategies to help them avoid Child Sexual Exploitation as they grow up. Children from Years 1-6 are taught about not keeping secrets, what a healthy and kind relationship is, understanding the idea of 'power' in relationships, understanding their self-worth, knowing they have the choice to say yes or no, understanding which parts of their body are private and what is appropriate and inappropriate touch. Teachers are aware of the issues surrounding Child Sexual Exploitation and will be sensitive around this subject. If, during any discussions RHE teaching, concerns arise about a child in a potentially vulnerable or dangerous situation, the teacher will consult the Designated Safeguarding Lead.

Well-being and Involvement

The Leuven scale is used to track children's well-being and involvement levels across the school. The scale is completed three times a year and highlights the needs of each class in regard to their social and emotional development. The tracking scale allows progress to be measured and ensures that the provision given at the school matches the needs of the children.

Pastoral Support

Support is also given to children at an individual or group level. Class teachers use the Leuven scale assessment grid at the beginning of the school year to identify children who need additional support. The class teacher and pastoral support team identify the specific needs of these children and plan targets to support their social and emotional learning. Boxall profiling may also be used to assist this process. These targets are reviewed within staff meetings in order to measure the impact that specific intervention has upon children's social and emotional progress in class. Two members of staff deliver pastoral support across

the school every afternoon. The RHE coordinator meets for one hour each week to discuss the support given to these children, set targets, ensure which reasonable adjustments need to be made within existing provision and identify resources needed for the following week.

Learning resources

The following resources are available in school; -

- PSHE Association resources (all resources that appear on the website have been awarded a quality mark by the PSHE association) <https://www.pshe-association.org.uk/curriculum-and-resources>
- Quality Circle Time - Jenny Mosley -Published by L.D.A.
- Social, Emotional Aspects of learning (SEAL resources and planning documents)
- Resources on the school cloud
- Childnet: <https://www.childnet.com/resources>
- NSPCC: <https://www.nspcc.org.uk/>
- Premier League Primary Stars: <https://plprimarystars.com/sign-in>

A range of books and calming, sensory resources are available in the 'blue room' at the school which can be used to introduce children to reflecting upon their feelings.

The learning environment

The classroom is regarded as the "home base" for most RHE lessons. It is not expected that the pupils' work in RHE is celebrated and displayed in the same way as their work in writing or art. Nevertheless, display space needs to be provided where there is ongoing work recorded, for example, using flipcharts, brainstorming ideas, lists, questions raised, decisions and agreements. A display board for the work and decisions of the school council is located in the main school corridor. There are also occasions when displays for parents and the wider community are appropriate.

Part of RHE reflects in the pupils' contribution to the whole-school environment, inside and outside, with a responsibility and pride being demonstrated towards this.

Safe practice

At Uffculme Primary school, RHE lessons are taught for the majority by class teachers. On occasions, with approval from the Headteacher and/or the RHE Coordinator, outside agencies will be used to support and assist the teachers in the development of classroom based work (e.g. the school nurse on puberty). In this instance these sessions will be jointly planned and run jointly between teaching staff and visitors with the relevant safeguarding procedures being implemented.

The contribution of RHE to other aspects of the curriculum

RHE involves all aspects of being alive in the world. Therefore, all subjects contain some aspects of RHE for example, literature, history, physical education and science. RHE also provides rich opportunities for pupils to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral, and cultural awareness;

- develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving;
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

The role of parents and carers

The RHE curriculum is firmly grounded within safe, happy and healthy relationships within family units, whatever their constitution, with this vital support being provided outside the classroom learning. However, parents do not have the right to withdraw their children from relationships education as it is a statutory requirement from September 2020. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal need to be made in writing to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Leadership and management

Staff development and training opportunities

To develop staff confidence and competence:

- the subject leader will keep up to date with new resources and literature to enhance provision of RHE at the school.
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training.

Leadership and management roles

The subject leader has the responsibility to take a lead in developing RHE across the school within the school's improvement plan, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader and support arising from the school improvement plan and identified in performance management and induction programmes.

How the subject is monitored and evaluated

All teachers are responsible for monitoring the pupils' progress and the quality of RHE provided. The subject leader has an overview of the subject reporting directly to the Headteacher. Leuven Scale assessments are completed in October and June. Teachers and support staff in each class are asked to make professional judgements on each child's level of well-being and involvement within the classroom. These are then used to allocate social and emotional provision within the school. Staff meetings are also scheduled so that the impact of social and emotional intervention given can be assessed to ensure the impact of its work. This information is vital in ensuring that the provision given at a class, group and

individual level matches the needs of the children. The subject leader, Headteacher and SLT team also monitor behaviour incidents using the CPOMS computer based system to ensure the social and emotional support given is adapted according to need.

Review

This policy will be reviewed annually by the subject leader reporting to the Head teacher about the quality of its implementation and its impact on standards and the Local Governing Committee every five years in line with the school's policy review programme.

Appendix 1: Sex education curriculum map

Sex Education topics are deeply integrated within all the core themes of the whole school Healthy Being overview. The curriculum map below reflects the specific taught aspects of this area of the curriculum.

Healthy Bodies

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Autumn (Healthy Bodies)	<ul style="list-style-type: none">To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.
Year 5	Autumn (Healthy Bodies)	<ul style="list-style-type: none">For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty
Year 6	Autumn (Healthy Bodies)	<ul style="list-style-type: none">For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty
Year 6	Summer Term (part of Healthy Bodies)	<ul style="list-style-type: none">To learn about human reproduction (in conjunction with the science curriculum)
Year 6	Autumn (Healthy Bodies)	<ul style="list-style-type: none">To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers