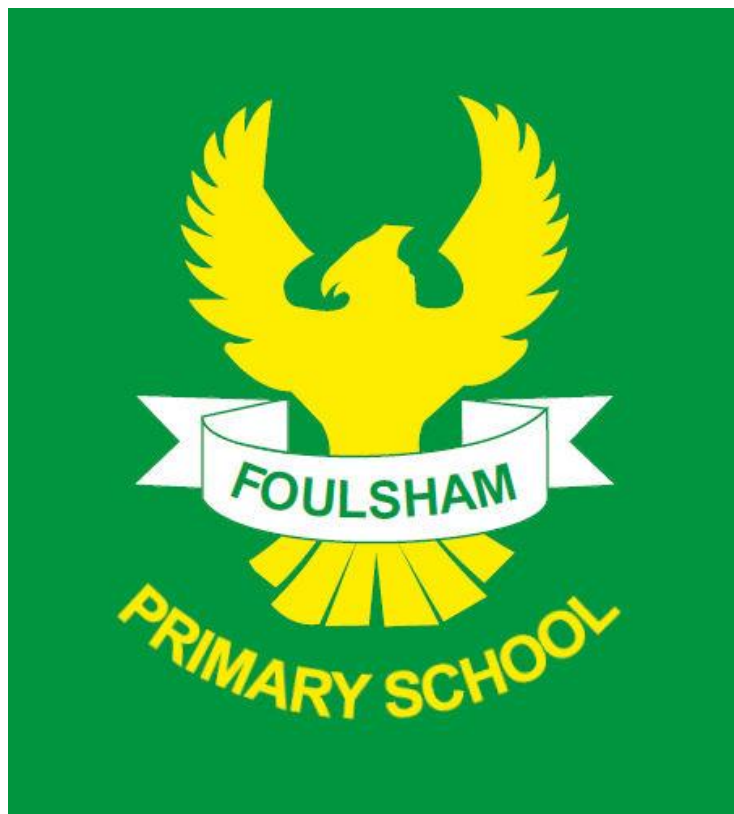


# Foulsham Primary School

## Relationships Education, Relationships and Sex Education (RSHE) and Health Education Policy



Excellence Enjoyment Engagement

**This policy supports our school vision of excellence, enjoyment and engagement, as well as our well-being vision: *to be encouraged, to thrive and to commit to the wellbeing of our community.***

This policy covers ***Foulsham Primary Schools*** approach to teaching relationships, health and sex education (RSE). It was produced following consultation with the whole school community including pupils, parents/carers, staff, and school governors.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through RSE consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

### **Values, aims and objectives:**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet ***DfE RSE guidance February 2019*** and ***The Equalities Act, 2010***. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following consultation with stakeholders. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

The RSE programme will be led by Mrs L Wallace, taught by all class teachers and supported by other agencies as appropriate. All staff involved in the delivery of RSE have received training ensuring pupils are taught with consistent approaches to RSE throughout their time at **Foulsham Primary School**.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This

strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At ***Foulsham Primary School*** we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

## Subject Coverage

### Relationships Education

The focus in primary school should be on 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. It will include:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

### Sex Education

The national curriculum for science (which is compulsory) includes subject content in related areas such as naming body parts, puberty, reproduction in plants and animals.

It is for primary schools to decide additional content on sex education to meet the needs of their pupils. In order to ensure the transition of pupils' ongoing emotional and physical development effectively from primary to secondary school **Foulsham Primary School** has agreed to follow the DfEs recommendation to ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. Foulsham Primary School will use the correct scientific terminology for naming human body parts in line with the RSE guidance from Educator Solutions (appendix 1). This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught. Parents will have the opportunity to talk to the Head of School regarding concerns about the content of the sex education lessons and have the right to ask for their children to be excused from sex education beyond the national curriculum for science.

### Physical Health and Mental Wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. It is important to be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. It will include:

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body

This policy compliments the following policies:

- Safeguarding
- Teaching and learning

## **Appendix 1**

At **Foulsham Primary School** we will be following the RSE resource that has been published by Educator Solutions to teach Relationships and Sex Education. There is a series of 6 units for each year group that will be covered throughout the year. The key words used in the resource include the correct scientific terminology that we will use when teaching RSE across the school.

### **Key Vocabulary:**

#### **EYFS and KS1**

Feelings, comfortable, uncomfortable  
Hygiene  
Same, similar, different  
Like, dislike, difficult  
Private  
Special  
Emotions and feelings  
Penis, vulva  
Communication  
Similarities, differences  
Disease, bacteria  
Problem, help  
Self esteem  
Vagina  
Bullying  
Unique  
Personal space, privacy  
Secret, surprise

#### **LKS2 (Y3/4)**

Aspiration, compliment, self esteem  
Penis, vulva, hygiene  
Relationship  
Gender, stereotype  
Testicles, vagina  
Breasts  
Emotions, empathy  
Foetus, puberty  
Public, private  
Similar, different, identity  
Marriage, arranged marriage, forced marriage  
Peer pressure

#### **UKS2 (Y5/6)**

Puberty  
Penis, erection, wet dream  
Gender, sex, intersex, transgender, gay, lesbian  
Personal information  
Online  
Body image

Sexual intercourse, conception  
Homophobic, biphobic, transphobic  
Vulva, clitoris, circumcision, female genital mutilation  
Infection, sexually transmitted infection, condom  
Problems, support, help, trust

Dear Parent/Carer

Our school prides itself on delivering effective, age-appropriate relationships, sex and health education (RSHE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

We will deliver a spiral curriculum of RSHE that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. **Please see overleaf for RSHE coverage.**

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships, sex and health education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships, sex and health education, please attend our parent's information session, familiarise yourself with the RSHE policy (which can be found on the school website) and read the **'Top tips for talking to your child'** overleaf.

Please feel free to contact the school if you would like to discuss our programme of relationships, health and sex education on an individual basis.

Yours sincerely

**Mrs J Lound**

**(Head of School)**