

# Forest Glade Primary School



## **Relationships and Sex Education Policy (Incorporating PSHE and Health Education) 2021-2024**

To Be reviewed March 2024



# **Relationships and Sex Education Policy (for September 2020) incorporating PSHE and Health Education-Reviewed and updated March 2021**

## **Definition of Relationships, Sex and Health Education**

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

## **Why is RSHE important to our school?**

At Forest Glade Primary School we pride ourselves in helping our children achieve their full potential. We understand how important it is to support and enhance children's wellbeing and that our school has a responsibility and key role in helping and preparing our children for their adolescent and adult lives by helping to develop the knowledge, skills, relationships and attributes that they need to keep themselves healthy and safe. Our aim is always for Forest Glade children to be happy and to enjoy coming to school. In a world where our children can be anything, we aim to help them grow into morally responsible, respectful, kind and happy adults.

## **Aims**

- To work in partnership with parents and staff to develop the knowledge and skills of pupils in this important area
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all students to learn appropriate to their needs
- To help pupils to develop positive relationships with their peers.
- To give pupils some skills in how to respond to a first aid emergency (E.g. how to call an ambulance).

## **Legislation**

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

## **Policy development, responsibilities, and review**

The RSE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed annually using the processes outlined below. Responsibilities regarding the policy are outlined below:

### ***Governing body***

- Development and implementation of RSE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSHE policy
- Ensure all staff comply with policy
- Make a copy of the policy available on the school website and to parents.
- Adequate resourcing available for subject
- Link governor to monitor RSE/PSHE
- Monitoring, review and evaluation of this policy

### ***Head teacher***

- Nominate PSHE/RSHE lead in school
- Consult with key stakeholders about the RSHE policy
- Implement RSE policy
- Monitor compliance to policy
- Work closely with the link governor and coordinator
- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSE
- Monitor the effectiveness of this policy and report annually to governors

### ***Co-ordinator-Currently Mrs J. Key***

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

### ***Review***

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

## **Dissemination**

We will raise awareness of this policy via:

- The school website
- The staff handbook
- Class Dojo (if learning is taking place online)
- Meetings with parents
- Meeting with school personnel
- Communications with home such as weekly newsletters
- Reports such as annual report to parents and headteacher reports to governing body
- Occasional displays to support areas being taught.

In addition to using existing resources and focusing on significant RSHE dates in the school calendar, Forest Glade is using the Talking Points schemes of work to deliver the government guidance on Health and Relationships education in Years 1-6. It uses picture books as a starting point to get children talking about their own health and mental wellbeing as well as addressing other issues such as managing money and understanding democracy. Its aim is to develop children's understanding of themselves, their emotions and how to deal with others. It also teaches children how to stay safe in many situations and who to speak to if they are ever worried or concerned.

Below is a termly curriculum map outline for each Year group from Years 1-6 of a suggested approach to planning the Talking Points Scheme in each year group. It has been created with regard to key annual dates in the RSHE year. Teachers will be covering the areas in the guide throughout the year but will be able to move the topics around if they feel at any point that they fit better elsewhere into their enquiry lessons.

Year 1- Autumn Term Talking Point number	Talking Point	Strand
6	Why do we have rules?	Understanding groups
7	Is it kind or unkind?	Understanding others
8	Is teasing ever okay?	Understanding others
10	What does worry feel like?	Understanding me
11	How do I keep safe?	Looking after me
12	What should I do in an emergency?	Looking after me

Year 1 Spring Term Talking Point number	Talking Point	Strand
1	Who is in my family?	Understanding me
2	Who are my important people?	Understanding me
9	What should I do if I don't like it?	Looking after me

3	What makes a person?	Understanding others
4	What makes me happy?	Understanding me
5	What does sad feel like?	Understanding me

Year 1 Summer Term Talking Point number	Talking Point	Strand
13	When should I wash my hands?	Looking after me
14	Why are teeth important?	Looking after me
15	What should I do with money?	Looking after me
16	What did I need as a baby?	Understanding me
17	How can I be more grown up?	Understanding me
18	Do I have to be the best?	Understanding me

Year 2 Autumn Term Talking Point number	Talking Point	Strand
5	What does angry feel like?	Understanding me
6	How do I make you feel?	Understanding others
7	Is it right or wrong?	Understanding groups
8	How can I compromise?	Understanding groups
10	How do I contribute?	Understanding groups
11	How can I save our planet?	Understanding groups

Year 2 Spring Term Talking Point number	Talking Point	Strand
17	Am I safe online?	Looking after me

18	What should I aim for?	Understanding me
1	Why should I exercise?	Looking after me
2	What if I don't like vegetables?	Looking after me
3	Are medicines always good?	Looking after me
4	Can I stop myself getting ill?	Looking after me

Year 2 Summer Term Talking Point number	Talking Point	Strand
9	What are rights and responsibilities?	Understanding groups
13	Do I know my body?	Understanding me
14	What does private really mean?	Looking after me
15	Who can I trust?	Looking after me
16	Should I keep a secret?	Looking after me
12	Where could my money come from?	Looking after me
Year 3 Autumn Term Talking Point number	Talking Point	Strand
8	What happens if I break a rule?	Understanding groups
9	Why should I tell the truth?	Understanding others
10	What does honesty really mean?	Looking after me
11	What do I do when my friend is sad?	Understanding others
12	Who do my actions affect?	Understanding others
6	What is restorative justice?	Understanding others

Year 3 Spring Term Talking Point number	Talking Point	Strand
7	What are my rights and responsibilities?	Understanding me

5	Who can help me be safe?	Looking after me
15	What's a community?	Understanding groups
16	How can we be different?	Understanding groups
17	Who else lives in my region?	Understanding groups
18	Who else lives in the UK?	Understanding groups

Year 3 Summer Term Talking Point number	Talking Point	Strand
13	What are my relationship rights and responsibilities?	Understanding me
14	How do I raise my concerns?	Looking after me
1	What can affect my health?	Looking after me
2	What's a balanced lifestyle?	Looking after me
3	What is Health and Safety?	Looking after me
4	How does smoking damage my health?	Looking after me
Year 4 Autumn Term Talking Point number	Talking Point	Strand
1	What's that feeling I have?	Understanding me
2	What do I do when my friend is cross?	Understanding others
3	How do I compromise?	Understanding me
4	How do I do emergency first aid?	Looking after me
8	What can I do about negative thoughts?	Looking after me
9	Should I own up?	Understanding me

Year 4 Spring Term Talking Point number	Talking Point	Strand
5	Am I at risk?	Looking after me
6	How do I stay safe online?	Looking after me

7	Am I safe on my mobile phone?	Looking after me
13	What worries me in the world?	Understanding me
14	What is discrimination?	Understanding groups
15	What does it mean to be anti-social?	Understanding groups

Year 4 Summer Term Talking Point number	Talking Point	Strand
10	Is it ok to hug?	Understanding others
11	What's an aspiration?	Understanding me
12	What is enterprise?	Understanding groups
16	How do I support my community?	Understanding groups
17	What's a volunteer?	Understanding groups
18	Can I volunteer or help others?	Understanding me

Year 5 Autumn Term Talking Point number	Talking Point	Strand
1	Can I set goals for me?	Understanding me
2	How does alcohol damage my health?	Looking after me
3	Can my mind get ill?	Looking after me
4	How do I make a choice?	Understanding me
5	Should my heart rule my head?	Understanding me
6	Why is change so scary?	Looking after me

Year 5 Spring Term Talking Point number	Talking Point	Strand
7	What is peer pressure?	Understanding others
8	What if I'm uncomfortable?	Looking after me



10	Is my relationship unhealthy?	Looking after me
11	What's a relationship commitment?	Understanding me
12	What is a stereotype?	Understanding groups
13	What is prejudice?	Understanding groups

Year 5 Summer Term Talking Point number	Talking Point	Strand
14	How do I challenge someone's views?	Understanding me
9	What is loss?	Looking after me
15	What is a debt?	Looking after me
16	Who pays tax and what does it do?	Understanding groups
17	Who chooses who runs our country?	Understanding groups
18	Can I save money and the environment?	Looking after me

Year 6 Autumn Term Talking Point number	Talking Point	Strand
1	How should I manage my money?	Looking after me
2	How do drugs damage my health?	Looking after me
3	What affects my mental health?	Looking after me
4	Will sad things happen to me?	Understanding me
5	How do I break a habit?	Looking after me
6	Should I give in to peer pressure?	Understanding others

Year 6 Spring Term Talking Point number	Talking Point	Strand
7	Should I send/post something I'm not comfortable with?	Looking after me
8	What if I get dared?	Looking after me

9	If it happens all the time, does it mean its right?	Understanding groups
15	Should I join in an argument?	Looking after me
16	Am I a cyber bully?	Understanding others
17	Have I trolled someone?	Understanding others

Year 6 Summer Term Talking Point number	Talking Point	Strand
18	What sort of person shall I be?	Understanding me
10	What is puberty?	Understanding me
11	How do humans reproduce?	Understanding me
12	How do we look after ourselves?	Looking after me
13	Are images in the media real?	Looking after me
14	Should I trust the media?	Looking after me

## Sex Education

At Forest Glade, we believe that our provision of sex education throughout the whole school meets the developing needs our pupils. The content of the sex education can be seen in more detail for each year group below. In broad terms, it takes a balanced and factual approach exploring healthy relationships, consent, reproduction, pregnancy and child-birth in an age-appropriate manner. Teachers will inform parents when they are planning to teach elements of SRE and will outline what aspects will be covered and what resources will be used.

Parents are able to withdraw their child from this part of the curriculum if they would prefer to deliver this element of the curriculum themselves and where it is not a compulsory part of the Science curriculum. (see parent section below). The SRE element is optional at primary, although recommended by DFE. "The Department continues to recommend...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should 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."

DFE RSHE Guidance 2019

SRE – the right to withdraw

In certain circumstances, parents / carers do have the right to withdraw their children from SRE (Sex and Relationships Education).

Parents will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education. Following discussion with the school, parents

can withdraw their child from the 'sex' elements of Sex and Relationships Education. Parents do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE education.

There is no right of withdrawal from National Curriculum Science which includes elements of sex education such as puberty and reproduction.

If a parent/carer wishes to withdraw their child, they need to have a discussion with the Headteacher so that he/she can be made aware of the reasons and provide alternative arrangements. We will try to accommodate any concerns as far as possible.

Current SRE teaching at Forest Glade:

Phase	Year	Areas Taught
<b>Phase 1</b>  Me and My Friends	<b>Foundation</b>	<u><b>Me and My Friends</b></u>  Who am I? Who are my friends? Who are my family?  What do I like doing?  Work on friendship and how friendship makes us feel  Body parts – inside and out
	<b>Year 1</b>  <i>DVD – Differences</i>  <i>Unit 1 – Programme 1</i>  <b>Only extracts of the DVD are used. The anatomical cartoons and vocabulary are not used.</b>	<u><b>Differences</b></u>  Living and non-living things  Males and females, Girls and boys, Same but different  Life cycles  Body parts
<b>Phase 2</b>  The Human Life-cycle   Growing Up	<b>Year 2</b>  <i>DVD – How Did We Get Here?</i>  <i>Unit 1 – Programme 2</i>  <b>Only extracts of the DVD are used. The anatomical cartoons and vocabulary are not used.</b>	<u><b>How Did We Get Here?</b></u>  Where do living things come from?  Birth fact files  Growing up  Body parts  Nine months, In the womb
	<b>Year 3</b>  <i>DVD – Growing Up</i>  <i>Unit 1 – Programme 3</i>	<u><b>Growing Up</b></u>  Baby animals  Family trees

		Me and my friends Achievements, Meal time, Clothes
	<b>Year 4</b> <i>DVD – Changes</i> <i>Unit 2 – Programme 1</i>	<b><u>Changes</u></b> How do we change? Sort the changes Inside our bodies Past, present and future Periods Body parts
<b>Phase 3</b> Human Reproduction  Growing Up	<b>Year 5</b> <i>DVDs – How Babies are Made and How Babies are Born</i> <i>Unit 2 – Programmes 2 and 3</i>	<b><u>How Babies are Made and How Babies are Born</u></b> Menstruation talk – girls Looking after a baby – what do they need?
	<b>Year 6</b> <i>DVDs – Boy Talk, Girl Talk and Let’s Talk About Sex</i> <i>Unit 3 – Programmes 1, 2, 3</i>	<b><u>Growing Up – Becoming Young Adults</u></b> Boys and girls, Men and women Sex in the media Hygiene

## Inclusion

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued at Forest Glade Primary School.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

### ***Pupils with Special Educational Needs and Disabilities***

As with other subjects, pupil with SEND may need additional support to access the RSHE/PSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met where necessary. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSHE/PSHE. If this is the case, this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home. Appropriate resources will be provided if and where necessary.

### ***Diverse families***

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

### ***Gender***

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and the Forest Glade School ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

### **Delivery**

The planning and delivery of the programme is undertaken by individual teachers and overseen by the RSHE lead, who is currently Mrs Jennifer Key. Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues. We carry out the main RSHE teaching through our Personal, Social, Health and Citizenship Education curriculum. We follow The Talking Points Scheme of Work, which has been developed to support the RSHE curriculum.

At Forest Glade, we aim to have weekly RSHE/ PSHE sessions. We realise that is not always possible to achieve within a busy curriculum so we also prioritise it in other ways. These can include through assemblies, circle times and talk times where needed. For example, time taken after breaktimes for whole class responses to any issues that have arisen or one to one discussions with pupils where needed. We also celebrate events on the RSHE calendar throughout the year so have certain times of year where there may be days/ weeks with lots of RSHE focused lessons.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSHE/PSHE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning RSHE, PSHE and related issues.

All teachers will deliver RSHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHE and RSHE sessions.

### ***Answering questions***

As with any topic pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents.

### **Assessment**

As with all curriculum areas there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning throughout lessons and at the end of each half term. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

There will be a section in the end of year report to parents on RSHE and PSHE.

### **Confidentiality and safeguarding**

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

### **Partnership with parents**

We see parents as key partners in our provision of RSE and PSHE. To support the important role of parents we provide regular information about the content of our curriculum and when topics are delivered on teachers' half-termly curriculum maps. Parents are encouraged to talk with their child about the RSHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher in the first instance. Parents can ask to see what resources will be used to deliver RSHE lessons.

### **Right to withdraw from sex education:**

In line with legislation, parents have a right to withdraw their child from any sex education content that we deliver outside of national curriculum Science, statutory Relationships Education and statutory Health Education. *The only content of this kind is in the year 6 programme.* If you would like to withdraw your child from these elements please first discuss any concerns with the child's class teacher/ head teacher. A letter will be sent out prior to any SRE teaching detailing the content taught and information about any resources used. The letter will have a reply section where you are able to opt out of any SRE teaching that is outside of the national curriculum.

### **Complaints**

If you have a complaint about the RSHE/PSHE policy or provision please follow the school's existing complaints procedure. The first step with this would be to put the complaint in writing and email it to the school office.

### **Policy links**

Anti-bullying policy

Equality policy

Safeguarding policy

PSHE policy

