



Relationship and Sex and Health Education Policy: Parkgate Primary School 2024 - 2025

1 Introduction:

- 1.1 Our school's policy on Relationship, Sex and Health Education (RSHE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended SRE guidance under the current government (2022) and the revised DfE statutory guidance which was implemented from September 2020.
- 1.2 The purpose of this policy is to set out the ways in which the school's provision for Relationship, Sex and Health Education will support pupils through their spiritual, moral, social, emotional and physical development and well-being, preparing them for the opportunities, responsibilities and experiences of life.

2 Statement of Values and Ethos:

- 2.1 This policy covers our school's approach to statutory Relationship Education, and non-statutory Sex and Health Education. We understand the purpose is to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives, understanding and being respectful of beliefs and lifestyles different to their own, including LGBTQIA+, whilst recognising what constitutes respectful and positive relationships with others.
- 2.2 We view the delivery of quality Relationship, Sex and Health Education as a tool to safeguard children. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to promote gender equality and LGBTQIA+ equality and this is threaded through the curriculum rather than taught as a one-off event. If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead. (See Child Protection and Safeguarding Policy and KCSIE).
- 2.3 The key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Our curriculum promotes the teaching of spiritual, moral, social and cultural content. In creating this policy we have consulted with staff, the governing body and parents as well as pupils, however the needs of pupils (as identified within school and following national guidance) takes precedence over any sensitivities of adults, in particular where there is a safeguarding element to any curriculum theme.
- 2.4 Following consultation with a cross-section of the school community, we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.

- 2.5 We ensure our Relationship, Sex and Health Education is inclusive and meets the needs of all pupils. This includes lesson content relating to gender equality and LGBTQIA+ equality. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010.
- 2.6 In developing our curriculum, we will always consider the views and sensibilities of children, parents and staff, this in line with government guidelines.
- 2.7 Sex education is a non-statutory component of RSHE for primary schools, which we will include within our programme of study. However, emphasis will be focussed on Relationship Education since that is the statutory component.
- 2.8 In accordance with updates to RSHE (16 May 2024), we comply with suggested age limits, to ensure children aren't being taught about sensitive and complex subjects before they are ready to fully understand them.

3 Aims and objectives:

- 3.1 We teach children about:
- scientific anatomical names for all parts of the body, external and internal,
 - puberty and the physical development of their bodies as they grow into adults;
 - having respect for and being in control of their own bodies,
 - there are different types of families, all of which have equal value,
 - respect for the views of other people,
 - valuing and respecting differences between individuals, groups and cultures,
 - honouring and sustaining 'British Values including tolerance, respect, freedom of speech and religion and obedience observance of the law,
 - online safety,
 - considering the needs and feelings of others.
 - Good practice for fostering friendships regardless of gender, race or orientation.
 - Appropriate behaviours when dealing with bullying.
 - Self-protection from abuse of all kinds,
 - Fostering positive family relationships,
 - Understanding, respect and value for LGBTQ+.

4 Context:

- 4.1 High quality Relationship, Sex and Health Education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:
- it is taught in the context of family life;
 - it is part of a wider process of social, personal, spiritual and moral education;
 - children should be taught to have respect for their own bodies;
 - children should learn about their responsibilities to others;
 - it is important to build positive relationships with others, involving trust and respect, both in person and online;
 - it makes a significant contribution to our duty to safeguard and protect all children;
- 4.2 Our RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Child Protection and Safeguarding Policy and KCSIE 2022. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children,

as listed in *KCSIE 2022*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

- 4.3 In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure RSHE can be accessed in an age-appropriate way throughout a child's school career.

5 Organisation and Content:

- 5.1 Relationship and sex education is taught as part of our broader PSHE provision by the PSHE lead within each class, (Years 2-6) on a weekly basis.
- 5.2 We teach about sex and relationships through various aspects of the curriculum. While we carry out the main RSHE in our PSHE curriculum, we also deliver some RSHE through the statutory Science Curriculum. Our RSHE curriculum was developed in consultation with parents, young people and school staff.
- 5.3 As Sex Education is a non-statutory component, we acknowledge and accommodate parents who wish to remove their child from these lessons. However, this is not true of Relationship Education since this is statutory. As the Science Curriculum is also statutory, parents are not entitled to remove their children from lessons that include plant, animal and human reproduction.
- 5.4 Within PSHE, we use the PSHE Association's Programme of Study to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. From Early Years, we teach about the parts of the body, including the private parts, dangers of inappropriate touching, why males and females are different, and, **from Year 4 onwards**, we explain to the children how bodies develop during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens. We always teach this with due regard for the emotional development of the children. Active learning methods which involve pupils' full participation will be used. Single sex groups will be used as and when deemed appropriate.
- 5.4.1 We make it clear, through ground rules, that nobody should ask personal questions. An anonymous question box (a box in the classroom that pupils can 'post' written questions). This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question.
- 5.4.2 As part of the Science Curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.
- 5.4.3 **From Year 5 onwards, we teach Sex Education, including Puberty, Changing Emotions and feelings and priorities, Human Reproduction and the importance of strong and robust relationships as a way of providing children with a secure, family environment. This is in line with what pupils learn about conception and birth as part of the national curriculum for science.**
- ## **6 The role of parents/carers**
- 6.1 The school understands the primary role in children's RSHE lies with parents and carers. 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:

- inform parents about the school's RSHE policy and practice;
- answer any questions that parents/carers may have about the RSHE of their child;
- take seriously any issue that parents/carers raise with teachers or governors about this policy, or about the arrangements for RSHE in school;
- encourage parents/carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- make the RSHE resources used in our lessons available for viewing;
- **We are also making clear that the concept of gender identity – the sense a person may have of their own gender, whether male, female or a number of other categories – is highly contested and should not be taught. This is in line with a cautious approach on gender questioning children. Along with other factors, teaching this theory in the classroom could prompt some children to start to question their gender when they may not have done so otherwise, and is too complex a theory for children to understand.**

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

- 6.2 We acknowledge that parents/carers have the right to withdraw their children from all or part of the Sex Education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the National Science Curriculum. Parents/carers are encouraged to establish exactly what is covered in the RSHE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent/carer wishes their child to be withdrawn from any part of our RSHE lessons, they should discuss this first with the PSHE lead, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents/carers in this regard.

7 Confidentiality:

- 7.1 Teachers conduct RSHE 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 deal with it as a matter of safeguarding/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 named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with health care professionals and other relevant agencies, as set out in our Child Protection and Safeguarding Policy and KCSIE.

8 The role of the PSHE lead and headteacher:

- 8.1 It is the responsibility of the PSHE lead to ensure that both staff and parents/carers are informed about our RSHE policy, and that the policy is implemented effectively. It is also the PSHE leads responsibility to ensure that members of staff are given enough training, so that they can teach about relationships and sex effectively and handle any difficult issues with sensitivity.
- 8.2 The PSHE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review:

- 9.1 The governing body is responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents/carers about the RSHE programme and require the headteacher to keep a written record of parents' comments.
- 9.2 This policy will be reviewed every two years, or earlier depending upon the new guidance for delivery of RSHE.

Date: September 2022

Reviewed: September 2023

Reviewed: September 2024

Policy to be reviewed in: September 2025