Truro and Penwith
Academy Trust

Relationships, Sex and Health Education policy

Approved by:	LMC	**Date:**	
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Introduction

This is the policy of Sennen School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Local Governing Body following a consultation with parents and carers.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017).*

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Throughout our RSHE curriculum, as with all learning at Sennen, run our core values. We aim to provide an education that will equip our pupils for a lifetime of learning. As well as highly valuing academic achievement, we passionately believe in developing the core learning skills of ready, respectful, responsible. These values are instilled and reinforced in all aspects of school life as our children thrive in a supportive community environment.

Aims

The aims of our RSHE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Trustees/governors

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.
- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Overseeing external visitors and resources used in RSHE.

All staff

Staff are responsible for:

- To understand and implement the policy of RSHE.
- Delivering the agreed RSHE curriculum in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from certain components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- RSHE will be covered as part of our regular PSHE sessions.
- Sessions will be of sufficient length to allow children to explore topics and reflect on their learning.
- Cross curricular links and visitors will be used to enhance, not replace taught sessions.
- Sessions will be taken by a qualified teacher as is usual with PSHE

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

The school has chosen to use the *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all the statutory content, for each year group.
See Appendix 1 & 2 for full coverage for each year group.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education **unless** what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The Kapow Primary lessons that are deemed to be sex education are:

- *Year 6: Safety and the changing body, Lesson 5: Conception*
- *Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth*

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Arrange a meeting with the Headteacher to discuss concerns.
- Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:
In school:

- Class teacher.
- Specific staff members.

External:

- Local agencies.
- National agencies such as Childline.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed Nov 27

Appendix 1 – Whole School Curriculum Map

EYFS					
Autumn 1 – All About Me and My Feelings **How do I know what I am feeling? How can I manage my feelings?**	Autumn 2 – Light, Celebration and Togetherness **Why do people celebrate and how is this different across communities?**	Spring 1 – Once Upon a Problem (Tales with a Twist) **What do these tales tell us about personal safety, independence and resilience?**	Spring 2 – Amazing Animals – New Life and Discovery **How can we keep our bodies healthy?**	Summer 1 – Grow, Grow, Grow **Which foods help us stay healthy?**	Summer 2 – Oh I Do Like to Be Beside the Seaside **What can we do to look after our teeth?**
Years 1- 5: across the year, lessons are taught within each of the following strands:					
Family and Relationships	**Health and Wellbeing**	**Safety and the Changing Body**	**Citizenship**	**Economic Wellbeing**	
Year 6					
Family and Relationships	**Health and Wellbeing**	**Safety and the Changing Body**	**Citizenship**	**Economic Wellbeing**	**Identity**

Curriculum coverage breakdown – see curriculum overview on website

Appendix 3 – Withdrawal form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	