

Mountfields Lodge Primary School



Relationships, Sex and Health Education Policy

Aim High, Reach for the Sky

Introduction

The ethos at Mountfields Lodge is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Relationship, Sex and Health Education (RSHE).

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area.

It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

Definition

Relationship and Sex Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at Mountfields Lodge School sex education is designed and implemented in an age appropriate way and is tailored to the physical and emotional maturity of the pupils.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

Key Objectives

The key objectives of our RSHE programme is to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

The Curriculum:

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

The Jigsaw Programme we use offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Relationships Education

Our Relationships Education will cover :

- Families and people who care for me
- Caring friendships', 'Respectful relationships
- Online relationships
- 'Being safe

How we use the Jigsaw programme to cover these is outline in the Year Group overviews (appendix 1)

The *Relationships Puzzle* (unit) in our Jigsaw teaching covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the *Celebrating Difference Puzzle* (unit) helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

- Our Health Education will cover:
- 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

How we use the Jigsaw programme to cover these is outlined in the Year Group overviews (appendix 1)

The *Healthy Me Puzzle* (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the *Changing Me Puzzle* (unit).

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Mountfields Lodge School, we believe children should understand the facts about human reproduction before they leave primary school. Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the *Changing Me Puzzle* (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit)

e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

We will inform parents of this right before the Changing Me Puzzle is taught.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

Equality, Inclusion and Support

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination.

Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic.

At Mountfields Lodge School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at the Academy fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met– this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

External Agencies and Services

The school actively encourages the involvement of external agencies and services in supporting the delivery of Drug Education. Their contribution will complement other teaching and be appropriate to the age and maturity of the pupils involved. Class teachers will always be involved so they can deal with questions and concerns.

Assessment, Recording and Reporting

The assessment, recording and reporting of R.S.H.E will take place in accordance with school policy.

Understanding will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including draw and write, discussion, quizzes, scrutiny of work and pupil self- assessment, peer assessment and project assessment.

Confidentiality

With the children's help, ground rules are established in lessons to ensure confidentiality is maintained. Pupils are made aware that there may be instances where confidentiality has to be broken by staff, but only when this will be in their best interests. A member of staff who has reason to believe a child is vulnerable will inform the Designated Senior Person for Safeguarding as soon as is practical.

Management and Co-ordination

In accordance with government guidance, this school has a member of staff who is responsible for the provision. This responsibility is held by the PSHE Coordinator. The co-coordinator has responsibility for supporting policy implementation by providing advice and support to staff, governors and parents.

They will therefore ensure that:

- The Relationships, Sex and Health Education Policy is shared to all members of the school community and is understood
- Clear roles and responsibilities for policy implementation are identified
- The underpinning aims and values of RSHE are made explicit
- The development of good relationships between the school, parents and other agencies
- The equality of opportunity is promoted
- Provision is made for ongoing professional development within the field of RSHE
- The link is made explicit between RSHE and other school policies

Staffing and Staff Development

All staff need access to professional development and support that relates to the drug education curriculum and its style of delivery. A range of provision will be identified that meets staff needs across a range of roles and responsibilities.

Areas of staff expertise and individual staff development will be identified through existing staff development systems.

Monitoring, Evaluation and Review

Effectiveness of drug education, including the personal development of pupils, will be monitored, evaluated and reviewed by PHSE and Citizenship co-coordinator. This will be done through: learning walks, pupil attitude surveys, discussion with staff, parents and children, pupil interviews, review of resources and schemes of work, evaluations of events.

This policy should be read in conjunction with the following documents: –

Child Protection Policy

PSHE curriculum statement

Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Guide for Parents and Carers about Relationships and Sex Education in Jigsaw

