



## **Relationships, Health and Sex Education (RHSE) Policy (Whole School)**

### **Aims**

To make clear what the School's approach is with regard to the provision of Relationships, Health and Sex Education (RHSE) for all our pupils and the guidelines and procedures within which the School operates. The policy is informed by Department for Education guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019 and updated in July 2020, Preventing and Tackling Bullying (updated in 2017) Working Together to Safeguard and Promote the Welfare of Children (updated in December 2020) and Keeping Children Safe in Education (updated in September 2021) and the Equality Act 2010 (revised June 2014).

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

### **Rationale**

Relationships, Health and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of healthy, respectful, loving and caring relationships focusing on family and friendships in all contexts, including online. In UKS2, it is also about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive Relationships, Health and Sex Education does not make young people more likely to become sexually active at a younger age. At Avon House, we are committed to providing a spiral curriculum that is broadly based, balanced and meets the needs of all pupils by being age and developmentally appropriate and complementing and reinforcing what pupils learn at home from parents and carers.

Avon House School believes that Relationships, Health and Sex Education will be a foundation to build on further in secondary school. It therefore provides support for the personal, moral and social development of all pupils, ensuring that they have access to clear information about puberty (from Year 4) and personal hygiene. It develops the individual's awareness and understanding of their own sexuality and that of others in a positive way, and should encourage them, when older, to enjoy relationships based on mutual respect, dignity and responsibility, free from any abuse. The aims of this programme delivered at Avon House are:

- To establish what pupils know, understand, think and feel.
- To provide information about the emotional, moral, intellectual, physical and social aspects of human and sexual development.
- To educate against ignorance, sexism and prejudice and to promote equal opportunity.
- To develop in pupils an understanding of and pride in their own bodies, accepting variations in rates of growth, assisting in adjustment to changes and reassurance that this is part of the cycle of life.
- To explore family life, including different family structures.
- To appreciate differing personal and gender identities (UKS2)

We take account of (amongst other things) the ages of pupils and their learning abilities in order to deliver the curriculum appropriately and ensure delivery of content of learning is accessible to all pupils. Reasonable adjustments are made to alleviate disadvantaged pupils and those with SEND. We understand the importance of recognising the protected characteristics as listed in section 4 of the Equality Act 2010, which are the following:

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

RHSE will be taught in a moral and values framework, which focuses on the following aspects:

- Self-respect and respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- Taking account of other people's feelings
- Mutual support and co-operation
- Truthfulness and honesty
- Accepting responsibility for the consequence of our own actions
- The right of people to hold their own views
- Not imposing our own views on other people
- Not infringing the rights of other people
- The right not to be abused by other people or be taken advantage of
- The right to accurate and balanced information about sex-related issues at an appropriate time
- The right to access services which offer support to children

## **Implementation**

The teaching of RHSE is delivered through PSHEE, Science and class discussions. It is taught by class teachers and, if appropriate, the welfare administrator. A range of teaching methods which involve children's full engagement are used to teach RHSE. These include use of video, discussion and looking at case studies. Some topics can also occasionally arise incidentally in other subjects, such as Geography, History, Computing, RE, English, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Sex Education is usually delivered in mixed gender groups to Year 5 and above, however, there may be occasions where single gender groups are more appropriate and relevant. There are three or four lessons in the second half of Summer term which fall under the umbrella of Sex Education for Years 5/6. Lessons lower down the school around body changes are deemed to fall under science and/or Health Education.

Planning also takes into account supporting children with distinguishing between different types of online content and making well-founded decisions around what to view and time spent online. Online safety and appropriate behaviour will be addressed in a way relevant to pupils'

lives including coverage of information and data sharing and online exaggeration. Ways to report abuse of boundaries, including in an online context, will be explored.

### Strategies for teaching

There is no prescriptive form for RHSE; some classes use information giving, discussion or online material, informal or formal. Learning will happen in the form of individual work, paired and/or group tasks. Time will be given to enable the pupils to reflect and ask questions. For those who have questions they do not want to ask in class, they can speak to the teaching staff or welfare administrator separately. All questions will be answered sensitively and without identifying the pupil.

Relationships, Health and Sex Education content			
F2	Family life Making friends Falling out and making up Being a good friend Dealing with bullying Growing up - baby to now Bodies (no names of sexual parts) Respecting our bodies and looking after them e.g. personal hygiene	Y1	Recognising bullying and how to deal with it Celebrating differences between people Making new friends Belonging to a family Being a good friend Physical contact preferences People who help us Qualities as a friend and person Celebrating people who are special to us Life cycles – animal and human Changes in us Changes since being a baby Differences in female/male bodies (science names) Respecting your body/understanding private parts
Y2	Assumptions/stereotypes about gender Understanding bullying Making new friends Learning with others Group co-operation Different types of family Physical contact boundaries Friendship and conflict Secrets (including worries) Trust and appreciation Expressing appreciation/special relationships Life cycles in nature Growing from young to old Differences in female/male bodies (science names) Appreciate privacy around body parts Keeping safe online and who to go to for help	Y3	Seeing things from others' perspectives Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments Respect for self and others Healthy and safe choices Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being aware of how choices affect others Awareness of other children's different lives Expressing appreciation for family and friends Family stereotypes Expressing feelings when seeing babies Emotional and physical needs of a baby Changes from baby to adult (lifecycle) Exterior body changes when growing up

Y4	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding bullying and bystander role</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p> <p>Working in a group and group dynamics</p> <p>Democracy</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Love and loss, memories of loved ones</p> <p>Getting on and falling out</p> <p>Showing appreciation of people and animals</p> <p>External and internal body changes during puberty</p> <p>Menstruation</p> <p>Feelings around body changes</p> <p>Having a baby as a personal choice</p> <p>Confidence in change/accepting change</p>	Y5	<p>Cultural differences - how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying including homophobic</p> <p>Enjoying and respecting other cultures</p> <p>Body image</p> <p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling, addictions</p> <p>Reducing screen time</p> <p>Internet safety rules</p> <p>Dangers of online grooming</p> <p>Self and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls/puberty for boys in more detail</p> <p>Menstruation</p> <p>Sexual intercourse and conception</p> <p>Growing responsibility and independence</p> <p>Coping with change</p>
Y6	<p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice, universal rights</p> <p>Anti-social behaviour</p> <p>Role-modelling</p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles/power and control</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Difference as a cause of conflict</p> <p>Difference as a cause for celebration</p> <p>Empathy</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Being assertive</p> <p>Technology safety and using it responsibly</p> <p>Self-image, body image</p> <p>Puberty and feelings, truths and myths</p> <p>Personal hygiene</p> <p>Physical attraction, personal and gender identities, boyfriends/girlfriends</p> <p>Sexual intercourse, conception, baby development and birth</p> <p>Reflections about changes</p> <p>Respect and consent</p>		

### **Withdrawal from Sex Education elements of the curriculum**

PSHEE, Science and Relationships Education are compulsory in all primary schools under DfE statutory guidance. Avon House has chosen to deliver Health Education as part of the wider PSHEE curriculum already obligatory under Independent Schools Standards Regulations.

Parents have the right to request that their child be withdrawn from some or all of the Sex Education lessons taught in Years 5 and 6, other than those elements which are required by the National Curriculum Science Order programme. We would like parents to consider the social and emotional effects of being excluded from this important learning - indeed the DfE recommends that all primary children, for their health, safety and wellbeing, are “prepared for the changes that adolescence brings”. We believe that at Avon House, we have prepared a Sex Education programme that provides older pupils with accurate, reliable information that will allow them to feel confident and ready for the statutory content at secondary school.

Letters are issued to parents of relevant year groups prior to Sex Education lessons taking place. Parents are encouraged to speak with the RPS Coordinator or welfare administrator if they have any questions or concerns and an informal meeting will be held in late Spring term, which parents of all year groups are invited to attend. Examples of resources and slides that we plan to use will be shared at this meeting.

Those still wishing to withdraw their child from Sex Education are then requested to write to the Head Teacher in the first instance.

### **Confidentiality**

A pupil should understand that they can talk to their teachers in confidence. However, if the teacher concerned believes that a pupil is at risk or in danger, he/she will follow the school's Safeguarding Policy and seek advice from the Head Teacher or the Deputy Head. The pupil concerned will be informed that the confidentiality is to be breached and the reasons why. The teacher or member of staff will support the pupil through the process. We strive to establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that ‘ground rules’ are agreed and owned at the beginning of the lessons. This includes the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We do not ask personal questions
- We respect each other's privacy (confidentiality)

### **Safeguarding**

Teachers need to be aware that effective RHSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead (DSL), in line with the school's Safeguarding Policy. A member of staff cannot promise confidentiality and must follow the school protocols in this regard.



## **Monitoring and Evaluation**

Monitoring is the responsibility of the Senior Leadership Team and the RPS Coordinator. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers' planning and feedback. This policy will be kept under review working in line with parents and will be updated at least annually by the RPS Coordinator.

Reviewed September 2018 JM

Reviewed September 2019 NC

Reviewed June 2021 HD

Reviewed October 2021 HD

Reviewed August 2022 HD

Reviewed August 2023 PH