



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future

The Parable of The Wise and The Foolish Man
(Matthew, Chapter 7, verses 24 to 27 and the Gospel of Luke, Chapter 6, verses 46 to 49)

RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

NB: This policy has been discussed and considered for equality giving consideration to the protected characteristics - gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy or maternity and any other recognised area of discrimination.

Reviewed: Spring 2023

Date of review: Spring 2024

Approved by the Full Governing Body

Signature of Chair of Governors: Mrs Val Phillips

Signed:

Relationships, Health and Sex Education (RHSE) will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships.

(Church of England Charter for faith sensitive and inclusive relationships educations, relationships and sex education and health education)

Introduction

We are aware at our schools that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way. Here we outline our RHSE policy and the purpose of delivery in our Federation.

The aims of Relationships, Health and Sex Education (RHSE) across our Federation are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support.

Thurlow and Hundon Primary Federation considers that Relationships, Health and Sex Education (RHSE) is an integral part of our Personal, Social, Health and Economic (PSHEE) Education curriculum.

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

Statutory requirements

As a Federation which includes a community primary school and a voluntary controlled Church of England primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, however, we do need to teach the elements of sex education contained in the statutory science curriculum. In teaching RHSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Hundon and Thurlow Federation we teach RHSE as set out in this policy.

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RHSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RHSE_and_Health_Education.pdf)

Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values. RHSE is not about the promotion of sexual activity.

Curriculum

Our RHSE curriculum is embedded within our PSHEE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

For more information about our curriculum, see our curriculum map in Appendix 1.

Relationship Education will teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults (RHSE and Health Educations 2020). This will include:

- What a healthy relationship is drawing from a range of contexts including online safety.
- What a healthy friendship is
- What family means; how all families look different
- Who are the people who can support them
- How to take turns
- Treat people with kindness, consideration and respect
- The importance of honesty and truthfulness
- Establishing personal space and boundaries
- Showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other contact.
- Recognise and to report abuse including emotional, physical and sexual abuse.
- Positive emotional and mental well being

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationship and sex education is placed within the context of talking about feelings and relationships and understanding the body and the way it changes as we grow. Ensuring RHSE is embedded within PSHEE will ensure a focus upon self-esteem and respect for self and others.

The RHSE programme also includes elements of the statutory Science curriculum, which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum 2014 Science. See appendix A for the National Curriculum Science 2014 programme of study.

How RHSE is taught

Our RHSE curriculum has been devised using the PSHE Association resources and The Children's Health Project. It is taught weekly by class teachers on a two year rolling programme. Each unit of work links to our themed learning and our school values. See appendix 1.

A range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. Most of the time PSHEE is taught in mixed year groups and gender; however, with subjects such as menstruation and puberty these are taught in Year 5 & 6, in their gender groups.

Science Curriculum and RHSE

Early Years Foundation Stage children learn about life cycles as well. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (Years 1 - 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (Years 3 - 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement • To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Safe and Effective Practice

High quality RHSE is taught:

- by the class teacher or a member of the teaching staff who is known to the pupils.
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SLT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace

Teachers ensure that the learning environment is safe by:

- setting clear ground rules which are to be adhered to by all staff and pupils present
- organising seating so that pupils do not feel threatened or embarrassed
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered - age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

Ground Rules for RHSE may include:

This is an agreed list of ground rules set up to ensure a sensitive approach and delivery of RHSE in our Federation. Class-appropriate ground rules will be drawn up at the start of the unit by the children and class teacher and will be discussed with the children at the beginning of each session.

- Be kind to each other ~ no put downs
- No personal questions
- Listen to each other
- Be honest ~ say what you feel and believe and not what you think you should say
- Have fun
- Join in ~ if you can
- Keep confidentiality
- Use words we all feel comfortable with

Safeguarding

How will child protection, safeguarding and confidentiality protocols support the safeguarding of our children?

- Recognition that effective RHSE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to the Designated Safeguarding Lead (DSL.) The DSL is Mrs FitzGerald.
- In event of a disclosure staff follow our Federation safeguarding referral procedures

- Prior to teaching of RHSE commencing, teachers consult with DSL to ensure relevant issues can be addressed and student needs met
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

Visitors/outside agencies - how will they be informed about safeguarding and the whole school approach?

- Recognition that there may be times when a suitably trained and/or experience visitor may be invited to speak to students and contribute to the delivery of RHSE
- Visitors should be sent and be familiar with relevant policies in advance
- Content of session discussed and agreed, with resources checked in advance
- Your own procedures with regard to visitors on site

Protocols to support those at risk/vulnerable:

- DSL will decide most appropriate course of action following any safeguarding referral
- Ensuring all students receive age appropriate RHSE
- Provision offered is appropriate to needs of students
- Further places of support are signposted in lessons
- Any further relevant protocols in place in own school setting

Roles & Responsibilities:

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

The RHSE Lead will:

- Endeavour to keep up-to-date with materials and guidance for RHSE, in line with other curriculum areas.

- Monitor the quality of provision of RHSE through learning walks, work scrutiny and pupil perception interviews.
- Provide or source appropriate support and training for staff in areas of need.
- Source age appropriate resources to support the teaching of the RHSE curriculum.
- Monitor the progress of pupils within the subject.

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENDCo to identify and respond to individual needs of pupils with SEND
- Work with the School Leadership Team and curriculum leaders to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

Liaison with Parents and Carers

Our Federation would like to share responsibility with parents and carers in the delivery of RHSE. We are confident that good communication and sharing our philosophy, aims and purpose of RHSE will enable parents/carers to support our programme.

Parents and carers have the right to withdraw their children from sex education which is not part of the National Curriculum. However, we do not intend to teach any areas outside of the statutory requirements. Parents and carers cannot withdraw their child from the relationships and health education ~ this is statutory.

Appendix 1

2022-23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2	What makes a good friend? (Year 2)	How do we recognise our feelings? (Year 2)	What is the same and different about us? (Year 1)	What is bullying? (Year 2)	Who helps to keep us safe? (Year 1)	What can we do with money? (Year 1)
Year 3 and 4	How can we be a good friend? (Year 3)	What are families like? (Year 3)	How will we grow and change? (Year 4)	How do we treat each other with respect? (Year 4)	How can our choices make a difference to others and the environment? (Year 4)	How can we manage risk in different places? (Year 4)
Year 5 and 6	How can friends communicate safely? (Year 5)	Mental Health Being kind	What decisions can people make with money? (Year 5)	How will we grow and change? (Year 4)	What will change as we become more independent? (Year 6) How do friendships change as we grow? (Year 6)	

2022-23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Year 1 and 2	How can we look after each other and the world? (Year 1)	What jobs do people do? (Year 2)	Who is special to us? (Year 1)	What helps us to stay safe? (Year 2)	What helps us stay healthy? (Year 1)	What helps us grow and stay healthy? (Year 2)
Year 3 and 4	How can we manage our feelings? (Year 4)	Why should we keep active and sleep well? (Year 3)	What makes a community? (Year 3)	What strengths, skills and interests do we have? (Year 4)	Why should we eat well and look after our teeth? (Year 3)	What keeps us safe? * inc online safety (Year 3)
Year 5 and 6	How can we help in an accident or emergency? (Year 5)	How can drugs common to everyday life affect health? (Year 5)	How can we keep healthy as we grow? (Year 5)	What jobs would we like? (Year 5)	How can the media influence people? (Year 6)	

NB: Blue filled boxes indicate SRE units

Appendix 2 ~ Key Vocabulary Progression

Below are the vocabulary lists for RHSE. These give an indication of the words that we want children to become familiar with during each key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' RHSE vocabulary and understanding.

Where a yellow box is shown, this indicates that the previous year's vocabulary is used and not necessarily built upon.

Key Stage 1

EYFS	
YEAR 1	
YEAR 2	<p>Boys, girls and families: Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vagina, penis, growing, changing</p>

Key Stage 2

YEAR 3	
YEAR 4	<p>Growing up and changing: Baby, toddler, school aged, teenager, adult, elder, age, difference, physical changes, puberty, reproduction, stereotyping, individual, menstruation, periods, relationship, sex cells, sperm, egg, hygiene, grooming, clean, strategies, anxious, lifecycle, grow, change, strategies, emotions, relationships, support, advice</p>
YEAR 5	
YEAR 6	<p>Healthy relationships / how a baby is made: Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping age, religion, culture, values, relationships, differences, love, reproduction, human life cycle, reproduction organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, wet dreams, erection, vagina, contraception, lifecycle, roles, sex, support, advice</p>