

(Health), Relationships and Sex Education policy

[Yardley Primary School]



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1. Aims

The aims of health, relationships and sex education ((H)RSE) at our school are to:

- › Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line
- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development
- › Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

The teaching of PSHE also underpins the message of our key school values: Respect, Responsibility, Enjoyment, Honesty and Trust as well as our behavior policy, an emphasis on good manners and a healthy attitude to competitive sport. The school also promotes the British values of: Respect, Rule of Law, Democracy and Tolerance of Others Beliefs. The school engages with the standards in the Unicef Rights Respecting Schools Award.

2. Statutory requirements

As a maintained 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 but we do need to teach the elements of sex education contained in the science curriculum. However, Yardley Primary School believes that in Upper Key Stage 2 pupils, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching some aspects of sex education.

In teaching (H)RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

At Yardley Primary school we teach (H)RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance to revise our current policy
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy on request and to submit comments
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

(H)RSE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity.

(H)RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, and staff, 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 appropriate manner so they are fully informed and don't seek answers online.

The school does not follow a commercial PSHE scheme of work but teachers are free to use any appropriate resource to support the delivery of their lessons.

Primary sex education will focus on:

- Using the correct anatomical language for genitalia
- How a baby is conceived and born

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

6. Delivery of (H)RSE

(H)RSE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of (H)RSE are taught within the science curriculum and during sex education

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

In terms of sex education in lessons (Year 5 – How bodies change during puberty and Year 6 – How babies are made). Both years include the correct names for genitalia.

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information about our (H)RSE curriculum, see Appendices 1 and 2.

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).

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the (H)RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that (H)RSE is taught consistently across the school, and for managing requests to withdraw pupils from specific sex education lessons in Years 5 and 6.

7.3 Staff

Staff are responsible for:

- › Delivering (H)RSE in a sensitive way
- › Modelling positive attitudes to (H)RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish to withdraw them from specific sex education lessons in Years 5 and 6.
- › Staff do not have the right to opt out of teaching (H)RSE. Staff who have concerns about teaching specific sex education lessons are encouraged to discuss this with the headteacher.
- › The school's PHSE education lead is Georgia Georgiou.
- › The school's SENDco is Susanna Odysseas.

7.4 Pupils

Pupils are expected to engage fully in (H)RSE and, when discussing issues related to (H)RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the specific sex education lessons taught in Years 5 and 6.

Teachers will send out a permission slip ahead of teaching specific sex education lessons and parents can either allow their children to take part in these lessons or request that they are withdrawn. Parents are also given the option to review the materials used in these lessons and to make a decision after this.

Alternative work will be given to pupils who are withdrawn from specific sex education lessons in Years 5 and 6.

9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

10. Training

Staff will be trained on the delivery of (H)RSE either as part of their induction or as part of a planned programme of professional development.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching (H)RSE.

11. Monitoring arrangements

The delivery of (H)RSE is monitored by the PSHE TLR as well as all members of the leadership team through planning scrutiny, learning walks and discussions with pupils.

Pupils' development in (H)RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher, annually. At every review, the policy will be approved by the governing Body.

