

Great Corby School



GREAT CORBY SCHOOL & NURSERY

Draft Relationships, Sex and Health Education

2021- 2023

APPROVED BY ¹:

Name: K Williamson

Position: Headteacher

Signed: 

Date: March 2021

Review Date ²: March 2023

¹ The Governing Body is free to delegate the approval of this Policy to a Committee of the Governing Body, an individual Governor or the Head teacher

² The Governing Body are free to determine the review frequency of this Policy

1 Introduction

1.1 We have based our school's Relationships Sex and Health Education policy on the DfE guidance documents 'Department for Education (DfE) (2019a) Relationships Education, Relationships and Sex Education (RSE)' and 'Health Education: Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (PDF)'. These documents explain the importance for children and young people to know how to stay safe and healthy, and how to manage their academic, personal and social lives in a positive way. The Relationships Education, Relationships and Sex Education (England) Regulation 2019, made clear under section 34 & 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. Relationships and Sex Education is part of the personal, social and health education (PSHE) curriculum in our school. While we use Relationships and Sex Education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation.

1.2 Policy References

DFE Guidance for Schools (2019a)
Department for Education 2002 (Section 80A)
Coram Life Education SCARF resources

2 Aims and objectives

Relationships, Sex and Health Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute in an appropriate way. Parents will be fully aware of policies and practice

2.1 We teach children about:

- learning to manage emotions and relationships confidently and sensitively
- developing respect for self and others
- learning to make informed choices
- developing the ability to understand the consequences of their decisions and actions and to manage conflict.
- developing healthy, safe lifestyles
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making
- the physical development of their bodies as they grow into adults;
- emotions, relationships and reproduction;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;

3 Context

3.1 We teach sex education in the context of the school's aims and values framework. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

4 Curriculum Content

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change and 'How did we get here?'
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for basic parts of the body
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for puberty and changes in the human body

5.1 Organisation and management

It is the responsibility of the Head Teacher to liaise with RHSE co-ordinator to ensure that both staff and parents are informed about our relationships health and sex education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that staff are given training, so they can teach effectively and handle any difficult issues with sensitivity.

The teaching of RHSE is the responsibility of the class teacher in line with the SCARF Scheme of Work, which incorporates all aspects of the RHSE Statutory Guidance. This will be monitored by the RHSE Coordinator as part of the annual process of self-evaluation and review. Discrete RHSE lessons are taught to pupils through lesson plans and resources provided in the SCARF scheme of learning. This Scheme of Work includes a comprehensive set of age-appropriate online lesson plans, and related activity materials, for all primary year groups. SCARF also signposts teachers to further useful resources and educational films created by highly respected education and prevention charities such as the NSPCC and CEOP.

6 Inclusion

6.1 Great Corby school is an inclusive school and we are opposed to all forms of discrimination based on race, gender, faith, language, sexual orientation, age, disability or any other status. Language which is racist, sexist, homophobic or potentially damaging to any group will not be tolerated and will be challenged (see Equalities Policy 2018-2022). The SCARF Scheme of Work seeks to engage all children through planning a wide range of activities, matching children's learning styles. Activities and discussions in single sex groups are used where appropriate, addressing the need for pupils from cultures where it is only acceptable to speak about the body in single gender groups and for the differing needs of girls and boys. For children with special educational needs or learning difficulties work will be planned in different ways in order to meet the individual needs of pupils.

7 The role of parents

7.1 The school is well aware that the primary role in children's Relationship Health and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's Relationships Health and Sex Education policy and practice;
- answer any questions that parents may have about the education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships health and sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RHSE education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

8 Rights of withdrawal

- 8.1** From September 2020, parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
However, parents do have the right to request that their child be withdrawn from any aspect of Sex Education other than those which are part of the science curriculum. Requests for withdrawal should be put in writing to the head teacher. The head teacher will discuss with parents the benefits of receiving this important education and any effects that withdrawal might have on the child. RSHE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

9 The role of other members of the community

- 9.1** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RHSE programme. Other people that we may call on include local clergy, social workers and youth workers.

10 Confidentiality

- 10.1** Teachers conduct RHSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher who is our Designated Safeguarding Lead. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

11 The role of the head teacher

- 11.1** It is the responsibility of the head teacher to ensure that both staff and parents are informed about our Relationships, Sex and Health Education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 11.2** The head teacher liaises with external agencies regarding the school's RHSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 11.3** The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

12 Monitoring and Evaluation

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures may include:

- lesson observations
- the appropriate person reporting back to the Staffing and Curriculum committee
- evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery
- evaluation of the programme linked to individual teacher feedback.

13 Support and Training

The governors acknowledge that the effective teaching of RHSE requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.