

# Glenbrook Spencer Academy



# Relationships, Sex and Health Education Policy

The Local Governing Body of Glenbrook Spencer Academy adopted this policy statement in **September 2020**

It will be reviewed no later than **September 2022**

## Contents

1.1 Introduction	3
1.2 RSHE	4
1.3 Safeguarding	4
1.4 The Moral and Values Framework	5
1.5 Aims of Relationship and Sex Education	5
1.6 Context	6
1.7 Teaching and Learning including Delivery of the Curriculum	6
1.8 The Role of Parents	7
1.9 The Role of the School and Other Members of the Community	7
2.0 Confidentiality	7
2.1 Answering Difficult Questions	8
2.2 Procedures for Withdrawal of Pupils	8
2.3 Pupils with Additional Needs	8
2.4 Monitoring and Evaluating the Policy	8
<b>Appendices :</b>	
RSHE curriculum overview	9
Parents Guide	10-11

## 1.1 Introduction

The teaching of Relationships, Sex and Health Education at Glenbrook Primary School is tailored specifically to the needs of our pupils. We use a cross-curricular approach, embedded in our curriculum, to offer children the opportunity to understand important issues and ask questions in a safe, supportive environment. 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. This policy reflects the requirements of the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance. Relationships, Sex and Health Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationship, Sex and Health Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support that they need to grow and develop.

In this document, Relationships, Sex and Health Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use RSHE as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding RSHE, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Relationships, Sex and Health Education. It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision where this is required.

## 1.2 RSHE

The new RSHE curriculum guidance from Government is available at :

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf))

The new relationships part of the curriculum will cover five main topics 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The new curriculum allows schools to decide on the content of the sex education programme, and ensure that it is 'tailored to the age and the physical and emotional maturity of the pupils'. 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'. We will do this through our S.C.A.R.F sessions during a dedicated week of teaching RSHE during the summer term, where, in the weeks before, parents will be invited in to look at the sessions being taught and to have a place to raise concerns and to have questions answered.

The Health Education section in the new curriculum has for main topics: puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. Together, along with the Science curriculum, the RSHE curriculum aims to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

## 1.3 Safeguarding

It is widely agreed that all children must be able to identify abusive behaviour, and be able to seek help if they are experiencing or notice abuse. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. The new curriculum promotes equal, safe and enjoyable relationships and is to be taught in a way which fosters both gender, and LBQT equality, which is line with the Equalities Act 2010.

## 1.4 The Moral and Values Framework

Relationships, Sex and Health Education is required to be taught within a moral framework. Children at Glenbrook learn about moral values through all aspects of school life and in all curriculum areas, including detailed discussion of moral issues in regular RSHE sessions as well as through our PLACE values. This focus on moral values is also evident in RSHE. We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

## 1.5 Aims of Relationship and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education through Glenbrook's curriculum aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem and self-confidence;
- provide confidence to be participating members of society; to value themselves & others;
- prepare pupils for puberty;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively - referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.

## 1.6 Context

We teach Relationships, Sex and Health Education in the context of the school's curriculum and life skills framework. Whilst Sex and Relationships 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 work in school. In particular, we teach Relationships, Sex and Health Education with the beliefs that:

- RSHE should be taught in the context of loving relationships and family life;
- RSHE is part of a wider personal, social, 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-awareness and self-control.

## 1.7 Teaching and Learning including Delivery of the Curriculum

We teach Relationships, Sex and Health Education discretely through the class teacher and some of the biological aspects are covered in Science. The 'Growing and Changing' RSHE content is covered during one week in the Summer term and we use learning objectives and resources from the S.C.A.R.F curriculum (<https://www.coramlifeeducation.org.uk/>)

The Glenbrook curriculum for RSHE maps out objectives for each year group. These themes progress as children move through the school. These Objectives and associated resources for RSHE are kept centrally in school and accessed by year group teachers. Curriculum coverage is monitored each term through learning walks, focus groups and questionnaires and is reviewed on a yearly basis.

At Glenbrook, we also teach Relationships, Sex and Health Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

As Relationships, Sex and Health Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## 1.8 The Role of Parents

At Glenbrook Primary School, we understand that the primary role in children's Relationships, Sex, and Health 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 RSHE policy and practices;
- answer any questions that parents may have about the RSHE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.

## 1.9 The Role of the School and Other Members of the Community

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. Health professionals are expected to work within the school's RSHE policy and on the instructions of the Head of School.

## 2.0 Confidentiality

Teachers conduct Sex and Relationships Education 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, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.



## 2.1 Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Head of School who can discuss the matter with the parent, or follow other appropriate procedures.

Where appropriate, question boxes are made available to the student so that they may ask questions that are not answered during the lesson being taught. Teachers will use their professional judgement when dealing with any such questions and will refer to the child protection policy and all relevant safeguarding information when answering.

## 2.2 Procedures for Withdrawal of Pupils

Parents can still remove their children from the sex education element of the new curriculum. There is no option for parents to remove their children from Relationships or Health Education. It is recommended that all schools keep a record of any requests by parents to remove their children from any part of the RSHE. However, we do ask that should you be considering such a step, please first talk it through with your child and their class teacher, and then, if necessary, contact the Head of School.

## 2.3 Children with Additional Needs

It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional needs are properly included in RSHE. This may mean additional support within lessons, small group or individual lessons and the adapting of resources to enable access. Parents may need to be consulted individually with regards to children with additional needs, especially if the pupil has very low mental and/or emotional age.

## 2.4 Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy will be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

Written By: Will Munday, Wellbeing Curriculum Director

## RSHE Curriculum Overview

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

The scheme of work for RSHE at Glenbrook maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

For example: **Family and Relationships:**

EYFS: Family Networks

Y1: Family

Y2: Everybody Needs Caring For

Y3: Family Differences

Y4: Changing Relationships

Y5: Building Good Relationships

Y6: Being a Good Parent

We also teach RSHE through other subject areas (e.g. Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## A Parents' Guide to content covered in RSHE week – Summer term – Years 1 to 6 (EYFS not included) – 1

**Year 1 - 'Growing and Changing' objectives** - Name major internal body parts, Understand and explain the simple bodily processes associated with them, Understand some of the tasks required to look after a baby, Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, Identify things they could do as a baby, a toddler and can do now, Identify parts of the body that are private; Describe ways in which private parts can be kept private, Identify people they can talk to about their private parts.

**Year 2 - 'Growing and Changing' objectives** - Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these stages, Identify which parts of the human body are private, Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person, Explain what privacy means, Know that you are not allowed to touch someone's private belongings without their permission, Give examples of different types of private information.

**Year 3 - 'Growing and Changing' objectives** - Identify different types of relationships and recognise who they have positive healthy relationships with, Understand what is meant by 'body / personal space', Identify when it is appropriate or inappropriate to allow someone into their body space, Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret, Recognise how different surprises and secrets might make them feel, Know who they could ask for help if a secret made them feel uncomfortable or unsafe, Recognise that babies come from the joining of an egg and sperm, Explain what happens when an egg doesn't meet a sperm, Understand that for girls, periods are a normal part of puberty.

## A Parents' Guide to content covered in RSHE week - Summer term - Years 1 to 6 (EYFS not included) - 2

**Year 4 - 'Growing and Changing' objectives** - Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact; Suggest reasons why young people sometimes fall out with their parents; Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens; Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods; Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

**Year 5 - 'Growing and Changing' objectives** - Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch; Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty; Identify some products that they may need during puberty and why; Know what menstruation is and why it happens; Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

**Year 6 - 'Growing and Changing' objectives** - Understand the risks of sharing images online; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Define the word 'puberty' giving examples of physical and emotional changes; Understand what FGM is and that it is an illegal practice in this country; Understand the norms of risk-taking behaviour; Know where someone could get support if they were concerned about their own or another person's safety; Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means; Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.