



**Gorsewood Primary School**

**Relationships, Sex and Health Education Policy 2021**

## **1 INTENT**

At Gorsewood Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Through RSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. RSHE is guided by the community values of:

- Love
- Courage
- Tolerance
- Dependable
- Co-operation
- Thoughtfulness
- Happiness
- Determination
- Respect for others
- Truthfulness
- Appreciation
- Friendship
- Respect for the world
- Respect for yourself
- Enthusiasm
- Diligence

## **2 LEGAL FRAMEWORK**

**This policy has due regard to legislation and statutory guidance including, but not limited to, the following:**

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

**This policy operates in conjunction with the following school policies:**

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy
- PSHE Policy
- British Values Policy
- RE Policy

**3 ROLES AND RESPONSIBILITIES**

**The governing board is responsible for:**

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

**The headteacher is responsible for:**

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

**The SENCO is responsible for:**

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

**The relationships, sex and health education subject leader is responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

**The appropriate teachers are responsible for:**

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

**The class teachers who will be delivering relationships, sex and health education are outlined below:**

Mrs Warner
Miss Ward
Mrs Chorlton
Miss Oakley
Mrs Farmer
Mrs Westwood
Miss Doyle
Miss Gleave
Mrs Simmons

**Subject Leader for RSE, PSHE and RE:** Miss Ward

**4 IMPLEMENTATION**

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance. Gorsewood follows the Croydon Relationships Scheme of work.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, obesity rates, tooth decay, or domestic violence incidents witnessed by children.

We will continue to consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## **CONSULTATION WITH PARENTS**

At Gorsewood, we understand the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 4 of this policy.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## **6 RELATIONSHIPS EDUCATION OVERVIEW**

### **Families and people who care for me**

#### **By the end of primary school, pupils will know:**

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring friendships**

### **By the end of primary school, pupils will know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

## **Respectful relationships**

### **By the end of primary school, pupils will know:**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

### **By the end of primary school, pupils will know:**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being safe**

### **By the end of primary school, pupils will know:**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **7 HEALTH EDUCATION OVERVIEW**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

**By the end of primary school, pupils will know:**

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

**By the end of primary school, pupils will know:**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

**By the end of primary school, pupils will know:**

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.

- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs, alcohol and tobacco**

#### **By the end of primary school, pupils will know:**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

#### **By the end of primary school, pupils will know:**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

#### **By the end of primary school, pupils will know:**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

#### **By the end of primary school, pupils will know:**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## **8 SEX EDUCATION OVERVIEW**

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Schools are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At Gorsewood, we do teach pupils sex education beyond what is required of the science curriculum. This first falls in Year 5 and covers contraception.

### **YEAR 5 – Sex Education**

Reproduction and pregnancy learning outcomes that fall under sex education and carry a right to withdraw from:

- To understand that many people use contraception to control when they have children and how many they have.



## YEAR 6 – Sex Education

Following the Reproduction and Pregnancy element in Year 5, in Year 6 this knowledge will be developed as children learn about taking risks. The children will touch on the topic of HIV in Year 6. Not all of the 'Taking Risks' topic will be linked to sex education but this is one aspect of the topic. This is the only new learning under the Sex Education heading. However, children need to have the prior knowledge taught in Year 5 in order to learn about different kinds of relationships which are covered in Year 6 and the topic of stereotyping. **See Section 9 for more detail of specifics.** The RSE Lead is a Year 6 teacher and will deliver this aspect of the Curriculum.

Before the Sex Education content is taught in Year 5 and 6, the RSE lead will ensure that the children have had their puberty talk led by the School Nurse. This used to be delivered in Year 6. However, given the nature of the Year 5 content, this will be moved to Year 5.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 4 and section 5 of this policy. Parents are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education.

## **9 RELATIONSHIPS, SEX and HEALTH EDUCATION PER YEAR GROUP**

At Gorsewood we always consider the age and development of pupils when deciding what will be taught in each year group.

At Gorsewood we have planned a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

### **Reception**

#### **Learning Outcomes by the end of EYFS:**

#### **Relationships**

- To begin to have identified some of their feelings and recognised some of the ways they express them.
- To recognised how our feelings can influence our friendships.
- To realise that their behaviour (words and actions) can affect other people.
- To have identified family members and friends and the roles that they play.
- To know who they can talk to at home and in school.

#### **Health**

- To know that humans produce babies that grow into children and then into adults.
- To consider the ways they have changed physically since they were born.
- To begin to recognize the proper names for external parts of the body.
- To be able to describe some of the functions of some parts of the body.
- To explain why it is important to keep clean.
- To understand some basic hygiene routines.
- To understand some areas in which they can look after themselves e.g. dressing and undressing.

### **Year 1**

#### **Learning Outcomes by the end of Year 1:**

#### **Relationships**

- To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents.

- To know and value the different groups to which they belong.
- To recognise similarities and differences between themselves and their peers.
- To be able to describe their family.
- To understand why their families are special.
- To identify different ways that families and individual members care for each other.
- To have identified their special people and be able to describe what makes them special.
- To describe who a friend is and what a friend does.
- To demonstrate some skills needed to make and maintain friendships.
- To think about our online friendships.
- To understand why we need to be careful about who our online friends are.

### **Health**

- To recognize and name, using the proper terminology, parts of the body and what those parts do, particularly the senses associated with each.
- To identify similarities and differences between themselves and the opposite gender.
- To understand that children often have choices.
- To recognise that choices and responses will be affected by different factors.
- To recognise that some choices will be wrong and other choices will be right.
- To identify a simple technique for decision making.

## **Year 2**

### **Learning Outcomes by the end of Year 2:**

#### **Relationships**

- To know that my body belongs to me.
- To have considered touches that are okay and those which are not okay.
- To have thought about who should see the private parts of our bodies, even in pictures.
- To have identified people we can talk to.
- To have considered good secrets and bad secrets.
- To have identified adults a child can talk to.
- To have strategies for asking for help.

#### **Health**

- To know that adults have babies that develop into children and then into adults.
- To know some changes they have gone through from when they were babies to now.
- To describe how to look after particular parts of the body.
- To explain why it is important to keep clean.
- To be able to describe and carry out basic hygiene routines.
- To know what they can take responsibility for and know when they need help.

## **Year 3**

### **Learning Outcomes by the end of Year 3:**

#### **Relationships**

- To consider factors that contribute to their own identity.
- Consider similarities and differences between people in their community.
- Understand that people's actions and responses will be affected by different factors.
- Be able to recognise and challenge some stereotypes.
- To be able to identify potential pressures in different environments.
- To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.
- To recognise coercive pressure.
- To demonstrate basic techniques to resist pressure.

- To know who they can go to for support and help.

### **Health**

- To see oneself as special, to recognise strengths, abilities and personal characteristics.
- To have begun to build self-esteem and confidence by looking at their skills and achievements.
- To begin to identify personal areas that need improvement.
- To recognise that choices require decisions.
- To be able to consider different possibilities.
- To demonstrate effective decision-making skills.

### **Year 4**

#### **Learning Outcomes by the end of Year 4:**

### **Relationships**

- To identify and recognise in themselves a range of different emotions.
- To understand how their emotions affect their interactions with other people.
- To give examples of their actions which can affect the emotions of other people.
- To practice being assertive in different situations.

### **Health**

- To understand how our bodies and emotions are linked.
- To appreciate that their emotions can lead them into risky situations.
- To consider changes that can take place in our lives and those of others.
- To appreciate that as we change we are able to do different things and take on different responsibilities.

### **Year 5**

#### **Learning Outcomes by the end of Year 5:**

### **Relationships**

- To have explored some of the differences in relationships between friends and family.
- To have explored the concept of online relationships and whether these are true “friendships”.
- To be able to consider and discuss a range of family types including homosexual/lesbian parents, single parents, foster carers.
- To have considered the meaning of the word love and the variety of different meanings that it has.
- To have considered how other people feel in some situations and how this helps or hinders friendships.
- To have practiced skills needed to maintain relationships, including the issue of consent.
- Identify people in a personal support network and describe why these people are special.
- Understand and demonstrate how to ask for help and support.
- Understand and identify appropriate people to ask for help in particular situations.
- Identify some sources of support outside their immediate network, including for problems that occur online.
- Know how to call for help from the emergency services.
- Identify possible risks that may arise when we seek support and how we can manage these.

### **Health**

- To name the main male and female internal and external sexual reproductive parts, using the correct terminology.
- To be aware that puberty occurs at different times for different people and be able to explain why.
- To identify and describe the main physical and emotional changes that take place at puberty for boys and girls.
- To be able to identify and understand how hygiene needs change during puberty.
- To make clear the link between changes at puberty, sexual intercourse and the start of a baby.
- To explore girls’ perceptions of boys and boys’ perception of girls in a variety of situations.
- To be able to explain how conception occurs in humans.

- To be aware of the stages of development of a baby in the uterus.
- To be able to discuss some of the responsibilities of parenthood.

### **Sex**

- To understand that many people use contraception to control when they have children and how many they have.

## **Year 6**

### **Learning Outcomes by the end of Year 6:**

#### **Relationships**

- To be able to describe different types of conflict.
- To explain how actions can help and hinder conflict situations.
- To know how to respond in these situations.

#### **Health**

- To be able to identify some risks in specific situations, including within their online lives.
- To be able to identify what influences their decisions.
- To understand how self-confidence, communication skills and assertiveness can help them to keep safe.
- To have practiced voicing their concerns and exercising choice in the face of different pressures, including as part of their online activities.
- To be able to define what stereotyping is.
- To be able to identify when stereotyping occurs.
- To have explored media – music, television, magazines etc – portrayal of stereotypical images.
- To have practiced challenging stereotypical views in a safe environment.

#### **Sex**

- Building on Year 5 contraception coverage, the children will briefly learn about HIV and risks involved in not using contraception. This will be within the taking risks topic. This will link to prior learning on the use of contraception and will not exceed age appropriate learning. Specific symptoms of Sexually Transmitted Infections will not be covered. Children will learn that not using contraception can have a risk of resulting in an STI. HIV will be briefly discussed.

The RSE Lead is a Year 6 teacher and will deliver this aspect of the Curriculum.

## **10 DELIVERY OF THE CURRICULUM**

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
- Pupils will be taught about LGBTQ+ in KS2; however, we will always consider the development and maturity of pupils before teaching this topic.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:
  - Written assignments
  - Group presentations
  - Group tasks
  - Projects

## **11 EQUALITY AND ACCESSABILITY**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## **12 CURRICULUM LINKS**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

## **13 WITHDRAWAL FROM SUBJECTS**

Relationships and Health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As Sex Education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant withdrawal requests; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

The parent will be informed in writing of the headteacher's decision. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## **14 WORKING WITH EXTERNAL EXPERTS**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

At Gorsewood we work with many key members of our community to enhance our PSHE curriculum. This includes, but is not limited to:

- The Dental Health Nurse
- School Health
- And PCSOs

## **15 MONITORING AND REVIEW**

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is July 2022.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy created September 2021

Agreed by Governing Body November 2021

To be reviewed annually