



Berry Hill Primary School and Early Years Relationships, Health and Sex Education Policy (RHSE)

This policy was adopted: September 2023

This policy was last reviewed: September 2024

This policy will be reviewed: September 2025

Source: Government guidance

From September 2020 Relationship Education and Health Education became compulsory for all pupils receiving primary education. 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.' ((1) Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)

The Relationship Education and Health Education Policy will serve a number of purposes:

- To define Relationship Education
- To define Health Education
- Set out the subject content, how it is taught and who is responsible for teaching it
- Describe how the subject is monitored and evaluated
- If applicable, any changes made due to religious character or belief
- Adaptations and important information around equality and accessibility
- How content delivery will be adapted in order to ensure SEND access to the subject area
- What materials will be used to deliver the curriculum
- Explanation of the right to withdraw
- How and when the policy has been produced
- Who will review the policy (ensuring all stakeholders listed above are involved)
- When the policy will be reviewed

The Relationship Education and Health Education Policy will be used by:

- Teachers - to guide their lesson planning, to consider the materials they will use, to understand what they will be exploring in the subject, to give clear guidance as to how to lead discussions in sensitive areas
- Parents - to understand what the school is teaching in these areas, their rights to withdraw, an overview of the materials the school may be using
- Other professionals visiting the school - will use the policy to understand how the compulsory elements are being covered and how transparent and clear the policy is
- Governors - to monitor the delivery of statutory curriculum

Aims and objectives

We aim to provide a space where sensitive discussions can take place, and to:

- Prepare pupils for puberty and the physical development of their bodies as they grow into adults;
- Teach the way humans reproduce;
- Teach respect for their own bodies and to create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- The importance of family life;
- Respect for the views of other people;
- What children should do if they are ever worried about any sexual matters.

Context

Berry Hill takes the health and wellbeing of its pupils exceptionally seriously. We acknowledge that we cannot shield them from all of the dangers of the world. Therefore, where prudent and necessary, we ensure that we arm our children with age-appropriate knowledge which enables them to make their own informed choices should situations ever present. We teach about health and danger-awareness in a cross-curricular manner; combining PSHE, PE, science, computing and various aspects of the curriculum to reinforce the virtues of healthy and safe decision making. With regards to SRE, 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 marriage and 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.
- Children are also taught how to stay safe online and how to react to unwanted requests or posts

How Relationships, Health and Sex Education are taught at Berry Hill

RHSE is taught during the Foundation Stage and then through PSHE lessons (see PSHE policy for more general overview) and within Computing in KS1 and 2. Berry Hill uses a range of resources to support this including 1Decision, and Talking Points. Our framework for PSHE delivery in Years 1 to 6 meets statutory requirements and supports this policy. Within this, relationships, health and sex education are explored under a range of headings at age-appropriate levels.

The grid below shows specific RSE learning intentions for each year group linked to the Relationships strand:

Year Group	Learning Intentions <i>'Pupils will be able to...'</i>
FS1/2	<p>D4 - Seek out others to share experiences. Show affection and concern for people who are special to them</p> <p>D6 - Explain own knowledge and understanding, and ask appropriate questions of others</p> <p>ELG - Show sensitivity to others' needs and feelings</p> <p>Additionally:</p> <p>The Early Years Foundation Curriculum has 3 fundamental areas in which all other learning is built upon: Personal, Social and Emotional development, Communication and Language and Physical development</p> <p>These areas of development are integral to a child's knowledge of relationships, knowledge of a healthy body and emotional wellbeing.</p> <p>In our setting we teach children how to recognise and manage emotions. We provide high quality provision which promotes collaborative play in order for children to build relationships with others. We encourage children to develop their own identity and celebrate differences, showing sensitivity to others needs and feelings. We teach our children to problem solve with peers, providing them with a range of strategies to learn how to turn take, compromise and communicate effectively. Our children learn how to keep their bodies healthy and how to stay safe. We promote good hygiene, including oral hygiene, an active body and a healthy diet. We build children's independence to manage their own personal needs and recognise the importance of personal hygiene.</p>

1	<ul style="list-style-type: none"> - Understand different types of relationships, and how to be a good friend. - To recognise kind and thoughtful behaviours and the importance of caring about other's feelings. - Be able to see a situation from another's point of view.
2	<ul style="list-style-type: none"> - To name a range of feelings and understand why we should care about others' feelings - To be able to see, understand and cope with bullying behaviours - Name and recognise a range of feelings - Understand feelings can be shown without words - To be able to see a situation from another's point of view
3	<ul style="list-style-type: none"> - To understand the difference between appropriate and inappropriate touch - Know why it is important to care for other's feelings - Understand personal boundaries - Know who and how to ask for help - Be able to name body parts
4	<ul style="list-style-type: none"> - To describe the different types of relationships we have and how these can change as we grow - Explain how our families support us and how we can support our families - Identify healthy or unhealthy relationships - Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable
5	<ul style="list-style-type: none"> - Explain what puberty does - Describe the changes that boys and girls may go through during puberty - Identify why our bodies change - Develop coping strategies to help with the different stages of puberty - Identify who and what can help us during puberty
6	<ul style="list-style-type: none"> - Explain the terms conception and reproduction - Describe the function of the female and male reproductive systems - Identify the various ways adults can have a child - Explain various different stages of pregnancy - Identify the laws around consent.

Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE and directing requests to the Headteacher.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Confidentiality

Teachers conduct sex 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, 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 or one of Berry Hill's DSLs. This will then be dealt with in line with school's safeguarding procedures.

Pupils

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

The role of parents

The school is well aware that the primary role in children's 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 sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for 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 sex 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.

Parents can access the Parent/Carer zone of the 1Decision resource we use to teach RSE at <https://www.1decision.co.uk/resources/parent-carer-zone>

Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

The school always complies with the wishes of parents in this regard but must still teach the requirements of the national curriculum for science.

Training

Staff are trained on the delivery of RSE as part of CPD and it is included in our continuing professional development calendar.

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

Monitoring arrangements

The delivery of RSE is monitored by L. Smith through in school monitoring arrangements, such as planning scrutinies, learning walks, observation and pupil voice.

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

Berry Hill gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

This policy will be reviewed by the SLT annually. At every review, the policy will be approved by the governing board.

B Trenowden

Date: July 2023

Parent consultation 1st-30th June 2023