



The Wolds Federation Relationships, Health and Sex Education Policy

Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community.

“The child Jesus grew and became strong; he was full of wisdom gaining favour with God and with people. “ Luke 2:54

Love, Laugh, Live, Learn is our motto which is deeply rooted in scripture and how we express our vision.

Love

We are a caring, compassionate community that welcomes everyone.

A new commandment I give to you, that you love one another: just as I have loved you.

John 13:34

Laugh

We strive to be a place of joy for all.

Then was our mouth filled with laughter, and our tongue with shouts of joy.

Psalms 126:2

Live

We live life to the full, preparing children for all life has to offer.

I have come that they might have life, and have it to the full.

John 10:10

Learn

We are a learning community, developing life long learners, a place where the whole child is nurtured to grow in God's love.

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RATIONALE AND ETHOS

In 2020 the DfE published new guidance regarding relationships education. The guidance states that schools should ensure that :

- all young people are taught to stay safe and are prepared for life in modern Britain
- schools should effectively address issues such as internet safety and unhealthy relationships
- ensure pupils are taught in an age-appropriate way about respectful and healthy relationships, including friendships and family relationships

As a result, the DfE expects pupils at primary and secondary schools to have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.

A change to the curriculum and therefore to policy is needed because the world has changed in the last 20 years since the last update.

The rationale of our relationships and sex education policy is that there will be:

1. A focus on positive relationships as well as sex education
2. A curriculum to teach safeguarding and meet pupil needs
3. A need for pupils to understand the law and to develop critical thinking skills
4. An intent for all our pupils to be empowered to grow up happy, healthy and safe.

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

For Church schools, RHSE is not just about the emotional social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable relationships of all kinds.

ROLES AND RESPONSIBILITIES

Role of the subject leader

1. Ensure that the staff is well informed and well trained, ready to support all staff in the delivery of RHSE
2. Ensure that a programme of work is matched to the needs of each cohort of children, meets statutory requirements and is well resourced.
3. Enthuse and support staff so that they understand the key role RHSE and relationships education should play in developing the whole child as well as improving academic attainment.
4. Have a deep understanding of RHSE's role and importance in the curriculum and its pedagogy, to ensure it is taught safely and effectively.

Role of school governors

All school governors and our named governor with responsibility for safeguarding will hold leaders to account for the effective delivery of an appropriate RSHE curriculum for our pupils.

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CURRICULUM INTENT LEGISLATION
<i>Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships education.</i> <i>Documents that inform our RSE policy include:</i> • <i>Education Act (1996)</i> • <i>Learning and Skills Act (2000)</i> • <i>Education and Inspections Act (2006)</i> • <i>Equality Act (2010),</i> • <i>Supplementary Guidance SRE for the 21st century (2014)</i> • <i>Keeping children safe in education –</i> • <i>Statutory safeguarding guidance (2016)</i> • <i>Children and Social Work Act (2017)</i>
KS2 The schools in this federation have always taught human conception in our science curriculum, and this will continue. RHSE lessons will complement the factual approach in science to support pupils to explore and manage their feeling about this and to understand the law. We do not go beyond the confines of the science curriculum at primary level. As parents have the legal right to withdraw their children from all or part of any sex education within the RSE curriculum but not from the biological aspects included in national curriculum science there is no right to withdraw from these lessons. Our health education curriculum at KS2 compliments the factual science curriculum and also relationship curriculum. Since these are statutory, parents do not have the right to withdraw from these lessons. At KS2 the school nurse will visit the Y5 and Y6 children to deliver a “growing up talk”. The content of this visit will be shared with parents before the visit takes place. Parents will be asked to give their permission for their children to take part in this visit since it is outside our normal provision for RSE. KS1 and FS In KS1 none of our relationships education involves the teaching of sexual intercourse. Our lessons that teach pupils about their body-parts and how their bodies change are part of the health and the science curriculum and are an essential part of our wider safeguarding curriculum. Since these are statutory parents do not have the right to withdraw from these lessons.
CURRICULUM DESIGN
We use Heartsmart as a basis for our relationship and health education. Appendix 1 refers to how we will cover the elements which are not covered by Heartsmart This is taught in a rolling programme across KS1 and then as upper KS2 and lower KS2. Where there is a mixed aged KS2

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class planning is done to make sure there is progression but that children do not get information too early that they are not ready for. This planning also takes place to ensure differentiation.

The science curriculum is taught on a 4 year cycle across KS2. The relevant parts of the science curriculum are attached at Appendix 1

The school nurse will also visit the schools on a yearly basis. During these visits at KS2 she will enhance the school offer.

SAFE AND EFFECTIVE PRACTICE

In order to develop safe and effective practice in RHSE we will: -

Start where children and young people are: find out what they already know, understand, are able to do and are able to say.

Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

Provide information which is realistic and relevant and which reinforces positive social norms.

Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

Embed RHSE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

SAFEGUARDING

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Teaching children and young people about healthy relationships in an all-inclusive way is a vital part of keeping children safe. However, it can also be a sensitive topic.

It's essential that all teachers - regardless of their previous experience - are comfortable and confident in delivering these lessons. And crucially, that they're prepared to handle any safeguarding issues that may arise. This means referring directly to the RSE lead if unsure before teaching any area of the curriculum.

If any disclosures are made as part of RHSE lessons then they should be dealt with in the same way as any other disclosures according to the safeguarding policy.

ENGAGING STAKEHOLDERS

Feedback will be taken from the children at regular intervals so that the curriculum can be adjusted to take account of what they want and need to know.

Parents were consulted as part of the creation of this policy. Feedback will be taken from parents on a bi annual basis.

All staff involved in the delivery of RHSE will be able to feedback on this area of the curriculum as part of the planning and revision process which takes place termly.

MONITORING, REPORTING AND EVALUATION

The class teachers are responsible for the planning and delivery of lessons and they will monitor the progress of the children and keep records in the usual way.

The RHSE lead and SLT are responsible for monitoring the impact of the lessons on outcomes for children. They will do this through lesson observations, discussion with children and with staff. Although much of this work will be done through discussion if written work is available then that will be evaluated.

The governor with responsibility for RHSE will meet at least once a year to review the curriculum and discuss any adjustments which need to be made.

RHSE POLICY REVIEW DATE

This policy will due to be reviewed in the Spring Term 2022

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Appendix 1

In the Wolds Federation we believe that relationships education, health education and science education work together to protect and inform children. These three areas of our curriculum ensure that the children have the knowledge of their bodies, the human life cycle, emotions, acceptable behaviour and right and wrong. This document sets out how we will meet the requirements set out by the DFE in their latest guidance to school.

This is a summary of the taught **science curriculum** and how it relates to the human body and how it grows and changes.

In KS1 we cover:

Parts of the human body

Animals have offspring and grow into adults

Basic needs for survival

Exercise + Eating the right things.

In KS2 we cover

Difference between life cycles of mammals, amphibians, insects, birds

Life process of reproduction in plants and animals

Evolution and inheritance, living things produce offspring who inherit characteristics

Digestion/Teeth/Food chains

Animals including humans

Circulation/Diet and Exercise

Nutrients/Drugs

Need for the right types of nutrition

Humans cannot make their own food

Skeletons and muscles

Changes in old age/changes through puberty

There is no compulsory sex education at the schools within the federation. The summary above shows how the school meets the requirements of the National Curriculum for science but also provides age appropriate information about how the body grows and changes. We do not go beyond the science curriculum.

The science curriculum is taught by class teachers, and, where appropriate supported by the school nurse. It is monitored in the first case by the science subject leader and is overseen by the SLT.

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Relationship Education

The government guidance suggests content under the following headings:-

Being safe

Families and People Who Care for Me

Online Relationships

Caring Friendships

Respectful Relationships

This area of our curriculum relates very strongly to our Christian Values and these underpin all of these areas of teaching. The focus here is on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, with other children and with adults. At the heart of this teaching is the concept of respect for the self and respect for other. Children will be taught when relationships are unhealthy. There are very strong links also to the computing curriculum and teaching about internet safety. The children will also be taught that there are different sorts of families and this will include same sex relationships. All of these elements will be taught through our HeartSmart programme. We will also use a variety of age appropriate children's books to reinforce this teaching.

In delivering this work we will always be mindful of the different needs of each group of children and will respond to those as issues arise. However, if a question is raised by a child or a situation arises that would require the kind of discussion that may lead to information outside the usual primary curriculum we will always speak to parents about the matter first.

Another element of relationships education not complete covered by Heartsmart is the key elements of British law such as universal rights. These are addressed through bi weekly collective worship using picture news. These are never taught in isolation and are always discussed in the light of current local, national and global events.

The relationships curriculum will be delivered by all staff and monitored by the SLT.

Health Education

The government guidance suggests content under the following headings:-

Mental wellbeing

Internet safety and Harms

Physical Health and Fitness

Drugs, alcohol and tobacco

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Health and prevention

Basic first aid

Changing adolescent body

Once again, there are many links with the science curriculum, the computing curriculum, and relationship education. Our Heartsmart programme covers all of these elements except drugs, alcohol and tobacco and this is covered as part of the science curriculum.

The health curriculum will be delivered by all staff and monitored by the SLT.

As we will only deliver content which is required by the health education curriculum parents do not have the right to withdraw their child from this part of the curriculum

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