# Edward Jenner School

**Primary Relationships, Sex & Health Education Policy**

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|  | **Date** | **Signed** |
| **Date reviewed** | **December 2023** | **J Carr** |
| **Ratified by** | **December 2023** | **A Brookes** |
| **Date of next review** | **December 2024** | |

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# 1. Aims

The aims of relationships and health education (RHE) at our school are to:

* Provide a framework in which sensitive discussions can take place
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Help pupils develop feelings of self-respect, confidence and empathy, enabling them to keep safe and maintain personal boundaries.
* Teach pupils the correct vocabulary to describe themselves and their bodies
* In the delivery of our RHE program, all teaching will be underpinned by our school values of resilience, optimism, kindness, love of learning, honour and citizenship.

# 2. Statutory requirements

As an independent school, we must provide relationships and health education to all pupils (as per section 34 of the [Children and Social work act 2017) as a part of our compulsory Personal, Social, Health Education.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Edward Jenner School we teach RHE as set out in this policy.

# 3. Policy development

This policy has been developed in consultation with staff, in response to Government guidance on the statutory teaching of R(S)HE. The consultation and policy development process involved the following steps:

1. Review – a member of staff within a working group pulled together all relevant information including relevant national and local guidance
2. Ratification – once our own policy was drafted, it was shared with the Headteachers and ratified as a working document.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parents/Carers are advised of the publication of the new or updated R(S)HE policies under the ‘essential info’ section of the school website and discussion is invited by email.
5. Pupil consultation. As long-standing teachers in this very small school, this policy has been written with detailed and intimate knowledge of the individuals on roll currently. It has been worded and planned to account for all needs of these individuals. The Curriculum Map (Appendix 1) will be shared with pupils who wish to know about upcoming topics, with an opportunity here for appropriate amendments to be made. These comments may be made in lessons openly or anonymously and any subsequent changes to the policy will be shared according to these previous steps.

In-keeping with all policies at Edward Jenner School, this policy will be subject to a yearly staff review and updated accordingly.

# 4. Definition

At Edward Jenner School, we believe Relationship and Health Education (RHE) to be the process of lifelong learning about physical, moral, emotional, social and cultural development. It involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

At EJS, we strongly believe that RHE is not about the promotion of sexual activity, but is aimed to help our pupils to make safe and informed decisions during their school years and beyond.

# 5. Curriculum

Our curriculum is set out as per Appendix 1 and will be adapted as and when necessary.

We have developed the curriculum in line with current statutory government guidance, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and less vulnerable to misinformation from other sources.

Primary sex education will be taught as a part of the compulsory Science curriculum at Edward Jenner School.

In Key Stage One this will include:

* Offspring which grow
* Basic needs for survival
* The importance of exercise and food

In Key Stage Two this will include:

* Life cycles of animals (including humans)
* Life processes of reproduction
* Human changes from birth to old age
* Varying offspring
* Impact of diet/exercise etc.

For more information about our RHE curriculum, see our curriculum map in Appendix 1.

# 6. Delivery of RHE

For Primary-aged children at Edward Jenner School, RHE is taught within the personal, social, health and economic (PSHE) education curriculum (Thinking). Biological aspects of RHE are taught within the science curriculum. Some religious education (RE) is also included within our Thinking curriculum and may be relevant to RHE lessons.

Relationships and health education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

* Families and people who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe and maintaining personal boundaries

For more information about our RHE curriculum, see Appendices 1 and 2. Whilst we will endeavour to follow the given topic titles, the adaptive nature of our school environment allows for modifications to be made in line with the needs of our current pupils, including those with special educational needs or disabilities.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). The religious backgrounds of pupils will also be taken into account as will the requirements of the Equality Act 2010 and the requirement to promote the fundamental British values of acceptance, tolerance and valuing difference.

As in all areas of the curriculum, fostering curiosity and a love of learning is a key part of our ethos at EJS; consequently we welcome questions from students and build in regular opportunities and structures for students to ask openly, discretely and anonymously. In dealing with these questions, however, we need to be mindful of the following:

1. Questions within the remit of the curriculum for the child’s year group will be answered sensitively with consideration to any safeguarding issues underlying the reason for the question being asked.
2. Where a question is answered from outside the remit of the curriculum for the child’s year group, teachers will respond sensitively to the child’s age, but in a way that leaves them accurately informed and less vulnerable to misinformation from other sources.
3. Where a child who has been withdrawn from sex education asks a question which is about sexual education it will be dealt with in one of the following ways:
   * If the question is one regarding reproduction that would be dealt with in a science lesson, then it should be referred to a science teacher. The member of staff asked may offer to facilitate this if appropriate.
   * If the question relates to subject matter which is part of the RSHE curriculum, and the teacher feels the child to be safe, the question should be dealt with according to the individual situation of the child, the family and the nature of the question. This may include discussing parental feelings with the child or contacting the parents on the child’s behalf. The child’s safety, wishes and understanding of the situation should be taken into account at all times. If following a conversation, the member of staff feels the child to be unsafe or in danger of undertaking unsafe behaviour, this becomes a safeguarding issue (see below).
   * If the question and subsequent conversation means that the teacher considers the child to be at risk, the safeguarding policy, as set out in the safeguarding folder should be followed.

# 7. Roles and responsibilities

**7.1 The headteacher**

The headteacher will approve the RHE policy and is responsible for ensuring that RHE is taught consistently across the Primary phase of the school.

**7.2 Staff**

Staff are responsible for:

* Delivering RHE in a sensitive way
* Modelling positive attitudes to RHE
* Monitoring progress
* Responding to the needs of individual pupils

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

The staff members responsible for teaching RHE in the Primary Phase will be Ruth Rooke and Fiona Jacques. Erin Brookes, Manda Brookes and Ruth Rooke will teach aspects of Sex Education which arise in the Science curriculum, as listed above. *In the case of long term absence - for example, maternity leave - an appropriately experienced member of staff will be asked to teach those lessons.*

**7.3 Pupils**

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

# 8. Parents’ right to withdraw

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

# 9. Training

Only staff who are already confident in the delivery of the Pink Curriculum will deliver RHE. Any new Government updates relevant to policy changes or a need for curriculum change will be included in our continuing professional development, with opportunities for meetings between staff as necessary.

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 RHE.

# 10. Monitoring arrangements

The delivery of RHE is monitored by Manda Brookes, the headteacher.

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

This policy will be reviewed by Jenny Carr or Ruth Rooke annually. At every review, the policy will be approved by Manda Brookes (the headteacher).

# Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

Due to the reactive and personalised nature of our school and the individuals who attend it, details of resources/activities for each topic theme will be listed in detail in Pink (Thinking) planning folders for each individual teacher. Topic overviews are written together at the start of each academic year by Pink curriculum teachers to ensure good coverage. A loose outline of what pupils should know by the end of each age phase is listed below, however it is important to note that this list is not exhaustive. In addition to this, some topics may need to be revisited in order to cement and reinforce the children’s understanding.

| YEAR GROUP | TOPIC/THEME DETAILS | PUPILS SHOULD KNOW |
| --- | --- | --- |
| * 1. RHE | Families and people who care about me | * Families give love, security and stability to children as they grow up. * Families can look different but all of them should be equally respected for their own characterisation of love and care. * How to recognise if family relationships are making them feel unsafe or unhappy and how to seek advice or help. |
|  | Caring Friendships | * How important friendships are in making us feel happy and secure * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * How to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
|  | Respectful Relationships | * That in school and in 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 * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs * What a stereotype is, and how stereotypes can be unfair, negative or destructive |
|  | Online Relationships | About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  That people sometimes behave differently online, including by 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 including when we are anonymous  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them |
|  | Being Safe | About the concept of privacy and the implications of it for both children and adults; including 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 recognise and report feelings of being unsafe or feeling bad about any adult  Where to get advice e.g. family, school and/or other sources |
| 1-2 Science | Offspring which grow  Basic needs for survival  The importance of exercise and food | * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. * notice that animals, including humans, have offspring which grow into adults * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| 3-6 Science | Life cycles of animals (including humans)  Life processes of reproduction  Human changes from birth to old age  Varying offspring  Impact of diet/exercise etc. | * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals * describe the changes as humans develop to old age (including some early learning about puberty) * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents |

# Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
| Families and people who care about me | That families are important for children 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 | 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, and 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  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 in 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 different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  What a stereotype is, and how stereotypes can be unfair, negative or destructive  The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | That people sometimes behave differently online, including by 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 including when we are anonymous  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met  How information and data is shared and used online |
| Being safe | 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; including 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) whom 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 or 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 get advice e.g. family, school and/or other sources |