



Costessey Primary School

Relationships, Sex and Health Education Policy

(RSHE)

October 2024

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office.

This policy will be reviewed in full by the Local Governing Body on an annual basis.

Agreed by Principal: Alex Griffiths

Date: 28.10.2024

Agreed by Chair of Governors: Dawn Carman Jones Date: 28.10.2024

Relationships, Sex and Health Education Policy

POLICY CONTEXT AND RATIONALE

This relationships, sex and health education policy covers the Costessey Primary School approach to teaching relationships, sex and health education (RSHE). This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by public health data and pupil priorities. Key needs identified were promoting healthy relationships, online safety, mental well-being, keeping safe from infection and personal hygiene. Pupil consultation has been used to inform the creation of this school's RSHE policy where appropriate.

POLICY AVAILABILITY

Stakeholders can be informed about the policy through the school website. Should a hard copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the Head Teacher.

POLICY VALUES, AIMS AND OBJECTIVES

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

Costessey Primary School's overarching aims and objectives for pupils are:

- To stimulate intellectual growth by encouraging enquiry and a love of learning.
- To teach children how to communicate effectively and to provide challenges and opportunities for each child's social, intellectual, emotional and physical development.
- To provide equal opportunity for each pupil to achieve their true potential.
- To provide for pupils a sensitive and stable community in which to work so every child can have the confidence to develop both as an individual and as a responsible member of society.
- To provide a secure and ordered environment in which pupils will be encouraged to respect themselves, others and the environment.
- To prepare them to cope with the demands and rapidly changing circumstances of our modern world.

We aim to stimulate the following attitudes in the children through a wide range of activities and experiences:

- A desire to learn and to take an active part in their own personal development
- An ability to express themselves creatively and use creative thought in solving problems
- A desire to do their best for themselves and for others
- Positive behaviour, both in and out of School
- Self-respect and respect for others, their beliefs, values and property.

We aim to provide an environment which supports pupils in realising these aims by:

- Ensuring that the needs of pupils are met through quality professional planning and teaching
- Ensuring that all pupils have equal regard and access to the whole curriculum providing a broad, balanced and relevant curriculum within the framework of the National Curriculum together with guidance from Evolution Academy Trust, the Local Authority and School policies
- Meeting, with sensitivity, the pastoral needs of pupils
- Providing security for all pupils through positive, fair and consistent discipline

OUR VISION

At Costessey Primary School we instil ambition for all through discovery, exploration and creativity. We teach through enquiry-based learning, building the academic, social, emotional and economic skills to prepare children to take up their full place in our ever-changing world.

OUR VALUES

Our school's vision for RSHE is for children to learn about:

- The emotional, social and physical aspects of growing up
- Relationships, sex, human sexuality, and sexual health in an age and stage appropriate manner
- Equipping themselves with accurate information
- Positive values and the skills to enjoy healthy, safe and positive relationships
- Celebrating their sexuality
- Taking responsibility for their health and wellbeing both now and in the future.

We recognise the value of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills within the framework of the law and provisions of the Equality Act, 2010.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young

people are encouraged to understand the importance of stable, loving relationships, respect, love and care. It also enables young people to make informed decisions about their health and wellbeing. RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

PRINCIPLES OF EFFECTIVE RSHE

RSHE provision at Costessey Primary School:

- Is an identifiable part of our school curriculum which has planned timetabled lessons across all Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring, enjoyable relationships and discusses real-life issues appropriate to the age and stage of the pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Give pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from various sources.
- Fosters gender equality and LGBT (lesbian, gay, bisexual, transsexual) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given the opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation.

Through consultation, continual assessment and regular reviews of the curriculum we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances and (including gender identity, faith or culture and that of their family, friends and the wider whole school community) in accordance with the school's inclusion policy.

CURRICULUM

The majority of elements of the RSHE curriculum are a statutory requirement to meet (DFE 2019 RSHE document and The Equalities Act, 2010).

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by revisiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age appropriate curriculum that prepares them to live safely in the modern world.

Our RSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links, for example antibullying days, mental health weeks, Black History Month and International Women's Day / Women's History Month.

At Costessey Primary School RSHE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. Teaching takes place in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils. Pupils will be encouraged to reflect on their own learning and progress throughout the curriculum in order to inform future planning.

Ground Rules and Distancing Techniques:

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.

- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Answering Difficult Questions:

Sometimes an individual child will ask explicit or difficult questions in the classroom. Questions do not have to be answered and can be addressed later. The school believes that individual teachers must use their skill and discretion in these situations.

Guidelines for teachers dealing with questions:

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in an anonymous question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Encourage pupils to ask their parents/carers any question outside the planned programme.
- Make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Designated Safeguarding Lead, or Deputy Designated Safeguarding lead in their absence, should be informed and the usual child protection procedures followed.

Confidentiality:

Whilst every effort will be made to enable constructive dialogue to take place between young people requiring support and school staff, no staff member will agree to offer complete confidentiality. All staff are subject to child protection procedures.

OVERVIEW OF STATUTORY CURRICULUM

Relationships Education	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe
Health Education	Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, tobacco and alcohol Health and prevention Basic first aid Changing adolescent body
Sex Education	Physical changes that take place during puberty.
	Gender identities

While Sex Education is not compulsory in primary education, Costessey Primary School follows DfE recommendations to provide additional, age appropriate, sex education, beyond the national curriculum for science, to prepare pupils for transition to secondary school and puberty. These lessons are detailed above.

The right to be excused from Sex Education (the right to withdraw)

We appreciate that some parents/carers may wish to exercise their right to withdraw their child from some or all of the sex education that is delivered as part of statutory Relationships Education. When a parent / carer advises the school that they wish to withdraw their child, our Head Teacher will meet with the parents/carers and the child to understand the reasons for the withdrawal request. This discussion will also focus on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Unless there are exceptional circumstances the Head Teacher will respect the wishes of the parents/ carers and grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

For most pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the Head Teacher in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Head Teacher will want to take a pupil's SEND into account when making this decision.

When a pupil is excused from sex education, we will ensure that this pupil receives appropriate, purposeful education during the period of withdrawal.

CONFIDENTIALITY, SIGNPOSTING AND HANDLING DISCLOSURES

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will be bound by a 'working agreement' which will include confidentiality. (Appendix 1).

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to accurate and age-appropriate information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

Teachers will work closely with school's leadership team so that the school can be responsive to pupils' pastoral needs and safeguarding arrangements can be actioned, if required.

Teachers will conduct RSHE lessons in a sensitive manner. If a child makes a reference to being involved, or being likely to be involved, in sexual activity, or if a child indicates that they may have been a victim of abuse, the teacher will follow the school safeguarding procedures and will refer the concern to the Designated Safeguarding Lead without delay. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

INVOLVING PARENTS AND CARERS

We believe that parents and carers are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will communicate with parents and carers each half-term to inform them of the RSHE topics being taught and key vocabulary which will be appearing in lessons. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

LINKS TO OTHER POLICIES AND CURRICULUM

This policy complements the following policies:

- Anti-bullying
- E- safety
- Equality
- Inclusion
- Safeguarding
- Teaching and learning

By the end of primary school:

Families and people who care for me	Pupils should know: <ul style="list-style-type: none">● 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 for them.● 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/civil partnership 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	Pupils should know <ul style="list-style-type: none">● 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, 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	Pupils should know <ul style="list-style-type: none"> ● 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. ● 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	Pupils should know <ul style="list-style-type: none"> ● 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.
	<ul style="list-style-type: none"> ● how information and data is shared and used online.
Being safe	Pupils should know <ul style="list-style-type: none"> ● 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 who they do not know. ● how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ● where to get advice from e.g. family, school and/or other sources

APPENDIX 1

Working Agreement – Ground Rules

- Respect each other
- No personal questions or comments
- It's okay to 'pass' in discussions
- Questions are welcome
- Use correct term for body parts and activities
- Use inclusive language
- Listen when others are speaking
- It's okay to have fun
- Classroom discussions are confidential
- Speak for yourself
- Respect personal boundaries
- Be sensitive to diversity, and be careful not to make careless remarks

Points above are adapted for each year group to ensure age appropriate.