

Relationships and Sex Education Policy (Primary) – appendix

Yeoman Park Academy

September 2023

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1 Introduction

At Yeoman Park Academy for our EYFS and primary pupils, we believe that a well-designed Relationships, Sex and Health Education Curriculum is essential to enabling pupils to learn the responsibilities inherent in relationships and the importance of family. We believe it is essential that the pupils develop the knowledge and understanding of happy and safe relationships, in order to allow them to develop secure relationships in school and in the wider community.

The planned provision of Yeoman Park Academy allows for the healthy social and emotional development of pupils, enabling them to develop their own sense of identity and a place in the world. Not only does it involve the acquisition of facts and knowledge (which should be relevant, topical and differentiated for age and learning ability); it involves the development of values that help pupils to build self-esteem and positive attitudes to themselves and others. Enabling pupils to develop skills is also crucial in helping them to interact with other people and make informed choices.

2 What is Relationships, Sex and Health Education?

For our EYFS and Primary aged pupils at Yeoman Park they will be taught the relationships and health education (RHE) parts of the Relationships, Sex and Health Education (RSHE) curriculum only. This does include coverage of the changing adolescent body which is a strand taught through the science subject. It is not a requirement to teach the sex education elements until pupils reach the secondary phase of education.

For our oldest pupils in primary (pupils approaching age 11), where a pupil may begin experiencing body changes associated with entering early stages of puberty there will be support delivered in a sensitive manner to enable them to cope with and understand these changes that are happening to them. Where these pupils also have the cognitive understanding and seek answers to questions about these changes, a bespoke teaching and learning package will be compiled and staff will consult with parents and with agreement from parents on the most appropriate support personalised for their child's needs. This will be on a case-by-case basis and with consent from parents.

3 Parents right to withdraw

Parents have the right to withdraw from the Sex education parts of the RSHE curriculum such as the bespoke teaching and learning packages as mentioned above, however we would hope that through discussion we could come to agreement of the best learning support package to support their child's

individual changing needs. Parents do not have the right to withdraw from the Relationships and Health Education parts of the RSHE curriculum, as it is important that they are taught topics covering friendships and how to stay safe. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Relationships, Sex and Health Education is part of the broad and balanced curriculum and entails learning about the processes of physical, moral and emotional development. Within it the advantages and importance of family life, stable and loving relationships, respect, love and care. The health education is about learning how we can keep healthy, maintaining safe and healthy and making good choices for a healthy lifestyle. This will be delivered as part of the Personal, Health, Social, and Emotional curriculum and through topic and other science-based activities about the human body.

4 Values and Ethos

The staff believe that relationship and health education should be taught in a sensitive and caring way. We value all as individuals, worthy of dignity and respect, in order to build self-esteem. We expect other learning to be enhanced by the increased self-esteem and confidence, which a network of secure relationships can bring about. Our aim is to teach our pupils how to behave responsibly and how to avoid exploitation. We aim to ensure that relationship and health education is delivered in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

5 Roles and Responsibilities

The co-ordinator will, as part of their role:

- Provide a sound body of knowledge
- Provide support to other members of staff
- Provide support to parents
- Co-ordinate and update effective use of resources
- Update school policy and practice, as and when necessary, in line with County and National guidelines.
- To develop the Governor's awareness and understanding of the school's RSHE policy and its implications.

6 Legislation

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspectors Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2022)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

7 Curriculum Design

The subjects taught in our primary academies for our pupils aged 5 to 11 are as follows; these resources used and delivery of these subjects will be tailored to ensure they are made accessible for their individual stage of learning and development whilst making the appropriate to their age.

Also see curriculum road map document and outcomes document

Relationships Education (RE)

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education (HE)

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

8 Safe Practice

We aim to create a safe and secure environment for the teaching and learning of all aspects of the RHSE curriculum. Teachers will deliver the RSHE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that all information is unbiased and impartial.

It is essential that when teaching RSHE, the pupils access the curriculum that is suited to their individual and developmental needs and their level of understanding, whatever their age. To ensure pupils are accessing the correct areas of the curriculum, thorough assessments will be carried out and the RSHE co-ordinator and senior leadership team, will check quality and content of each subject area. Parents will be informed of the content of each topic.

9 Safeguarding

Should any topic be raised by a pupil that is not part of the lesson, the member of teaching staff will discuss this with the pupil outside of the lesson time. If there are any concerns for the pupil safety, the safeguarding team will be informed immediately, and other organisations contacted if it was felt necessary.

The RSHE guidance highlights the importance of making links with other health, and other appropriate specialist services. Where appropriate, it is important that pupils have opportunities to generalise their knowledge and skills within the wider community, with support given as necessary. These agencies can provide help with planning the curriculum, assist in teaching programmes in the classroom, provide access for visits out of school and help with the delivery of the RHE parts of the RSHE programme by working alongside the teachers. Visitor and external agencies that support the delivery of RSHE read the schools Safeguarding policy, Keeping Children Safe in Education –

Statutory Safeguarding Guidance (2020) and the school's RHE policy. Parents will also be informed of any visitors or external agencies supporting the delivery of the RHE parts of RSHE.

Keeping the children safe whilst online is a concern for both school and parents and within the curriculum, guidance will be outlined about how to appropriately access online content, the dangers and where to seek advice when concerns arise.

Through the delivery of the RSHE curriculum at Yeoman Park, we recognise the importance of supporting our pupils to be safe as they develop awareness of themselves and others and as they develop relationships with family, caregivers and friends in relation to what is appropriate contact and inappropriate contact. In addition to this students will be supported to recognise Harmful Sexual Behaviour's (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between them both, both the ages and stages of development of the children are critical factors.

Students will be taught to follow the NSPCC 'Talk PANTS' initiative (where appropriate). As your child grows older and enters the stages of puberty, they will need support to manage the changes that are happening to their body. Where a student has the cognitive understanding of what is happening, information they seek to help them understand about their bodies will be sensitively taught e.g. in relation to them understanding body parts that are private, what private means, what is a private and public place and what can be done in a private and public place.

10 Resources

High quality resources will be used to support our RSHE provision and will be reviewed each academic year following a thorough scrutiny of the effectiveness of the resources and suitability for the pupils. For pupils that are of a development stage to access learning about bodies and how they change, the resources used will be as lifelike as possible to allow the children with complex needs a clearer understanding of them in reference to their own bodies.

Those resources include, but are not limited to: photos, videos, cartoons, social stories, comic strip conversations, anatomically accurate figures and dummies. All resources are checked to ensure that they reflect different family structures, cultures and are not gender stereotypical.

11 Monitoring and Assessment

The RSHE co-ordinator will monitor planning, teaching, evidence of pupil's achievements, assessment, and recording. Termly monitoring may be through communication with class teachers,

lesson observation, sampling pupils' evidence and evaluation of planning. Internal moderation and external moderation will take place twice yearly as part of the PSED subject. Evidence of monitoring will be kept within the RSHE co-ordinators files and moderation folder. Achievements and assessments will be shared with parents during parents evening, annually during EHCP reviews and where appropriate, termly using B-squared assessments.