



Health, Relationships and Sex Education Policy
issued by the Governors of Milton Mount Primary School

Effective from: April 2020

Signed by: Lesley King

Next review date: April 2022

This Health, Relationships and Sex Education Policy reflects the UN Convention on The Rights of the Child (CRC) by supporting these Articles:

Article 3: Best interests of the child

Article 4: Protection of rights

Article 16: Right to privacy

Article 24: Right to the best possible health

Article 28: Right to an education

Introduction

At Milton Mount, we want our children to grow up to become healthy, safe and well-informed young people, who can make confident life choices and make a positive contribution to society. Together, we support young people in developing self-confidence in preparing for the physical and emotional changes they will encounter as they grow into adults.

Young people need support to manage their perception of their self-image, behaviour, feelings and relationships. Our children are taught about healthy lifestyles including eating healthily, doing exercise and getting enough sleep. They also need knowledge about how their bodies change, appropriate to their levels of maturity. We teach younger children about family relationships and how we develop from babies into adults. We teach older children about dealing with emotions, the safe use of medicinal drugs, puberty, personal hygiene and explore peer pressure and stereotypes. In order to place the biological aspects of Sex Education covered in the Science curriculum into a moral and social context, we need to provide a broad and balanced Relationships and Sex Education.

Aims and Objectives

The aim of HRSE is to provide children with age appropriate information, to explore attitudes and values and to develop skills in order to empower them to make positive decisions about their own relationships and their lifestyles. This should take place with consideration of the qualities of relationships both within and outside the school community.

The following overarching objectives for the HRSE curriculum are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem, self-awareness and confidence, especially in their relationships with others;
- To develop confidence in talking, listening and thinking about feelings and relationships;
- To enable pupils to protect themselves and ask for help and support;
- To understand that there are different family and friendship relationships;
- To demonstrate good choices for a healthier, safer life style;
- To develop skills for a healthier, safer life style;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Further, more specific objectives (as outlined in the statutory guidance and our chosen curriculum framework) can be found in the Appendices.

Roles and Responsibilities

The PSHE Leader will lead and oversee training of HRSE to ensure the curriculum is understood and taught thoroughly. The PSHE Leader will attend relevant training, including the use of online materials provided by the PSHE Association for which a membership is purchased by the school and disseminate to all staff.

The PSHE Leader and teachers will work closely with parents to ensure that they are fully aware of what is being taught in school. As part of our whole school approach, teachers are responsible for inviting parents/carers in to school to share and view materials that will be used in class, to allow the opportunity for them to see and understand what their children will be learning in school, to ask questions and know how we will be delivering the topic. This is particularly significant for the Sex Education resources.

Legislation

From September 2020, primary schools must provide Health Education and Relationships Education. We are not required to teach Sex Education, however aspects of Sex Education will be taught as part of the Science curriculum. We have also chosen to continue to teach Sex Education to our children in Years 5 and 6, as we have done successfully for many years previously.

Equal Opportunities

We ensure that our HRSE curriculum reflects the ethos and values of our school, with respect and appreciation for others at the core. It demonstrates and promotes positive relationships and families which include single parent families, LGBT parents and family members, those cared for by grandparents, adoptive parents, foster parents/carers amongst other structures and reflects sensitively that some children may have a different structure of support around them (for example: looked after

children or young carers). Staff are encouraged and empowered to challenge stereotypes, inequality, intolerance and discrimination based on religion, gender, sexual orientation, disability, culture and ethnicity. We develop spiritual, moral, social and cultural awareness, taking into account our local community and our wider-world citizenship, alongside the British Values. All teaching should be sensitive and age appropriate in approach and content. We need to meet the needs of all children, regardless of their developing sexuality, and we need to be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Curriculum and Teaching

The HRSE curriculum is an integral part of our whole school PSHE education, which is at the centre of our overall curriculum.

After extensive research, we have chosen to incorporate a planning support toolkit, developed by The PSHE Association, into our curriculum. The Department for Education highly recommends their resources and the comprehensive *Programme Builders* covers all of the statutory requirements, as set out in their *Programme of Study for PSHE Education*. The *Programme of Study* sets out learning opportunities for each key stage, in three core themes: ‘Health and Wellbeing’, ‘Relationships’, and ‘Living in the Wider World’. We will adapt the *Programme Builder* to best suit the needs of the children in our school.

The *Programme Builders* for KS1 and KS2 is a long-term plan for all year groups with separate grids for each year group which set out learning objectives for each half term and links to high quality resources to support each module. Developmental progression is built-in by revisiting themes year on year, building on and extending prior learning. The Question-Based Model we will be following is structured around an overarching question for each half term or term (keeping in line with our overall curriculum approach). These begin in KS1 as ‘What?’ and ‘Who?’ questions and build throughout KS2 into ‘Why?’ and ‘How?’ questions. Teaching is based on the age and needs of the children throughout the primary phased with suggested developmentally appropriate learning objectives given to respond to each key question.

As outlined in the 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE statutory guidance, by the end of primary school, children should know:

<p>Relationships Education</p> <ul style="list-style-type: none"> ● Families and people who care for me; ● Caring friendships; ● Respectful relationships; ● Online relationships; ● Being safe; ● Sex education. 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> ● 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.
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Please see the appendices for further details.

With regards to EYFS, Personal, Social and Emotional Development is one of the prime areas within their curriculum. It supports children in learning how to get along with others, to make good choices with their friends; to understand and talk about the feelings of themselves and others; to learn about 'right' and 'wrong'; and to develop independence. This is a crucial time when they develop skills that form the foundation for the teaching of PSHE as they progress into KS1 and KS2. By targeting the early learning goals ('self-confidence and self-awareness', 'managing feelings and behaviour' and 'making friendships'), it ensures that all elements of HRSE are covered in EYFS.

HRSE is delivered in all areas of the curriculum, most notably through Science, PSHE, circle times, assemblies and relevant topic-based learning sessions. It is usually delivered in mixed gender groups; however, there may be occasions when single gender groups are more appropriate and relevant. The content of teaching when the children are split would be the same for all.

As with our PSHE curriculum, teachers use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. Resources are continually reflected upon and updated where necessary to ensure a reflection of our school, community and wider-world. Teachers encourage children to take part in a range of practical activities that promote active citizenship and plan in frequent opportunities for children to have their voice heard so that they are able to express their opinions and views. Children also have opportunities to meet and work with members of the local community, such as health workers, firefighters, police, and other such representatives, including those of different faiths and cultures.

Safe and Effective Practice

Keeping our children safe is of the utmost importance. We teach them about the ways in which to keep themselves safe, what to do if they encounter dangers and that they know how and where to seek help.

Child Protection/Confidentiality: Teachers are aware that effective HRSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Leads – in line with LA procedures for child protection.

Dealing with difficult questions: Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel is appropriate to answer in the classroom, provision would be made to meet the child's needs.

Children with special needs: Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of health and relationship education.

Visitors and External Agencies: Occasionally, appropriate visitors and external agencies may be invited in to support the delivery of HRSE. Where this happens, they will be required to:

- Share all materials that will be used prior to delivery;
- Become familiar with and understand the school's HRSE policy;

- Be supervised/supported by a member of school staff at all times.

Right to Withdraw

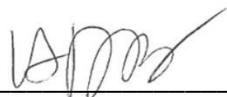
There is no right for Parents/Carers to withdraw their child from Health or Relationships Education at primary level. The contents of these subjects, which include families, friendships and safety, including online safety, are important for all children. They do however maintain the right to withdraw their child from aspects of Sex Education, which are not part of either the statutory Health, Relationships or Science curriculum. Parents/Carers are encouraged to meet with the class teacher, PSHE Lead and members of the Headship Team to discuss and share views. If the decision is made after this to withdraw, alternative work will be set. However, this rarely happens.

Monitoring, Reporting and Evaluating

Monitoring is the responsibility of the PSHE Lead, Headship Team and the governors. Teachers will reflect on their work in delivering HRSE and this will be discussed during PPA within their teams, in dedicated staff meeting time and with the PSHE Lead.

We are committed to working in partnership with all stakeholders of our school. This policy has been through consultation with parents/carers, pupils, staff and governors. It is available on the school website.

Approved by the Governing Body

Signed:  (Chair of Governors)

Date: April 2020

Review Date: April 2022

Appendices

Appendix 1a

HRSE Curriculum Objectives - what should children know by the end of Primary Education?

'Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance' (2019)

Appendix 1b

HRSE Statutory Guidance

'Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance' (2019)

Appendix 2

PSHE Association Programme of Study

Please refer to pages 8-20

Appendix 3

PSHE Association Programme Builders: Long-Term Overview (Question-Based Model)

(Publication of the Medium-Term Grids is not permitted. Please see PSHE Leader if this is required.)