

Brownsover Community School

Relationships, Sex and Health Education Policy



Policy Number	O27 - Organisational
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Acknowledgement(s)	All staff
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Physical Location of Policy	Organisational file in HT office & electronically
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Document Information

Document history

Version no.	Date	Change
1.4	Jan 17	None
1.5	Mar 21	Updated to reflect new statutory RSE guidance Details of RSE curriculum: Guide For Life
1.6	Mar 23	Curriculum coverage reviewed. No changes made 2 yr review built in to facilitate amendments required as part of primary transition.

Approvals

Role	Name	Signature / Approval	Date
Headteacher	E. Basnett	yes	Mar 23
Governors - Full Governing Body	L Flavell/R Street	yes	Mar 23

Reviewers

Role	Name
Headteacher	
Governors	

Distribution for Information

Role	Name

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

We believe that Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children with the information, skills and values they need to have safe, respectful and enjoyable relationships.

Our school believes that all children have the right to holistic, inclusive and needs-led Relationships Education. We believe that through providing high quality Relationships Education, we are upholding the ethos and values of this school and its commitment to equality and celebration of differences.

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#) and any other relevant guidance.

AIMS

- To be an integral part of teaching and learning
- To encourage exploration of moral issues, consideration of personal relationships and the development of communication and decision-making skills
- To foster self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experience
- Enable them to play an active role in their school and community
- To equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication

ENTITLEMENT AND EQUAL OPPORTUNITIES

We provide a broad and balanced curriculum for all our pupils, including those with special educational needs, and we ensure full entitlement and access.

ORGANISATION AND CONTENT

Relationships, Sex and Health education is taught by class teachers through personal, social and health education and encourages pupils to have regard to moral considerations and the value of family life. Teaching should help children to make informed choices, establish a healthy lifestyle and build up a system of values. The teaching methods include discussion, group activities and stories. An understanding of how their bodies work is relevant to the development of a positive self-concept. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

The subject coordinator will work closely with colleagues in related curriculum areas (science, computing and PE) to ensure a holistic and joined up approach to what is taught in Relationships Education. We also supplement learning through using a whole school

approach and utilising time outside of the classroom, such as topics explored in school assemblies, through art and drama, school celebrations or events.

Our scheme of work will be 'Guide to Life' that follow three main units of work:

Belonging: connecting with ourselves, with other people and the world around us
Being me: understanding our uniqueness, sense of self and how we're important to other people
Healthy me: recognising emotions, being active, learning, sharing and gratitude.

Each topic will be taught at an age appropriate level with each aspect explored and linked to other relevant areas of the curriculum.

The scheme of work will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example, when teaching about the external body parts). School staff will not express or be expected to express their personal views or beliefs when delivering the curriculum.
(Appendix A)

OTHER ISSUES

We will share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education.

Parents/carers do not have the right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from the elements of sex education that are taught within the Science curriculum.

Parents/carers do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of RSE, it is our aim to encourage parents to see the value of sex education and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

A summary of the policy will be added to the school prospectus with contents of sex education in school, available on request.

APPENDIX A

In the Early Years and Key Stage 1, aspects of sex education can be integrated into thematic work

- **Body Knowledge**
 - Be able to name parts of the body
 - Understand the concept of male and female

- **Human growth and development**
 - Know that humans develop at different rates
 - Understand the idea of growing from young to old

- **Parenting, families, life cycle**
 - Know that babies have special needs
 - Acquire skills of caring for young animals
 - Know that there are different types of families and be able to describe the roles of individuals within the family
 - Know about rituals associated with birth, marriage and death and be able to talk about emotions involved

- **Relationships**
 - Begin to be able to co-operate with others in work and play
 - Appreciate ways in which people learn to live and work together
 - Begin to recognise the range of human emotions and ways to deal with these

- **Sexuality, sexual identity, self-esteem**
 - Describe roles of individuals within families
 - Understand the importance of valuing oneself and others

- **Child Protection and safety**
 - Know about personal safety, e.g. know that individuals have rights over their own bodies
 - Know that there are differences between good and bad touching
 - Begin to develop simple skills and practices which help maintain personal safety

- **Personal and social skills**
 - Be able to talk about emotions
 - Listening, discussing, sharing