

Clitheroe Pendle Primary Relationship and Health Education Policy

Implemented September 2019 after consultation with Parents and approval from Governors.



Reviewed September 2024 by C. Atkinson

Pendle Primary School, Clitheroe

Policy Adopted: September 2019

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RHE is Claire Atkinson (PSHE Subject Leader). The governor who has oversight is Bridget Mashiter.

Consultation process

This policy has been shared with staff and governors for consultation and be developed further by involved staff, governors, pupils and parent/carers.

Pupils have been involved in activities tailored towards providing a baseline that supports development of our RHE programme. The activities include a 'Draw and Write' needs identification activity about growing up for use with primary phase children, and 'Diamond 9' prioritization activities at two different levels for use with pupils from Key Stage 2 to further identify pupils' needs.

Relationships and Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. We therefore refer to this work as, relationship and sex education (RHE), placing the emphasis on relationships RHE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers. The work is integrated within science and PSHE. We use resources from 1decision to support the teaching of PSHE with RHE across school. This is a nationally recognised programme which has been kitemarked and quality assured by the PSHE Association . It is cross phase, providing consistency of approach and a spiral, age appropriate curriculum for our pupils. The class teachers will deliver the lessons. The work will be integrated into the ordinary life of the class so that both boys and girls will have a clear understanding of, and be in sympathy with the changes involved for those of a different gender. Some single gender work or small group exercises will be used as appropriate.

Parents are invited to comment on the updated school's policy. The Headteacher is available to discuss any concerns. Parents will be informed of their right to withdraw their children from sex education **additional** to that required by the National Curriculum Science Order.

2. Requirements on schools in law

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

From September 2020 Relationships Education will become compulsory in all primary schools in England. Health Education (of which puberty education is a key component) will become compulsory in all state-funded schools. Although sex education in primary schools will not be compulsory, the

DfE continues to recommend that primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools will be expected to continue teaching Reproduction as part of the National Curriculum: Science.

3. What is Relationships and Health Education?

RHE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively (see PSHE Association)

At Pendle Primary we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

4. How RHE is monitored and evaluated

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning. The PSHE subject leader (Claire Atkinson) is responsible for monitoring and evaluation of RHE.

Methods used include:

- feedback on lessons
- what individual teachers added to or deleted from the lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- PSHE evidence scrutiny on class pages or class topic books
- annual PSHE review
- data collected from initial need assessment is compared to same assessment at end of topic

5. How the delivery of content will be made accessible to all pupils

RHE within PSHE is developmental and appropriate to the age and stage of each pupil. It is part of a planned programme, taught in a safe and supportive atmosphere, aiming for all pupils to feel comfortable to engage in open discussion and feel confident to ask questions/for help if needed.

Establishing a safe and supportive environment

- Boundaries for discussion and confidentiality are discussed before the lessons begin.

- Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

Good practice in teaching and learning

- Using the correct terminology to make it clear that everybody uses common words and avoids prejudiced or offensive language. Teachers are guided and supported with the appropriate terminology by the PSHE scheme (OneDecision) -see appendix 3
- Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

Relationship teaching and learning is embedded in daily practice (through our Pendle Values such as Respect, Equality and Kindness).

The RHE curriculum is organised as follows:

- Use the 1descion Education scheme of work, organised into six units to be taught each half term over the year.
- All classes deliver a weekly 20min PSHE/RHE session in addition to the PSHE/RHE blocked learning of 2 afternoons each half term, this is a great opportunity to use the reflection journals, news, responses to local and global events, discussions and posing 'what would you do?' scenarios linked to PSHE/RHE topics.
- Mixed sex groups and single sex when thought appropriate (e.g. menstruation for girls and wet dreams for boys in Year 6)
- A 'Question Box' or 'Ask It Basket' is used to enable pupils to ask confidential questions on pieces of paper, which the teacher uses at the end of the programme (years 5 and 6)
- Teachers consider the age and maturity of the pupils when answering questions and how they relate to the intended learning for the class
- There are options on how to answer a question (answer to whole class/individual child after the lesson/refer the question to be answered at home)
- Teachers need to ensure children understand that some issues may not be kept in confidence if the child is at risk
- Teachers need to be mindful of the school's safeguarding procedures.

RHE within the EYFS links to the Early learning goals:

Personal, Social and Emotional Development

- Making Relationships
- Self-confidence and Self-awareness
- Managing Feelings and Behaviour)

and Physical Development

- Health and Self-care

Through a variety of discussions, circle time and cross-curricular activities we learn about ourselves, emotions and relationships. These form part of daily provision within the reception classes and are planned as part of the whole school theme days to meet the objectives of the ELGs,

Inclusion

All children and young people, whatever their experience, background or identity are entitled to good quality RHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RHE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience.

RHE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships.

Teachers of RHE agree to work within the school's framework for RHE as described in this policy.

Teacher's personal beliefs, values and attitudes will not affect their teaching of RHE.

At Pendle Primary we will ensure that:

- Staff approach RHE sensitively, as pupils are all different, with different types of family.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- RHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
- Links between RHE and the school's inclusion policy are made.

6. Parental concerns and withdrawal of students

Parents and carers have an especially important role to play in RHE at Pendle Primary. They will become involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

- Providing opportunity for any concerns to be discussed with the class teacher and/or Headteacher
- Before SRE lessons in years 5 & 6 a letter to parent/carers is sent out describing the RHE their children will cover. In this way, parent/carers can be prepared to answer questions at home.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction and the spread of viruses.) If parents approach the school to withdraw their child from RHE they will be shown the RHE policy and informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 1: Science national curriculum RHE) If the parents still decide to withdraw their child, then other arrangements will be agreed and made for them during this time. Parents should be made aware that there may be impromptu discussion in the classroom at other times.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in SRE. Section 405 of

the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

7. Dissemination of the Policy

The full RHE policy is made available to staff and parent/carers via the website and on the school network. Visitors working with pupils are given a copy of the RHE policy and curriculum and work within its framework.

8. Policy Review and Development Plan

The RHE policy will be monitored by Claire Atkinson and reviewed on annual basis.

Staff have CPD opportunities to develop their knowledge and practice through staff meetings and access to support from the PSHE lead and training courses as the need is identified

9. Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' – supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RHE) and Health Education Draft Guidance (July 2018)

This Policy should be read in conjunction with the following policies:

<https://primarysite-prod-sorted.s3.amazonaws.com/clitheroe-pendle-primary-school/UploadedDocument/f417fd82429a478eb8628743956a9aeb/schools-safeguarding-policy-2018-19.pdf>

<https://primarysite-prod-sorted.s3.amazonaws.com/clitheroe-pendle-primary-school/UploadedDocument/63436efda6004e4c834057fb99d8ff49/anti-bullying-policy-october-2018.pdf>

<https://primarysite-prod-sorted.s3.amazonaws.com/clitheroe-pendle-primary-school/UploadedDocument/05f06d870f4f4a4ea6d759afea9600b5/single-equalities-policy-nov-2018.pdf>

DfE Keeping children safe in education (2018)

APPENDICES

Appendix 1

Sex and relationships education in the National Curriculum Science programme of study

Key Stage 1

YEAR ONE

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

YEAR TWO

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

YEAR FIVE

Living things and their habitats

- Describe the life process of reproduction in some plants and animals

(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

- Describe the changes as humans develop to old age

(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

See appendix 4 Joint briefing by the Association of Science Education and PSHE Education

Key Stage 3

Biology, Reproduction

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the maternal lifestyle of the foetus through the placenta.)

Appendix 2

Teaching about puberty

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer HMI (OFSTED's PSHE lead) has said:

"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that

primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes.”

“Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness.”

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in SRE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

“Pupils should be taught to describe the changes as humans develop to old age”

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

“Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty.”

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.

Appendix 3

RHE Education Lesson Planning Overview

Pendle School PSHE with RHE Theme Based Learning 2022-23

Themes and strands

There are three overlapping and linked core themes, and each has two main strands:

1. Physical Health and Mental Wellbeing <ul style="list-style-type: none"> Physical Sex and Relationships 	2. Relationships <ul style="list-style-type: none"> Social Emotional 	<ul style="list-style-type: none"> Living in the wider world Economic wellbeing Being a responsible citizen
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Term	THEME – see 1decision https://schools.1decision.co.uk/my-modules	DfE Units Covered – see PSHE Association for learning objectives (saved in PSHE SUBJECT FOLDER on TEACHER DRIVE)
Autumn 1	Feelings and Emotions (KS1&2) & Being Responsible (KS 1&2)	Topic 1: Mental wellbeing Topic 1: Families and people who care for me Topic 2: Caring friendships
Autumn 2	Relationships (KS1) A world without judgement (KS2)	Topic 1: Mental wellbeing Topic 3: Respectful Relationships
Spring 1	Computer Safety (KS1&2) & Keeping/Staying Safe (KS1&2) First Aid (KS2)	Topic 1: Mental wellbeing Topic 2: Internet Safety and Harms Topic 4: Online Relationships Topic 7: Basic first aid Topic 5: Drugs, alcohol and tobacco
Spring 2	Our World (KS1) & The working world (KS2)	Topic 1: Mental wellbeing Topic 5: Being safe Economic Wellbeing and Financial Capability
Summer 1	Keeping/Staying Healthy (KS1&2) & Hazard Watch (KS1)	Topic 1: Mental wellbeing Topic 3: Physical health and fitness Topic 4: Healthy Eating Topic 6: Health and Prevention
Summer 2	Growing and Changing (KS2) KS1: to use PSHE association resources (CA to save in Teacher Drive)	Topic 1: Mental wellbeing Topic 8: Changing adolescent body

In addition to address further themes we will hold 2 additional curriculum events –

A charity day – (Autumn Term 1) Macmillan's Coffee Morning

A mini- enterprise challenge during the Summer Term to address themes in 'Living in the Wider World'