



Policy Adopted	May 2021
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HOLT C P SCHOOL RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH Policy

This relationships and sex education policy covers Holt Community Primary School approach to teaching relationships and sex education (RSE) and health education.

It will be reviewed every three years or sooner if the RSE and health curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through letters and it is available on the school's websites. If a hard-copy of the document is required, the school will be happy to provide this upon request.

Values, aims and objectives:

Relationships and sex education (RSE) and health education is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE and health education is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE and health education in Holt Community Primary School is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE and health empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.

✓ Developing character skills to support healthy and safe relationships and ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.

✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.

✓ Providing protection from shock or guilt.

✓ Actively involving pupils as evaluators to ensure relevance.

✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE and health curriculum ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE and health curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE and health education curriculum are a statutory requirement to teach in order for the school to meet The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 and The Equalities Act, 2010. It is important to teach RSE and health through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE and health curriculum is detailed as follows 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 parent/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.

The RSE and health programme will be led by the Headteacher and taught by class teachers supported by Teaching Assistants. Staff leading the delivery of RSE and health education have received specialist training ensuring pupils are taught with consistent approaches to RSE and health throughout their time at Holt Community Primary School.

RSE and health education will be taught using Norfolk County Council resources which include a range of teaching methodologies including story-telling, drama, discussions,

individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE and health education, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE and health education more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Holt Community Primary School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE and health education 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. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel

under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE and health education is most effective when it is a collaboration between school and home. The school will provide support to parents and carers by providing general resources and also discussing individual needs. The school operates an open-door policy enabling parents to discuss RSE and health education at relevant times throughout the school year.

The right to be excused from sex education

Holt Community Primary School has chosen to teach sex education (which goes beyond the national curriculum for science) along with relationships education. Parents have the right to withdraw their children from some or all of the sex education which goes beyond the national curriculum for science. Parents/Carers should contact the Headteacher should they wish their child to be withdrawn.

This policy complements the following policies:

Behaviour, Anti-Bullying, Online safety, Equality, Safeguarding, PSHE, Teaching and Learning.

Appendix 1

TOP TIPS FOR TALKING TO YOUR CHILD

Talking to your child about their bodies, relationships, puberty and sex is important; building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing importance arise and may help to reduce risk taking behaviours as they approach adulthood.

Your child needs to know that it's OK to talk, and that you're happy to talk about it. They'll learn this through your body language, tone and manner when you talk, so try to behave as though you would in any other normal, everyday topic of conversation. Simple strategies to make talking about bodies, relationships, puberty and sex more comfortable:

- Start off by talking about something that you both find more comfortable, such as feelings and emotions.
- Ask them what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- Avoid 'The Chat'. Talk about these issues little and often, over everyday events like washing up or watching TV. This can help to normalise the conversation, and ease uncomfortable feelings.
- Don't leave it too late. Start talking about puberty before you feel your child is approaching it so that you already have strong channels of communication established in readiness.

- Be prepared to listen. Your child will want to have their voice heard without feeling judged and feeling listened to will encourage them to come to you to talk about issues in the future.
- If they ask you a question that you are not sure how to answer, that is OK. Suggest that you find out the answer together and then you will both know!
- Try to listen calmly, even if what they say surprises or concerns you. Try to remember that it is good that they are comfortable to discuss issues with you, and that they need to trust you will not respond negatively.

Make sure they know that they can always talk to you anytime, about anything.