



The South Hams Federation

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Dated January 2022

Review January 2023

This policy covers our Federations approach to Relationships Education. It also covers Health Education and RSE and refers to PSHE as incorporating all of these.

The South Hams Federation uses the PSHE Association to support the effective teaching of Relationships Education and Health Education. The PSHE Association Programme of Study for Personal, Social, Health and Economic (PSHE) Education has three strands (Health & Wellbeing, Relationships and Living in the Wider World). **Schools are expected to cover all three but it is mandatory for all schools to deliver Health Education and Relationships and Sex Education (RSE) from 2020.** All schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). **Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education as well as links to Health Education.**

Rationale and Ethos

At the South Hams Federation, we believe that Relationships Education/PSHE provides a vehicle for developing our children's attitudes, values and sensitivities towards others. We believe that through implementing an appropriately structured program across the whole school we will enable children to both develop a positive sense of self as well as a respect and understanding for others. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We aim to support our children to develop resilience, to know how and when to ask for help, and to know where to access support.

Roles and responsibilities

The Relationships Education and PSHE programme will be led by the PSHE Curriculum Leaders. The PSHE Leaders will attend regular PSHE leads meetings and feedback to the SLT and teachers appropriately. The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE, Relationship Education and Health Education in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching PSHE or Relationship and Health Education. Staff who have concerns about teaching elements are encouraged to discuss this with the Head of School
- Staff will timetable in the planned PSHE lesson each week

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to Relationship and Health Education, treat others with respect and sensitivity.



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Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver **relationships education (in primary schools)** and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are **not** part of the Science curriculum. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Therefore, we aim to provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, The South Hams Federation will consult parents before the final year of primary school about the detailed content of what will be taught. Parents are invited in to see for themselves the learning/video clips etc that the children will be exposed to.

Documents that inform the school's Relationships Education and RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum Design

Our Relationships Education and Health Education programme is an integral part of our whole school PSHE education provision.

This provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles
- stay safe online
- know basic first aid



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Equalities and Safeguarding within the Curriculum

The Relationships Education programme at The South Hams Federation demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality

This policy reflects and is in line with the schools' equal opportunities policy and the schools ensure that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Relationships Education is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education. Many aspects of PSHE are taught throughout the year, whilst some specific age-related aspects are delivered, at a pre-planned points, during the year in order that parents are informed and can be involved in supporting their child. RSE is delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. PSHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios and discussions.

External agencies and visitors

External agencies can be invited to support the delivery of all aspects of PSHE. These may include: the school nurse, the NSPCC and the police. External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Safe and effective practice

Staff are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE



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arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The Federation believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Engaging Parents

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community. Effective methods to communicate the schools' approach to PSHE/RSE are through the year groups' curriculum meetings (Year 5 and 6), parents' evening, the school website, weekly newsletters and an open-door policy. Parents are also invited in throughout the year to celebrate the learning across PSHE. Parents are invited to view this policy. ***Parents do not have the right to withdraw their children from all, or part of the RSE curriculum as teachers will not be teaching RSE that is outside of the science curriculum. If for any reason teachers feel it is necessary to discuss areas outside of the science curriculum with children, parents will be informed and would have the right to withdraw.***

Monitoring, Reporting and Evaluation

Class teachers assess pupils' understanding and progress through formative and summative processes. These include task outcomes, questioning, quotes from children and observation. At the end of the year, each year group reviews the programme they have implemented and pass on any comments to the PSHE Curriculum Leader as part of the monitoring cycle. This policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents.

Links to other policies and advice

- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Relationship and Sex Education Guidance – DfE



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By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources