



# Gilbertstone Primary School



## RELATIONSHIPS & HEALTH EDUCATION POLICY/RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

### School Vision

At Gilbertstone we want all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of living in modern Britain. Through our golden rule of 'Treat others as you wish to be treated' we are committed to celebrating diversity and promoting inclusivity and equality of opportunity for all. We aim to promote positive mental health, emotional well-being and resilience for all through our PATHs curriculum (Promoting Alternative Thinking Strategies). Our RHE curriculum also supports children's understanding of key concepts of physical, mental and social well-being. We aim to consolidate the British Values of democracy, liberty, respect, tolerance and the rule of law through our wider curriculum and enrichment opportunities.

This policy should be read in conjunction with:

**Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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 and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

## THE BIRMINGHAM APPROACH TO RELATIONSHIPS AND HEALTH EDUCATION IN PRIMARY SCHOOLS

In addition to the requirements of the National Curriculum in Science, the school teaches Sex Education in year 6 (1 lesson) and information about the contents of this specific lesson and your right to withdraw your child from it can be found below

### SCHOOL CONTEXT

Our school community comes from a wide and diverse society. A proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

### POLICY DEVELOPMENT AND CONSULTATION

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

#### Relationships and Health Education

At Gilbertstone Primary understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the school's policy on that subject is explained further below).

#### Aims and Objectives of this policy and the relationships education curriculum:

To provide clear guidance for parents, staff and governors in relation to programme progression and delivery

For pupils to develop the understanding of relationships and that they need to be built and maintained gradually

Relationship Education provides a foundation for further work at secondary school

To help young people to respect themselves and others

To support pupils through their physical, emotional and moral development

To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene

To help pupils understand the significance of marriage and stable relationships and its importance for family life

***\*Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances\****

To help pupils move more confidently and responsibly into and through adolescence

To help pupils to understand a range of views and beliefs about relationships

To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

## THE BIRMINGHAM APPROACH TO RELATIONSHIPS AND HEALTH EDUCATION IN PRIMARY SCHOOLS

### MORAL AND VALUES FRAMEWORK

## **THE PROGRAMME WILL REFLECT THE SCHOOL PHILOSOPHY AND ETHOS TO ENCOURAGE THE FOLLOWING VALUES:**

Respect for self

Respect for others

Responsibility for own actions

Responsibility for family, friends, school and the community

## **CONTENT OF PROGRAMME**

### **PRIMARY**

Our Relationship and Health Education curriculum has been developed through progressive units beginning from Year 1 to Year 6 (Please see overview below). In Reception, the building blocks needed for younger children to form and maintain safe and positive relationships is delivered through the EYFS curriculum.

### **SEX EDUCATION**

The school believes that in order to further the aims and objectives outlined above it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for science. The school's sex education programme will include 1 lesson in year 6

*Year 6: Lesson 7 – How Babies are Made*

*Lesson Objectives:*

*To understand how a baby is made*

*To know that commitment and friendship is important in a positive relationship*

Parents will be notified in writing before this lesson takes place so that they can notify the school that they would like to withdraw their child from this specific lessons.

## **ORGANISATION AND METHODS OF TEACHING**

### **Planning and delivery of programme**

This scheme of work has been planned by school staff and supporting external agencies

The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected

The discrete puberty programme will be taught in Years 5 & 6 in selected single sex groups by trained, confident staff

Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school

Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated

Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning

## THE BIRMINGHAM APPROACH TO RELATIONSHIPS AND HEALTH EDUCATION IN PRIMARY SCHOOLS

Overview of Mandatory requirements - Where are themes taught?						
	Relationship Education			Health Education		
Year Group	Relationship	Safety On & Off Line	Families	Mental Well Being	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		
3	*		*	*	*	
4	*	*	*	*		
5	*	*	*	*	*	*
6	*	*	*	*	*	*

### AREAS OF RESPONSIBILITY:

#### Head Teacher and Governors

Ensure the framework is followed

Ensure that this policy is made available to parents

When developing and amending this policy, work with parents and listen to their views

#### Teaching Staff

Implement this policy with the guidance of senior leaders in the school

Ensure that the policy is followed in applied practice

Liaise with the governors on the teaching of RHE and (Sex Education) in school as required

Liaise with parents and feedback any concerns, following the school's usual procedures

Respond to the needs of pupils, following the school's usual procedures

### SPECIFIC ISSUES

#### Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

#### Changing Facilities for Physical Education; Upper Key Stage 2 (Years 5 & 6)

In our school we ensure that pupils change for physical education within gender groups.

## **Answering Difficult Questions**

If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually within the scope and age-appropriate content of the curriculum.

Staff will not share personal views or experiences when responding to pupils' questions or in the delivery of the lesson content.

Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives.

Pupils' questions will be answered according to their level of maturity and understanding, with support from parents.

The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of healthy relationships.

Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

## **WORKING WITH PARENTS**

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Details of the specific lessons and teaching materials can be made available on request.

## **Parent Withdrawal**

Parents have a right to withdraw their child from sex education lesson but not from Relationships and Health Education lessons.

Parents will be informed when the sex education lesson in year 6 is to take place, view the lesson plan and materials and ask any questions.

Parents should complete the standard letter to request withdrawal from Year 6 Lesson 7 – How Babies Are Made.

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education.

Any complaints will be addressed through the school's complaints procedure.

## **THE BIRMINGHAM APPROACH TO RELATIONSHIPS AND HEALTH EDUCATION IN PRIMARY SCHOOLS**

### **PROVISION FOR MENSTRUATION**

Learning Mentors will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the girl's toilets and the disabled toilet.

### **Other related documents & policies**

Education Act 2002

Keeping Children Safe in Education 2020

Working Together to Safeguard Children 2018

Equality Act 2010

Science Curriculum KS1 & KS2

Children and Social Work Act 2017

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

OFSTED School Inspection Handbook 2019

Relationship & Health Education Statutory Guidance 2019 (DfE)

United Nations Convention on the Rights of the Child

### **EQUAL OPPORTUNITIES/INCLUSIVITY**

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

### **MONITORING AND EVALUATION**

This policy will be managed by the PSHE Co-ordinator (making links with other curriculum leads) and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

### **DISSEMINATION OF THE POLICY**

This policy is available on the school website.

Parents will be supplied with a fully copy on request.

The policy will be communicated to all staff and governors.

### **RATIFIED BY**

**The Governing Body – delegated to Head Teacher and Chair**    **DATE** October 2025

**REVIEW DATE** October 2026 **(Annually)**