

Nonsuch Primary School

This policy is embedded in our school's mission statement of,
'Working Together We All Achieve'.



Policy	Relationships Education, Relationships and Sex Education and Health Education RSE
Date	September 2023
Date for review	September 2026

We service our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure and nurtured.

Our high expectations for learning cultivate character and pride in our identity at Nonsuch School preparing every child for their future.

School Vision and Rationale

Nonsuch's vision is firmly rooted in its mission statement of 'Working Together We All Achieve.' This is underpinned by the three key learning values of Ready, Respectful and Responsible. We believe that every child has the right to be treated with dignity, learn about their innate worth and understand their unique value.

We serve our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure and nurtured.

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 and Physical Health and Mental Well Being.

<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. Our school uses the Jigsaw programme of study.

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 in primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

- **Sex Education is taught in addition to the requirements of the National Curriculum in Science, the school teaches Sex Education in year 6, and information about the contents these specific lessons and your right to withdraw your child from them can be found below**

School Context

Nonsuch is a small, one form entry school and is at the heart of the community. 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 on Child abuse, Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

To ensure that consultation was thorough and meaningful we consulted with:

- Parent and carers – questionnaire via Parentmail and a working party via Zoom
- Staff questionnaire
- Children
- Governors
- Published a draft policy on the school website and shared it via parentmail

Relationships and Health Education

At Nonsuch 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 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 while ensuring 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

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 two lessons in year 5 covering girls' and boys' puberty. Furthermore, there will be four lessons in year 6 covering girls' and boys' puberty, conception and babies.

Parents will be notified in writing before these lessons take place so that they can notify the school that they would like to withdraw their child from these specific lessons. There will also be the opportunity for parents of children in this/these year group(s) to view the teaching materials that will be used.

Organisation and Methods of Teaching

Nonsuch will use the Jigsaw programme for the planning and delivery of lessons.

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

- The discrete puberty programme taught in years 5 and 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 that are appropriate for each year group and enhance the learning.

Overview of Mandatory requirements						
(Where are the themes taught?)						
Relationships Education				Health Education		
Year Group	Relationships	Safety on and Offline	Families	Mental Well being	Health Prevention	Changing Bodies
N (if applicable)						
R	Through ELG	Through ELG	Through ELG	Through ELG	Through ELG	Through ELG
1	Summer 1	Spring 2	Summer 1	All year-		Summer 2
2	Summer 1	Spring 2	Summer 1	All year	Spring 2	Summer 2
3	Summer 1	Summer 2	Summer 1	All year	Spring 2	Summer 2
4	Summer 1			All year	Spring 2	Summer 2
5	Summer 1	Summer 1		All year	Spring 2	Summer 2
6	Summer 1	Summer 1		All year	Spring 2	Summer 2

Areas of Responsibility:

Head Teacher and Governors

- Ensure the framework is followed and monitored
- Ensure that this policy is made available to parents
- 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

- Ensure that the SENDCO and/or PSHE lead are adequately trained to support delivery in ALL aspects of the RSE 2020 guidance;
- 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

In our school we ensure that pupils are offered privacy when changing for physical education. Where possible, separate facilities will be offered to maintain privacy and self-esteem.

Use of External Providers [if required]

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's programme and all delivery with pupils will be evaluated.

Answering Difficult Questions

If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.

- 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. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- 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.

Parents will be consulted when this Relationships Education, Relationships and Sex Education and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with Mr Watkins.

Parent Withdrawal

Parents have a right to withdraw their child from sex education lesson(s) that are additional to that covered in science but not from Relationships and Health Education lessons.

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project, but this would be discussed on an individual basis.

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

Provision for Menstruation

Mrs Sara Hook will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the year 5 and year 6 toilets.

Other related documents & policies

- Education Act 2002
- Keeping Children Safe in Education 2022
- 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
- Public Sector Equality Duty

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.

Keeping Children Safe in Education 2022 incorporates the Equality Act 2010 and states schools and colleges

- Must not unlawfully discriminate against pupils because of their protected characteristics.
- Must consider how they are supporting pupils with protected characteristics.
- Must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, making reasonable adjustments for disabled children.

In addition, it also looks at the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be at more risk of harm and integrate this into safeguarding policies and procedures. Additionally, guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

Therefore, the RSE policy links closely to a number of Nonsuch School and BDMAT Policies.

Monitoring and Evaluation

This policy will be managed by the PSHE/RSE Co-ordinator, Mrs Z Lay and the appointed governor, Mrs Margaret Andrew, 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

A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a full copy on request. The policy will be communicated to all staff and governors.

PSHE Lead: Mrs Zara Lay

Head Teacher: Mr Carl Watkins

Governor: Mrs Margaret Andrew