

# **Relationships and Sex Education (RSE) and Health Education Policy**

<b>Person responsible</b>	<b>Head of Pastoral Care</b>
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## 1. Introduction

### Statutory Requirements

Relationships education and health education guidance is compulsory in all primary schools in England (including independent schools). The guidance states:

- Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.
- Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.
- Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.
- The curriculum should support pupils in developing self-confidence and self-esteem, and make informed choices regarding their own personal wellbeing and social issues;
- The curriculum should support pupils in understanding democracy and the need for rules and laws and promote fundamental British values.

Primary schools are also encouraged to teach sex education in an age-appropriate manner.

## 2. Relationships, Health and Sex Education

### Rationale and Ethos

This policy reflects the latest DfE RSE & Health Education guidance and guidance from The PSHE Association. At Bute House, the core RSE & Health Education content is taught within Wellbeing lessons. Wellbeing is the term used for our PSHE provision. This Policy was produced by the Head of Pastoral Care who leads the Wellbeing Programme through consultation with the Wellbeing Department, SLT and parents.

Bute House believes effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives and that the aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence.

The aim of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection. Bute House has a clear set of values and standards upheld and demonstrated throughout all aspects of school life and these are underpinned by the school's Positive Behaviour Policy and pastoral support system as well as by a planned programme of evidence-based instruction.

Bute House recognises it has a crucial role in preventative education in respect of safeguarding, sexual violence and sexual harassment, and that the most effective preventative education programme will be through a whole school approach. This aims to prepare pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny / misandry, homophobia, biphobic and sexual violence / harassment.

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationships education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

We recognise the central role that the relationships education and relationships and sex education programme play in key regulatory standards; for example, through the School's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.

Our school's overarching aims for relationships, sex and health education for our pupils are:

- To understand what positive, safe relationships are;
- To recognise the opportunities and challenges of being online;
- To understand diversity and respecting difference;
- To know ways to maintain mental and physical health;
- To know when and how to seek help effectively.

The RSE and Health Education elements of our curriculum 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. 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.

### 3. Equality

The school acknowledges the potential need to put in place additional support for pupils in vulnerable groups, as per equality law obligations. The school recognises the need to tackle sexual violence and sexual harassment, sexism, homophobia and stereotypes in an age-appropriate manner.

We ensure RSE and Health Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by drawing on advice from the Learning Enrichment Department on individual pupil's specific needs and adapting provision to ensure all girls can access the curriculum.

We ensure RSE and Health Education fosters gender and LGBT+ equality by drawing on differing family and relationship types in an age-appropriate manner throughout the curriculum. As per the Government guidance, specific, detailed teaching on the topic of Gender Identity is not included at Primary level. However, teaching on the topic of gender stereotypes and identity complies to the Government guidance which states:

- You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear.
- Resources used in teaching about this topic must always be age-appropriate and evidence-based.
- Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not

- be used and you should not work with external agencies or organisations that produce such material.
- While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.

Resources such as use of story books and pictures are used to represent diversity and promote equality through discussion of respect for all. In a similar manner to general promotion of diversity, such provision is not isolated within one lesson or topic but encouraged to be integrated fluidly across Wellbeing topics, and where appropriate within the wider curriculum. For example, in English the concept of 'windows and mirrors' is used to select class texts encouraging books to both mirror pupils' own lives and experiences, and provide windows into contrasting lives.

#### **4. Roles and Responsibilities**

The Governing Body has overall responsibility for the matters which are the subject of this policy and its approval. As such, the Governing Body is required to ensure that all those with leadership and management responsibilities at Bute House actively promote the wellbeing of pupils.

The RSE and Health Education programme will be led by the Head of Pastoral Care who has responsibility for the Wellbeing Programme (PSHE). It will be taught by Wellbeing teachers, with the key messages integrated across the school and drawn upon when appropriate in other subjects and areas of school life. It will be supported by assemblies, whole school focus weeks such as Mental Health Week and Wellbeing Week, the Learning Powers programme and the pastoral provision led by the Head of Pastoral Care, incorporating work by the School Counsellor.

The relationships, sex and health education programme and this policy have been produced and reviewed in consultation with parents, teachers and pupils. When the relationships, sex and health education programme was introduced, information talks and consultation opportunities were provided to parents, pupils and staff. Following this, annual parent information talks are held at the start of the year, termly written information is provided and views are sought through general parent surveys and reminders of the ongoing option to provide feedback

or raise concerns with the School. Staff are consulted through Pastoral Leadership meetings and pupils have regular opportunities to provide feedback, including within the Wellbeing Subject Review.

Teaching staff receive training and are offered support to assist them in delivering the relationships, sex and health education programme. This is delivered to new staff through initial information and meetings with the Head of Pastoral Care. The Medium-Term Plans include detailed suggested resource banks to help staff who are not specialists in the subject. Training is also provided in Wellbeing Department meetings and through use of outside speakers and trainers when deemed necessary. This training includes training on expressing personal opinions and the use of external resources or inviting companies to deliver workshops. When timetabling, the suitability of staff for teaching relationships education and relations and sex education is considered.

## **5. Legislation and the Right to Withdraw**

This policy applies to all pupils as well as to members of staff. As stated above, we are required to teach Relationships and Health Education as part of the Department of Education statutory guidance. The parental right to withdraw pupils from sex education remains in primary education, but only for aspects of sex education which are not part of the Science curriculum. Relationships and Health education is compulsory.

The RSE & Health Education policy supports/complements the following policies:

- Positive Behaviour Policy
- Anti-bullying Policy
- Equal Opportunities and Inclusion Policy
- E-safety Policy
- EYFS Policy
- Safeguarding Policy
- Wellbeing Policy

Documents that inform the school's RSE & Health Education policy include:

- ISSR; Children Act 1989; Children and Families Act 2014;
- Relationships Education and the Relationships and Sex Education and Health Education (England) Regulations 2019 and EYFS;

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021)
- Keeping Children Safe in Education (September 2023)
- WTSC, Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, December 2020)
- Respectful school communities: self-review and signposting tool (DfE)
- Relationships education, relationships and sex education and health education FAQs (DfE, July 2020)
- Relationships, sex and health education: guide for schools (DfE, June 2019)
- DfE guide for parents that schools can use to communicate about teaching relationships and health education
- Plan your relationships sex and health curriculum (DfE, February 2022)
- Teaching about relationships, sex-and health (DfE, March 2021)
- Review of sexual abuse in schools and colleges (Ofsted, June 2021)
- Political impartiality in schools (DfE, February 2022)

## 6. Curriculum Design

Our RSE and Health Education programme is an integral part of our whole school Wellbeing education provision and the objectives from the guidance are fully interwoven into our Wellbeing curriculum. Bute House closely follows the PSHE's Association's Programme of Study which is updated in line with the most recent RSE & Health Education guidance. Our programme uses the thematic model, with some adaptation to order and focuses to adapt to the needs of our pupils.

The RSE and Health Education content is organised in the Long Term Plan within our three key themes: Relationships (Autumn), Living in the Wider World (Spring) and Health and Wellbeing (Summer). Each theme is broken into three shorter units. Within these units, the RSE and Health Education topics are delivered in an age-appropriate manner and integrated with wider Wellbeing topics. The Long-Term Plan can be found in the Appendix.

The curriculum tackles at age-appropriate stages issues such as:

- Healthy and respectful relationships;
- Boundaries and consent;
- Stereotyping, prejudice and equality;
- Body confidence and self-esteem;
- How to recognise an unhealthy, abusive relationship, including coercive behaviour;

- In an age-appropriate manner, concepts which are the foundations of eventual understanding of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and how to access support;
- In an age-appropriate manner, the foundations of what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The PSHE Association suggested resources have been included within our Medium-Term Plans and built upon to provide teachers with a bank of resources to support the RSE and Health Education elements when planning and delivering Wellbeing. In addition, the buy-in 'Teaching RSE with confidence' Christopher Winter Project (CWP) Resources are used to support the teaching of some aspects of RSE & Health Education. Similarly, the 1Decision resources subscription provides high quality PSHE Association-recommended material for teachers. The URStrong Friendology programme is used throughout the school and creates a shared approach and common language for relationships.

Priorities for our programme were decided through input from the Wellbeing teachers based on their knowledge of year-group specific needs, including ensuring content is age and stage appropriate, as well as relevant. Similarly, pupil voice is used to make sure we are responsive to issues pupils are facing or interested in. For example, the 'Relationships' theme begins each school year due to a school-wise trend of pupils' worries frequently focusing on friendship issues. The programme will be reviewed to ensure it continues to be responsive to current pupils' needs. This includes considering the inclusivity of the programme in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. RSE and Health Education will be differentiated through resource selection, task and additional teacher or teaching assistant scaffolding to support pupils struggling to meet objectives. There will be opportunities to challenge pupils who are more confident with tasks to extend their thinking.

Teachers will critically reflect on their teaching in delivering RSE and Health Education through evaluating planning and making adaptations for future lessons. Pupil voice will be influential in adapting and amending planned learning activities to ensure teaching and learning is responsive to the needs of the pupils.

RSE and Health Education learning will be assessed through the usual assessment means for the Wellbeing curriculum. The RSE and Health Education objectives are considered during teachers' baseline assessment, formative assessment

throughout the units and summative end of unit assessment. RSE and Health Education learning will be evidenced through pupils' individual Wellbeing Passports, which have been updated to include the RSE and Health Education content. Pupils self-assess against all their Wellbeing curriculum objectives, including the RSE and Health Education content. This pupil self-assessment is fed into reporting of progress to parents through Parents' Evenings focusing on pupils' personal and social development and end of year Form Teacher reports.

## **7. Safe and Effective Practice**

High quality and effective planning will be ensured through provision of clear Long- and Medium-Term Plans with suggested Learning Intentions to promote good sequencing and age and stage appropriate progression of the RSE and Health Education within Wellbeing topics. As detailed previously, the Medium-Term Plans also include suggested resources listed for each 2-4-week unit, based on The PSHE Association recommendations. These are resources made by trusted sources, or which have been tried and tested. For example, the CWP, URStrong and 1Decision resources.

We will ensure a safe learning environment by ensuring Wellbeing teachers are willing and happy teaching the RSE and Health Education content and confident in their subject knowledge. Clear ground rules will be established at the start of the year which pupils are regularly reminded of, particularly when studying more sensitive RSE and Health Education content.

Distancing techniques will be used such as being mindful of pupils' personal situations, depersonalising the situations being discussed through use of characters, role play, stories, and videos and opportunities for private or anonymous questions or responses. Pupils' questions will be answered in age and stage appropriate manners and where a teacher is unsure of an answer they will delay the answer to the following lesson, once they have been able to draw on colleagues' advice. Sensitive issues will be handled by reassuring pupils, offering them time out if they are distressed, suggesting who a pupil could talk to about the topic or referring the issue to the pupil's Form Teacher, Phase Lead or the Head of Pastoral Care, as appropriate. Pupils will be able to raise questions anonymously through use of question boxes when appropriate, as well as the usual class comment and worry boxes.

## 8. Safeguarding

Teachers are aware that effective RSE & Health Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In accordance with the Safeguarding Policy, teachers will consult with the Designated Safeguarding Lead and, in his absence, the deputy. The subject in itself also includes teaching children about how to stay safe online, have respectful relationships, raise concerns and report safeguarding issues appropriately and effectively.

When inviting external speakers or visitors into lessons, particularly where sensitive issues may be discussed, the speaker's credibility must be checked. Use of well-known or recommended organisations, such as the NSPCC and Just Enough Workshops, is encouraged. The content of any workshop or talk must be discussed prior to the event, to ensure content is age-appropriate, and a teacher should be in the room throughout. Should the content, delivery or resources used fall outside the School's expectations, the event must be cancelled or stopped.

RSE and Health Education will consider pupils who may be considered vulnerable or 'at risk' through teachers ensuring they are aware of these pupils. Additionally, an awareness is required that for these pupils in particular, the content and delivery of certain topics may need to be done so in a sensitive and depersonalised manner.

## 9. Engaging Stakeholders

Parents are informed about this RSE & Health Education Policy through the start of year Information Evenings. The policy will be available to parents through the school website. We are committed to working with parents and carers by fully informing them of the rationale behind our RSE and Health Education provision, by ensuring they are fully informed of the RSE and Health Education elements of the curriculum at each stage of their daughter's education and through welcoming parent queries.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through Curriculum Evenings, Curriculum Webs, book recommendations and at-home discussion or activity ideas through Home Learning menus. We will notify parents when particular Relationships, Health and Sex education will be taught, through use of

more detailed Wellbeing inserts within the Curriculum Webs. In Years 4-6, parents will be reminded via letter approximately 3 weeks prior to the puberty and sex education elements of RSE & Health Education being taught. For Year 6, when reproduction is taught in both Wellbeing and Science, an informational video by the Head of Pastoral Care and Head of Science is also provided to all families.

Parents/carers have the right to withdraw their children from sex education content that is not part of statutory National Curriculum Science, however we believe the content is vital preparation for the transition to secondary education and for pupils' long-term wellbeing.

Should a parent request that their daughter is withdrawn from the non-statutory sex education elements, they should be made aware:

(a) The right to withdraw is in relation to 'some or all' of sex education delivered as part of relationships and sex education, except for those parts included in the science curriculum;

(b) That the Head will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum; and

(c) That the parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School and that there is no right to withdraw from relationships education;

Parents will be invited in to meet with the Head of Pastoral Care and will be offered copies of the sex education resources being used in class to provide support should the parent wish to cover this content at home.

Pupil voice will be used to review and tailor our RSE and Health Education programme to match the different needs of pupils. This will take place through opportunities for pupils to share their thoughts on the topics they are learning about in class, break time pupil feedback groups as part of subject monitoring and ad-hoc pupil voice groups when evaluating the new curriculum. In addition, pupil groups such as Year 6 Equity, Diversity and Inclusion Ambassadors and Wellbeing Ambassadors provide opportunities for girls to have their say.

## **10. Monitoring and Review**

All schemes of work are reviewed on a regular basis to assess the content and that the content as defined in this policy is accurate and conforms to current guidance. Teaching staff are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs. In addition, relationships, sex and health education will be considered in depth when monitoring Wellbeing as a whole through the Subject Review Week. The views of parents are considered when making non-minor alterations to the relationships, sex and health education programme.

As part of effective RSE and Health Education provision, the RSE and Health Education section of this policy should be reviewed annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. This is in line with the Wellbeing Policy review date.

**Appendix - Bute House Scheme of Work for Wellbeing – LTP**

	Autumn Relationships	Spring Living in the Wider World				Summer Health and Wellbeing			
<b>EYFS</b>	<p align="center"><b><u>Delivered within PSED provision &amp; circle times at appropriate points in the year to respond to Reception class' needs:</u></b></p> <p align="center"><b>Rules to keep us safe</b> - Know class rules; Using basic manners; Know the safeguarding adults</p> <p align="center"><b>URStrong Friendology: Kind and Unkind Behaviour</b> - Identifying kindness; Standing up for myself</p> <p align="center"><b>Safe and Unsafe Touch</b> - PANTS Rule; Saying 'No'; Reporting uncomfortable feelings to an adult</p> <p align="center"><b>E-Safety Rules</b> - Think before you click; Seeking help from an adult</p> <p align="center"><b>Mental Health &amp; Emotion</b> - Expressing feelings; Calming down; Sharing worries</p>								
<b>Year 1</b>	<p align="center"><b>Respect</b> How behaviour affects others; being polite and respectful</p>	<p align="center"><b>Safe Relationships</b> Recognising privacy; staying safe; seeking permission</p>	<p align="center"><b>Caring Relationships</b> Roles of different people; families; feeling cared for</p>	<p align="center"><b>Caring Communities</b> What rules are; caring for others' needs; looking after the environment</p>	<p align="center"><b>Digital Resilience</b> Using the internet and digital devices; communicating online</p>	<p align="center"><b>A Job for Everyone</b> Strengths and interests; jobs in the community</p>	<p align="center"><b>Healthy Choices and Habits</b> Keeping healthy; food and exercise, hygiene routines; sun safety</p>	<p align="center"><b>Feelings Toolkit</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p align="center"><b>Keeping Safe</b> How rules and age restrictions help us; keeping safe online</p>
<b>Year 2</b>	<p align="center"><b>Friendship Toolkit (URStrong)</b> Making friends; feeling lonely and getting help</p>	<p align="center"><b>Safe Relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<p align="center"><b>Sameness &amp; Difference</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p align="center"><b>Part of the Team</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p>	<p align="center"><b>Internet &amp; Information</b> The internet in everyday life; online content and information</p>	<p align="center"><b>Money Manager</b> What money is; needs and wants; looking after money</p>	<p align="center"><b>Healthy Bodies &amp; Minds</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p align="center"><b>Growing up</b> Growing older; naming body parts; moving class or year</p>	<p align="center"><b>Taking Risk &amp; Staying Safe</b> Safety in different environments; risk and safety at home; emergencies</p>

<b>Year 3</b>	<b>Respect for Self and Others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<b>Introduction to URStrong Friendology</b> Identifying healthy relationships; Knowing key friendship facts; Knowing the friendology cycle; Distinguishing 'mean-on-purpose' from 'friendship fires'		<b>Features of a Family</b> What makes a family; features of family life	<b>Rules and Laws</b> The value of rules and laws; rights, freedoms and responsibilities	<b>Challenging Stereotypes</b> Different jobs and skills; job stereotypes; setting personal goals	<b>Choices for our Minds and Bodies</b> Health choices and habits; what affects feelings; expressing feelings	<b>Successes and Setbacks</b> Personal strengths and achievements; managing and re-framing setbacks	<b>Risks and Hazards</b> Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	<b>Positive Friendships on and offline (Follow URStrong)</b> Positive friendships, including online	<b>Playful or Hurtful?</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online	<b>Respect for Difference and Similarity</b> Respecting differences and similarities; discussing difference sensitively	<b>Community Builder</b> What makes a community; shared responsibilities	<b>Sharing and Using Data</b> How data is shared and used	<b>Spending and Saving</b> Making decisions about money; using and keeping money safe	<b>Caring for My Body</b> Maintaining a balanced lifestyle; oral hygiene and dental care	<b>Change in Puberty</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<b>Safety with Drugs</b> Medicines and household products; drugs common to everyday life
<b>Year 5</b>	<b>Managing Peer Influence (Follow URStrong)</b> Managing friendships and peer Influence	<b>Comfortable and Uncomfortable Contact</b> Physical contact and feeling safe	<b>Prejudice and Discrimination</b> Responding respectfully to a wide range	<b>Compassion for our Planet</b> Protecting the environment; compassion towards others	<b>Fake News and Online Targeting</b> How information online is targeted; different media	<b>Career Aspirations</b> Identifying job interests and aspirations; what influences	<b>Health Toolkit</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<b>Identity and Individuality</b> Personal identity; recognising individuality	<b>Risky Situations</b> Keeping safe in different situations, including responding

			of people; recognising prejudice and discrimination		types, their role and impact	career choices; workplace stereotypes		ty and different qualities; mental wellbeing	in emergencies , first aid
<b>Year 6</b>	<b>Diverse, Loving Relationships</b> Attraction to others; romantic relationships; civil partnership and marriage	<b>Pressure and Saying No</b> Recognising and managing pressure; consent in different situations	<b>Respect and Sensitivity</b> Expressing opinions and respecting other points of view, including discussing topical issues	<b>Valuing diversity</b> Valuing diversity; challenging discrimination and stereotypes	<b>Sharing Online</b> Evaluating media sources; sharing things online	<b>Financial Risks</b> Influences and attitudes to money; money and financial risks	<b>Mental Health &amp; Self-Care</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	<b>Growing Up &amp; Moving Forward</b> Human reproduction and birth; increasing independence; managing transition	<b>Goodbye Bute</b> End of Year project; Transition lesson; Reflection