



HERNE JUNIOR SCHOOL'S



Relationships and Sex Education and Health Education Policy 2019 - 2020

Rationale and ethos

This policy covers our school's approach to Relationships and Sex Education (RSE) and Health Education. It was produced by the Personal Development Learning (PDL) leaders through consultation with, the Senior Leadership Team; the Governing Body and parents of children who attend Herne Junior School (HJS) and has been informed by the government's latest Department for Education (DfE) document,

'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (Crown copyright 2019).

Herne Junior School define 'Relationships and Sex Education and Health Education' as learning about the emotional, social and physical aspects of growing up; physical and mental health and wellbeing, safety in and out of school, what constitutes healthy relationships, changing adolescent bodies, intimate and sexual relationships, human sexuality, gender identity and online relationships and safety.

We believe RSE & Health Education is important for our pupils and our school because we believe our children's welfare, safety and self-esteem is paramount if we want our children to learn, feel prepared for their future and therefore leave us as informed citizens. We believe that our children are entitled to an education that enables them to live safe, fulfilled and healthy lives and to feel prepared for the changes they will experience with regards to RSE & Health Education.

We ensure RSE & Health Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), by taking into consideration and being sensitive to the individual needs and backgrounds of all our pupils. Where appropriate, we take a 'stage not age' approach to the delivery of RSE & Health Education whilst adhering to the DfE statutory objectives.

LGBT+

We aim for our curriculum to be inclusive for all by representing a rich and diverse community throughout our units of study and through our use of resources. We feel it is vital that all children feel represented in our curriculum in order for them to develop a sense of belonging at our school, within the local community and in wider society. Therefore, LGBT+ relationships are represented and form an integral part of our programme of study. As with all of our teaching, we ensure our RSE & Health Education is sensitive and age appropriate and fosters gender equality and LGBT+ equality by referring to,

'Hampshire: a safe place to learn, a safe place to grow LGBT+ guidance for Hampshire schools and colleges' (HIAS, June 2018).

Our school ELSA and Librarian have also created a section of our library which is dedicated to books that have a specific focus on Wellbeing and Diversity. (See Appendix A)

Roles

The responsibility of the PDL leaders is to develop the RSE and Health Education programme, alongside and with the support of each year group leader. The programme of study will be delivered by the class teacher across all four year groups. It will be supported by outside links within our local communities: school nurse, dentist, Hampshire fire safety team and others. PDL leaders are responsible for keeping teaching staff up to date with the current situation and documentation for RSE and Health Education which is achieved through staff workshops and the sharing of up-to-date information.

A working party will be made up of Herne Junior School's senior leadership team, PDL leaders at both HJS and Petersfield Infant School (PIS) (our feeder school) and HJS's governing body. A draft of the RSE and Health Education policy will be made accessible on HJS's website where parents and carers are able to give feedback. There will also be a physical copy available in the school's policy folder and in the PDL folder. This can be photocopied and sent home to parents on request. However, the school's governing body ultimately holds the final responsibility for the policy and the subsequent learning in the curriculum.

Legislation & Right to Withdraw

Current regulations and guidance from the Department for Education state that from September 2020 all schools must deliver Relationships Education and Health Education in primary school settings and Relationships and Sex Education in secondary school settings. Although Sex Education is not statutory in the primary curriculum, the department continues to recommend that all primary schools have a sex education programme. This is in order to prepare and support pupils' with their ongoing emotional and physical development. This is especially important in the transition phases between primary and secondary education.

The parental right to withdraw pupils from sex education remains in primary and secondary education. Parents have the right to request to withdraw their child from any aspect of sex education which is not part of the Science curriculum. If parents would like to request to withdraw their child from, some or all of, the sex education programme delivered at Herne, a discussion with the Head teacher and the subject leader(s) will be arranged. This will help us to ensure the wishes of the parent are understood, but also to clarify the nature and purpose of the taught curriculum at Herne. However, relationships education is a statutory part of the primary curriculum which parents do not have the right to withdraw their child from.

'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (Crown copyright 2019)

Although sex education is not statutory in primary schools, it is recommended by the Department for Education (DfE) and Brook (2014) in their *'supplementary guidance'* for the DfE,

*'Children are **naturally curious** about growing up, how their bodies work and how humans reproduce. Their questions need to be **answered honestly**, using language and explanations appropriate for their age and maturity, thus **avoiding unnecessary mystery, confusion, embarrassment and shame**. Sex and relationships education **addresses the questions and concerns raised by the biological facts** – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It **provides balance to sometimes distorted messages about sex and gender roles in the media**, and helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to **develop respectful and consensual attitudes and behaviours.**'*

The RSE and Health Education policy complements the following policies: Safeguarding policy, Child Protection policy, Schools Equalities policy, Drug use and Misuse policy, Healthy eating policy, Anti-Bullying policy and the Science policy.

Documents which have informed the school's RSE policy include:

- Hampshire: a safe place to learn, a safe place to grow LGBT+ guidance for Hampshire schools and colleges (HIAS, June 2018).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Crown copyright 2019)
- 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

At HJS our RSE and Health Education programme is an integral part of our whole school PDL education provision. It is embedded within our PDL, Science and Computing curriculums and subsequent units of work. Elements of the RSE and Health Education programme are also taught through lessons (including those within an assembly setting) which focus on Citizenship and the values of Social, Moral, Spiritual and Cultural (SMSC) development.

We follow the PSHE Association's Programme of Study for our RSE and Health Education and use their programme of study to develop and adapt our medium term plans for all four year groups. Attached is our school's long term plan for PDL which illustrates when different units are taught and in which year groups (See Appendix B).

The content covered in Herne Junior School's programme of study is listed below:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe
- Changing adolescent body
- Intimate and sexual relationships
- Human sexuality
- Gender identity
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

Our RSE and Health Education will be taught across all year groups and differentiated accordingly to meet the needs of each child. We take into consideration the needs of children with SEND and therefore ensure our curriculum is modified accordingly to meet their individual needs.

Safe and Effective practice

Ground rules

Each year group has a set of 'ground rules' to help teachers create a safe environment, in which pupils and staff feel at ease, when delivering RSE and Health Education lessons. Children should generate the ground rules for each session, selecting the ones that they deem to be appropriate. They may include things such as: kind words only; privacy; listen when others are speaking and confidentiality. Sometimes it may be appropriate to create new ground rules depending on the topic.

Here is an example of some of the ground rules created for an RSE and Health Education lesson:

- Pass - no one (teacher or pupil) will have to answer a personal question or discussion;
- Only the correct vocabulary for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

Children should also be made aware that what is discussed in an RSE and Health Education lesson should not be discussed with other children outside of the lesson as this may not be appropriate for their age group or learning needs at the time.

Questions

In lessons, children will be given the opportunity to ask questions. When appropriate to the lesson, pupils may have the opportunity to post a question in an anonymous box. These questions will then be answered if deemed age-appropriate and relative to the curriculum. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules is important in ensuring that students do not ask inappropriate questions. If a question is too personal, the teacher should remind the pupil of the ground rules. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE and Health Education will automatically answer pupil questions, as this may infringe personal boundaries. If the pupil needs further support, the teacher can refer them to the appropriate person: such as a school counsellor, school nurse, helpline, or an outside agency or service. They may also be advised to talk to their parents.

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher, or both, together research the question later. If a question is too explicit, feels inappropriate for the age of the child, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and attend to it later on an individual basis once they have consulted the DSL or relevant staff. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later and if a teacher is concerned that a pupil is at risk of abuse, they should follow the school's child protection procedures (outlined in the *Safeguarding* section below and in HJS's Safeguarding policy).

Safeguarding

Teachers are aware that effective RSE and 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 this instance, teachers will consult with the designated safeguarding lead (DSL) and in his or her absence their deputy (Tony Markham, Peter Castle, Erika Marshall & Sonja Balmer). In the case where none of the above DSLs are available, staff should consult the school Safeguarding policy or

'Keeping children safe in education, Statutory guidance for schools and colleges' (KCSiE, DfE, Crown copyright, September 2020)

for further advice and guidance.

Visitors and/or external agencies, which support the delivery of RSE and Health Education, are required to complete a service level agreement (SLA) (See Appendix C) outlining the content of their visit. Class teachers will discuss with visitors the completed service level agreement, confidentiality, children considered vulnerable or at risk and the school's policy on safeguarding. Teachers should make time for an informal evaluation of the session afterwards so they may discuss any significant matters linked to safeguarding that arise. Visitors will always have a Disclosure and Barring Service (DBS) cleared member of staff present throughout their session.

Monitoring, reporting, evaluation and engaging stakeholders

Both the policy and classroom delivery will be monitored and evaluated as part of a regular cycle of self-review.

Procedures include:

- Lesson observations by the Leadership team including the subject leader or by pre-arranged observation by the subject link governor
- An annual 'meet the teachers' event where parents are able to discuss the RSE and Health Education curriculum
- A termly curriculum letter sent to parents and made available on HJS's website outlining each year groups' units of work across all subjects
- An annual evening for Year 6 parents to discuss the taught Year 6 Relationships and Sex Education programme of study with the PDL leader and another supporting teacher (Senior Leadership Team or another member of the team who teaches RSE and Health Education)
- Annual individual pupil reports which report each child's progress in PDL
- Opportunities for pupils to review and reflect on their learning during lessons (This will be influential in adapting and amending planned learning activities.)
- Post theme evaluations which enable teachers to critically reflect on their delivery of RSE and Health Education and to inform future planning, ensuring progression

RSE policy review date

Reviewed by Subject Leaders: Olivia Hepworth and Belinda Thakore May 2020

Policy reviewed annually.

Circulated to governors, staff and parents: Staff update and school website Summer 2020

This feedback will be reviewed by the Headteacher and subject leaders and where appropriate the policy will be amended.

Approved by Headteacher on behalf of the Full Governing Body: 9th November 2020

Review date: Autumn 2021

Appendix A

Well-Being & Diversity

A section in our school library



In this section there are books about...	
WELLBEING	DIVERSITY
<ul style="list-style-type: none">• Adoption: 306.874• Body Image: 152• Bullying: 302.3• Death: 393• Emotions: 152• Family: 306.8• Feelings: 152• Friendship: 302.34• Human Rights: 323• Illness: 616• Morals: 170• Physical & Mental Health: 613; 362.2• Safety: 363.1• Self-esteem: 152	<ul style="list-style-type: none">• Age: 362.6• Disability: 362.4• Gender Reassignment (becoming a transsexual person): 306.7• Marriage & Civil Partnerships: 306.8• Pregnancy: 306.8• Race (colour; nationality; ethnicity): 305.8; 305.9• Religion & Belief: 200• Sex (gender): 305.4• Sexual orientation: 306.7



Appendix B

Herne Junior School's Personal Development Learning Long Term Overview

Term Year Group	Mini Unit/RR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Whole School Initiatives
Year 3	Rights, Respect & Shared responsibilities: Class charter Rights and respect Why we have rules.	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic wellbeing:	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices (Covered in Science- 'Healthy Heroes')	Staying Safe - Physical Health: Sun safety & Safety at home; Safety in different environments;	Whole School Initiatives/weeks: Responsibility for the local environment; Sustainability; HARMONY Week Anti-Bullying Week Fairtrade Week Economic wellbeing: Link to maths
Year 4	Rights, Respect & Shared responsibilities: Class charter Rights and respect Why we have rules.	Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Economic wellbeing:	Growing and changing: Growing up; Puberty, including periods and wet dreams; Sleep	Staying healthy: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help (Science Links)	Whole School Initiatives/weeks: Responsibility for the local environment; Sustainability; HARMONY Week Anti-Bullying Week Fairtrade Week Economic wellbeing: Link to maths
Year 5	Rights, Respect & Shared responsibilities: Class charter Rights and respect Why we have rules.	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination Who Decides/Suffrage/King & King	Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM (move to year 6 – training?)	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Growing, changing & Keeping active: Growing up; Puberty, including periods and wet dreams (recap Year 4) Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing (recap work completed in Year 3 Science 'Healthy Heroes')	Whole School Initiatives/weeks: Responsibility for the local environment; Sustainability; HARMONY Week Anti-Bullying Week Fairtrade Week

Year 6	Rights, Respect & Shared responsibilities: Class charter Rights and respect Why we have rules.	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities (Managing Conflict)	Puberty and reproduction: Growing up and developing independence. Menstrual wellbeing; Managing the changes of puberty; How a baby is made (Changing Relationships)	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation (some science links)	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support (Transition)	Careers: Career types; Challenging career stereotypes; Enterprise project Developing enterprise skills; The world of work and young people's employment rights; (World of Work)	Friendships and staying safe: Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online (NSPCC Willy/Changing Relationships)	Whole School Initiatives/weeks: Responsibility for the local environment; Sustainability; HARMONY Week Anti-Bullying Week Fairtrade Week
Year 7		Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Substances: Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	PUT INTO YEAR 6 ^	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online	
Year 8		Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety	Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change	

Appendix C

Service level agreement



Please complete this form in as much detail as possible.

When you arrive please head to the reception, here you will be lead to the hall/class.

Please use this section to list the aims of the session as well as any resources you may be using or require the school to provide.

Session aims/discussion points	Equipment / Resources required (r)/provided (p)

Final Statement and Signatures

The final statement forms an agreement between the partners signing the SLA. This must be read and understood by all signatories before signing and dating the document.

Thank you for giving your time and expertise to come into Herne Junior School to work with our pupils as part of their personal development learning programme.

- As you are aware we are (the school) fully responsible for our pupils whilst they are in school, as well as having responsibility towards their parents/carers. As such we would ask you to keep to a few simple guidelines to ensure your visit is beneficial to all.
- If you wish to distribute any materials/activities to our pupils, for example leaflets giving information, please clear this with the year leader.
- This is an equal opportunities school. We value all people equally and do not discriminate on the grounds of gender, race or ability. We would appreciate it if you would remain impartial and sensitive to this and bear this in mind when working with our pupils.
- There will be a member of staff working alongside you in the classroom and will be responsible for the pupil's behaviour.

We hope you enjoy your visit and would welcome your feedback on working with our pupils.

Thank you

Signed:

Date:
