



STAMFORDHAM PRIMARY SCHOOL
Relationships, Sex and Health Education Policy
April 2020

Rationale and Ethos

This policy covers our school's approach to Relationships Sex and Health Education. It was developed by governors, staff, partners and senior leaders at the school through consultation with parents, carers and the children and young people we teach.

We define 'relationships and sex education' as learning which equips children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

Many of the health needs of the children will already have been defined in their EHCP. This plan explains the extra help that will be given to meet those needs **and** how that help will support the child or young person to achieve what they want to in their life.

We view the partnership of home and school as vital in providing the context in which we teach our pupils to develop a bespoke RSE curriculum based on what children, young people, parents and carers indicate that they want and need to learn about.

Our school's overarching aims for our pupils are to prepare them well for life and relationships and to give them secure, safe knowledge and an awareness of their rights.

We ensure RSHE is inclusive and meets the needs of all our pupils, including all aspects of special educational needs and disabilities (SEND) by ensuring that we tailor the curriculum to (for example) neurodivergent, non-verbal, visually and auditory impaired pupils.

We ensure that RSHE fosters gender equality and LGBT+ equality by including different families in our curriculum, and providing regular opportunities to talk about and explore young people's experiences of LGBTQ+ identities, including their own.

The intended outcomes of our programme are that pupils will:

- know and understand about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health;
- understand they have a right to information about their bodies and health;
- understand they have a responsibility to respect and learn about the wide spectrum of relationships, diverse families and health choices they and those around them will make;
- develop the skills communication, reaching agreement and listening;
- develop the attributes of articulating consent, mutual respect, enjoyable relationships, rights to information, safety and health, equality (particularly on the basis of gender and sexual orientation) and responsibility for oneself and others.

Roles and responsibilities

The RSE programme will be led by Lauren Smith. It will be taught by teaching staff in all classes in school. It will be supported by a part time school nurse.

A working party is made up of Claire McKinney (DSL, Head Teacher), Lauren Smith (Teacher), Reverend Rachel Scheffer (safeguarding/PSHE governor).

Teaching staff have received SEND specific RSE training delivered by Northumberland County Council's partners the Sex Education Forum to support pupils to receive the RSHE education that is right for them.

Legislation (statutory regulations and guidance)

We are required to teach relationships education/RSE as outlined in the 2019 statutory [Guidance from the Department for Education](#) which states that *'All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.'*

In preparing this policy, we have been guided by the PSHE Association's SEND Planning Framework, which has mapped the SEN and disability code of practice to the PSHE Programme of Study and identifies the following broad areas

1. Self-awareness (Me, who I am, my likes, dislikes, talents and interests)
2. Self-care, support and safety (Looking after myself and Keeping safe) includes aspects of Relationships and sex education
3. Relationships: Managing Feelings (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education
4. Relationships: Changing and Growing (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education
5. Healthy lifestyles (Being and keeping healthy on the 'outside' and on the 'inside')
6. The world I live in (Living confidently in the wider world).

The RSHE policy supports/complements the following policies:

Child Protection; Safeguarding; Equalities Statement

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)
- Northumberland Children and Young People's Plan (2019-2022)

Curriculum design

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover relationships, including online relationships, health and healthy lifestyles, puberty and body changes, reproductive and mental health.

Our RSHE programme is inclusive of all of the SEND needs of the pupils at school and we actively seek specialist training and support to make the learning accessible.

We will ensure RSE is matched to the needs of our pupils by using the specialisms of the trained staff in school to help tailor and modify aspects of the curriculum to meet the needs of all pupils, where appropriate.

Our RSHE programme will be planned and delivered through timetabled classroom lessons and visits.

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including; discussions and debates, assemblies, whole school focus events such as LGBT History Month and Mental Health Awareness Week.

Lessons will be differentiated to meet the individual needs of our pupils. High quality resources will support our RSE provision and will be regularly reviewed and if they are appropriate for the needs of our pupils, resources such as books, cloth models, songs and film clips, will be utilised so that as many pupils as possible can benefit from them.

Learning about relationships and sex education in PSHE education lessons will link to and complement learning in all aspects of school; corresponding to personal targets on EHCPs and IEPs.

Assessment in RSHE will take the approach that learning needs to be revisited and reinforced, also at home to consolidate and secure the strong messages about being safe, healthy and moving towards adulthood and independence. An overview of the learning in each stage or class can be found in the planning framework for PSHE.

Safe and Effective practice

We will ensure a safe learning environment by ensuring that children have every opportunity to have questions, concerns and issues addressed.

We respond to children's curiosity, and provide safe learning opportunities to respond to searches carried out on the school's IT network when they show that emotional concerns, guidance about relationships or sexual health are being sought.

The school also seeks appropriate training and guidance for parents and carers when we learn of RSHE related learning needs that we have not yet addressed through our curriculum.

All staff teaching RSHE will be supported by regular, quality assured input from specialist and professional experts in their field, for example, The Sex Education Forum, PSHE Association or Alcohol Education Trust.

Safeguarding

Teachers are aware that effective RSHE, 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 and always follow the school's safeguarding protocol.

Visitors and external agencies apply the same sensitive, contextualised approach as our staff.

Engaging stakeholders

Parents will be informed about the policy through social media, engagement events and meetings

The policy will be available to parents through the school web site .

We are committed to working with parents and carers by offering information events, training and the targets within the child's own EHCP.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our contacts and partners.

Parents and carers have the right to withdraw their children from RSHE content that is not part of statutory NC Science, however we will make sure that they first speak to us to understand the important part the learning plays in their own child's Individual Education Plan (IEP).

If a parent/carers requests that their child be removed from sex education, we will respect their wish. All of our pupils have the right to request that any RSHE learning they have missed because of such a request be delivered to them 3 terms before their 16th birthday.

Governors will be informed of the RSHE policy and curriculum through an annual report on Safeguarding in the Curriculum.

Pupil voice will be used to review and tailor our RSHE programme to reflect the needs of pupils.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSHE through the pupil PLIMs and the impact the curriculum has on individual children's development and learning. Pupil voice will be influential in adapting and amending planned learning activities, and we have a broad range of strategies for capturing this, dependent upon the specific needs of the children.

RSE policy review date

This policy will be reviewed annually.

It will be reviewed by staff, DSL and PSHE Governor

This will ensure that the school continues to meet the new statutory requirements from September 2020 and offers all of our pupils their entitlement to a curriculum that prepares them for life.

Head Teacher: Claire McKinney

Chair of Governors: Reverend Rachel Scheffer

Author of Policy: Lauren Smith, Claire McKinney

20 April 2020