

Mill Lane

Primary School

Relationship, Health and Sex Education (RHSE)

Adopted :November 2020

Review Date : November 2021

Purpose of the policy

The purpose of this policy is to explain the aims of RHSE. It also describes what we teach and the approaches we use. This policy helps to ensure that the whole school community: parents, staff, governors and pupils have a shared understanding of RHSE.

The overarching aim is for young people to be equipped with the information and skills they need in order to:

- **Be Healthy** (physically, sexually, emotionally)
- **Stay Safe** (from maltreatment, neglect, violence, sexual exploitation, bullying, discrimination, crime and anti-social behaviour in and out of school)
- **Enjoy and Achieve** (attend school regularly, enjoy personal achievements, social development and recreation)
- **Make a Positive Contribution** (contribute to decisions, support the community, understand and abide by the law; develop positive relationships and self confidence)
- **Achieve economic well being**

RHSE

From 1st September 2020 guidance states that primary schools should teach Health and Relationship Education. This guidance replaces the 2000 Sex and Relationship guideline. Sex Education is not compulsory until secondary school but primary schools can opt to cover it – as we are choosing to teach sex education in order to best equip your children with the facts they need to be safe.

Mill Lane Primary School will:

- provide information which is easy to understand, relevant and appropriate to the age/maturity of the pupils
- include the teaching of communication and social skills
- encourage the exploration and clarification of values and attitudes.
- Consult with parents

Teaching will include but not be limited to:

- aspects of science
- assembly time (age appropriately)
- story time
- Investing in Me (IIM) lessons

Content will include

Foundation Stage (Nursery and Reception)

- the concept of male and female and about young animals
- learning about growing from young to old and exploring some simple life cycles
- consideration of relationships with others including friends, family and people who support them
- skills to form friendships and think about relationships with others
- learning to take turns.

Key Stage 1

- learning about life cycles of some animals
- understanding the idea of growing from young to old
- learning that all living things reproduce
- the importance of personal hygiene to maintain good health
- the importance of family relationships, different family groups and friendship
- learning about rituals and traditions associated with birth, marriage and death and the emotions involved
- how to co-operate with others in work and play
- how to recognise the range of human emotions and ways to deal with them
- personal safety
- learning to understand the impact of kindness, consideration, respect, consent, honesty, truthfulness, permission seeking and giving, personal privacy and understand bullying and associated bystanders

Key Stage 2

- a developing understanding of relationships within a family, between friends and the community and that there are different patterns of friendship
- developing skills needed to form relationships and to respect other people's emotions and feelings
- considering how to make simple choices and exercise some basic techniques for resisting pressures
- learning that friendships support mental wellbeing
- considering ways to keep safe from abuse and knowing their rights over their own bodies
- learning about bullying and bystanders and assaults and bystanders
- the physical differences between males and females (years 5 & 6 only)
- the physical and emotional changes during puberty (5 & 6 only)
- how children are conceived and born (5 & 6 only)
- concerns that boys and girls may have as they become adults (5 & 6 only)
- considering how sex is portrayed in the media, sexual stereotyping and understand that changing emotions are a normal aspect of puberty (5 & 6 only)

Sex and relationship education will focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with pupils, staff and governors and is in line with proposed government guidelines.

Specific Issues Statements

All the issues highlighted in this section will be addressed alongside the morals, values, faiths and cultural perspectives within our school. Children will also be encouraged to discuss any issues with their parents/ carers and families if they feel able. Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the school nurse or other visiting Health Professionals.

Sexuality and Sexual Orientation

Mill Lane School believes that RHSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

Answering questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Mill Lane school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHCE co-ordinator or head teacher if they are concerned. Opportunities for questions will given through a question box. Any questions will be anonymous in order to protect adults delivering sessions and children asking them. Sensitive questions or questions that are unable to be answered by the teacher will be referred to the PSHCE co-ordinator. If outside visitors are being used to deliver elements of RHSE it may be possible to consult with them to answer these questions.

Confidentiality and Child Protection

Children may make personal disclosures in group settings as a climate of trust is created to enable discussion of potentially sensitive topics. Teachers and others supporting RHSE cannot offer or guarantee absolute confidentiality. If any safeguarding issues are raised as a result of any units of work, the school's safeguarding procedures will apply. It is essential that all are aware of the school's Safeguarding Policy. A copy of this is available from the school's office or website.

Equal Opportunities and Inclusion

Mill Lane School is committed to working towards equality of opportunity in all aspects of school life. The school will work to ensure that the policy and programme is relevant to everyone regardless of gender, culture, faith, academic ability or sexuality.

Withdrawal from sex education

Under the 2020 guideline, parents can withdraw pupils from sex education outside the compulsory elements delivered through the science National Curriculum. Parents or carers wanting to exercise this right are invited to see the head teacher who will discuss their concerns. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Mill Lane encourages parents to allow all children to access factual information taught by teachers and not allow their children to gain "knowledge" from unreliable information disseminated by their peers.

Use of support agencies

Occasionally Mill Lane School may use an external teacher or other professional. This would be in line with this policy and together with the class teacher.

Teaching Materials and Resources

The school has the following resources that it uses to deliver elements of RHSE: Channel 4 All About Us; Living and Growing DVD and accompanying resources.

The material used will be available for review on request to the Headteacher. Materials used will be available for parents to view on request.

Appendix 1

Procedures for supporting any members of the school community infected or affected by HIV.

Staff and governors of Mill Lane School have agreed to follow procedures laid out in the policy to support any members of the school community infected or affected by HIV. No one living with HIV should be excluded or prevented from all the services provided by the Education Department.

The following issues apply:

1. HIV is not a notifiable disease and there is no obligation for anyone associated with the school, either staff or pupil to inform the school of their HIV status.
2. Confidentiality concerning a person's HIV status must be safeguarded at all times and information shared only with the person's informed consent. The need for strict confidentiality to be maintained applies to whether a person received information about someone's HIV status directly (specifically being informed) or indirectly (finding out).
3. Universal infection control procedures should be followed at all times. Surgical gloves will be made available to all staff and should be worn when dealing with blood.
4. Education about HIV and AIDS is an essential part of the drugs and sex education component of any personal, social and health education PSHE programme. The purpose of teaching about HIV is to foster a sense of responsibility and respect for oneself and others and to provide young people with the self esteem, confidence and skills they will need to maintain good health and relationships. We wish to promote a caring and compassionate attitude to those in the community who have become infected with HIV.