



ALMOND HILL JUNIOR SCHOOL  
GOVERNING BODY

RELATIONSHIPS AND HEALTH EDUCATION  
POLICY INCLUDING SEX EDUCATION

FULL GOVERNING BODY	July 2023
DATE FOR REVIEW	July 2024

## Almond Hill Junior School Relationships and Health Education Policy including Sex Education

*In primary schools we want the subjects to put in place the key building blocks of healthy, respectful relationships focussing on family and friendships in all contexts including online. This will sit alongside the essential understanding of how to be healthy. DfE July 2019.*

### **Aims of the Policy**

Pupils will have the opportunity to express themselves within a trusted and safe environment. They will have the opportunity to articulate their thoughts and anxieties in order that they can build on the skills required to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Pupils will have the knowledge to be able to make choices and keep themselves safe and healthy. The knowledge and attributes gained will support their own and others' well-being and attainment and help young people to become successful and happy adults who make meaningful contribution to society.

3 Main elements to our Relationships and Health programme

### **Relationships**

- Recognition of the values of family life, whatever unit that may form, as well as other loving relationships including friendships.
- Respect for oneself and others, including consenting relationships
- Dealing with issues of gender and stereotyping and protected characteristics.
- Recognition of where they need help and where and how to access this safely.

### **Physical and Mental Well Being**

- Strengthening self-esteem and self confidence through learning to understand and manage emotions and relationships confidently.
- Learning that physical health and mental wellbeing are interlinked.
- Understanding that they will face challenges and have strategies to overcome them by developing resilience.

### **Knowledge and Understanding**

- Learning and understanding about physical development at appropriate stages.
- Understanding the physical changes associated with moving into puberty as far as possible before onset.
- Understanding how a child is conceived, the human life cycle and how puberty fits into this.

### **Delivery**

The curriculum is taught through the context of Personal Social and Health Education (PSHE) with cross curricular links to science, computing (online safety) and sometimes to other curriculum areas.

At Almond Hill Junior School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

### **Objectives**

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relation to others.
- To provide a safe learning environment where children feel comfortable to discuss and ask questions.

## **Health and Sex Education in the context of the National Curriculum:**

Almond Hill Junior School has a statutory duty to teach the following National Curriculum Science Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### Statutory Relationships and Health Education by the end of Key Stage 2

- key facts of puberty and changing adolescent body particularly at 9-11 stage, including physical and emotional changes
- menstrual well-being including key facts about the menstrual cycle
- the importance of permission-seeking and giving relationships with friends, peers and adults
- that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical or other contact.

Parents/carers do not have the right to withdraw their child from the above aspects of the curriculum.

### **Delivery**

RHS is taught by the class teacher using a range of teaching methods delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant. Resources to teach Relationships Health and Sex education include fiction, reference books, leaflets and PSHE Association guidance.

### **Consulting Parents**

The school informs parents when aspects of the relationships health and sex education programme are taught (such as lessons involving puberty) and provides opportunities for parents to view resources being used. In addition, parents are consulted when non-statutory content is revised.

Parents have the right to withdraw their children from those parts of lessons which include sex education as this is not included in the Key Stage 2 National Curriculum Science and statutory Relationships and Health education.

### **Equal Opportunity**

The school is committed to ensuring equal access to RHS curriculum for all pupils. As an inclusive school we seek to address the needs of all children. Class teachers will tailor lessons to the needs of individuals as necessary in order to provide a programme of SRE at a level which is appropriate to the age and physical development of the child with differentiated provision if required.

### **Dealing with difficult questions**

Discussions will be governed by ground rules. Question boxes may be used as a distancing technique. Teachers will endeavour to answer questions as honestly as possible using correct language and terms but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the DfES guidance and this policy this will be explained and pupils referred to their parents.

### **Use of visitors**

Visitors may be used to enhance teaching by an appropriate member of the teaching staff not as a replacement.

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective RHS education which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the school policy for Child Protection. A member of staff cannot promise confidentiality if concerns exist.

### **Monitoring and Evaluation Roles and Responsibilities**

All staff will have a responsibility for Relationships Health and Sex education and are fully aware of this policy. They will receive training and support where necessary. Monitoring is the responsibility of the head teacher and safeguarding governor who will report to the Full Governing Board.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

#### Links with other policies

This policy is linked with the following policies:

Equality Policy

Child Protection

Behaviour

Anti-Bullying

## APPENDIX

Many aspects of relationships and health education will be taught through weekly PSHE lessons. In addition to this the following objectives will be taught explicitly through the Christopher Winter Project scheme of work which will be available for parents to view before lessons are taught. In addition to the statutory requirements, **two lessons in Year 6 cover aspects of sex education which parents have the right to withdraw their child from (see bold statement below Year 6).**

### **Year 3:**

The difference between male and female bodies using agreed vocabulary; appropriate and inappropriate physical contact and consent; different types of families and who to go to for help and support

### **Year 4:**

The human life cycle; basic facts about puberty; puberty and the link between reproduction, emotional changes in puberty, characteristics of healthy relationships in real life and online.

### **Year 5:**

Physical and emotional changes for males and females during puberty; what happens during menstruation and sperm production; the importance of personal hygiene; how to get help and support during puberty

### **Year 6:**

How and why a body changes during puberty; puberty in preparation for reproduction; communication and respect in relationships describe decisions made before having children, **basic facts about conception and pregnancy; FGM,** positive and negative communication in relationships in real life and online.

\*The school is sensitive to individual children's circumstances – e.g. Children Looked After /adopted children