



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Relationships, Health and Sex Education Policy

Agreed by the Governing Board on: June 2022

Date for review: June 2023

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Introduction

This policy covers the **Goldsborough Sicklinghall Federation's** approach to Relationship and Sex Education, not only in lessons but through the attitude of our staff and students alike, our ethos, approach and commitment to equality both within and outside of the classroom. It is important that we approach this subject with a clear and unified voice, and it is equally important that we provide unambiguous guidance for the benefit of our staff, parents and carers, and ultimately, our children.

At the **Goldsborough Sicklinghall Federation** we recognise that all relationships that are founded in mutual and consensual love as being equal and valid in all respects. We recognise that individuals may identify with genders that differ from that assigned at birth, and we celebrate people's right to do so. In short, we promote a culture where the breadth of relationships, sexualities and genders are not merely tolerated but are celebrated as being integral to the tapestry of society. We believe that this culture will help allow children to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually.

This policy reflects our school's overarching vision '*Working together to be the best that we can be*'. We strive for all of our children to achieve their full potential and to have high aspirations for the future. At Goldsborough this underpinned by our human / distinct Christian values.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life*.

Equality

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RHSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change.

We recognise our duties under the Equality Act 2010 which assists schools in identifying core tasks and priorities to drive forward our delivery of equality and inclusion. This act also applies to RHSE. Duties under the act are fully described in *Valuing All God's Children*. Valuing, respecting and honouring the diversity of humanity is central to our commitment to equality and inclusiveness irrespective of faith. At the heart of our distinctiveness of each school in the Federation, is an upholding of the worth of each person- *Valuing All God's Children 2017*.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

At the **Goldsborough Sicklinghall Federation**, we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial **scientific and factual** information

on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception and arranged marriage. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

SEND

SEND must be accessible for all pupils. This is particularly important when planning for pupils with Special Educational Needs and Disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful of preparing our pupils for adulthood, as set out in the SEND Code of Practice, when teaching RHSE to those with SEND. At the **Goldsborough Sicklinghall Federation**, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We acknowledge that Relationships Education and RHSE can be particularly important subjects for some pupils; for example, those with Social Emotional and Mental Health needs or learning disabilities. As with all subjects, we ensure that our teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

Consultation

This policy was produced following guidance from the Department for Education (Relationships Education, Relationships and Sex Education (RHSE) and Health Education 2019) and through consultation with our staff, governing body, and most importantly with our pupils and parents.

It will be reviewed annually in the first instance and then every two years following this, to ensure that it reflects the attitudes and belief of our Federation population and remains up to date with both current guidance from the Government, DfE and North Yorkshire County Council, but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available for staff to refer to by May 2021 and to parents through the school website.

Defining Relationships, Health and Sex Education

Although the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, **Sex Education** is currently **not** compulsory. However, the Department for Education continues to **recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.**

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on Sex Education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of Sex Education and will continue to do so. Our Sex Education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for children in Year 6 and are delivered through the ***Living and Growing (Channel 4)*** materials. Opportunities are provided for parents to access and discuss these materials prior to the lessons with the school nurse employed by the school. In an age-appropriate way, these sessions explain safe relationships, sexual intercourse, how conception occurs, pregnancy, birth and understanding the responsibility of having a baby.

We recognise that some parents may be uncomfortable with the thought of their children receiving Sex Education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers rather than it being left to their peers or potentially inaccurate information from the internet.

At the **Goldsborough Sicklinghall Federation**, Sex Education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle which is covered through the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Starting learning in primary school is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Curriculum Content and Delivery

Science Curriculum – Statutory

Science Education covers:

- Understanding that animals, including humans, have offspring which grow into adults
- Naming, drawing and labelling of the parts of the human body (appropriate to age and topic)
- Lifecycles and changes from baby to adult
- Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Recognising that all living things, including human, produce offspring of the same kind

Relationships Education - Statutory

Relationships Education covers:

- Families' and people who care for me (all family variations will be discussed)
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education – Statutory

Health Education covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (puberty)

Sex Education – Non – statutory (Y6 only – Summer term)

- Sexual intercourse
- How conception occurs
- Pregnancy
- Birth

Relationship, Health and Sex Education is delivered by classroom teachers (Sex Education is led by an experienced public health nurse, supported by classroom teachers). The local authority delivers ongoing support and training to ensure that RHSE leaders (Headteacher/Assistant Headteacher) are confident and competent in supporting class teachers to deliver lessons appropriately and safely. This includes training around safeguarding and answering children’s questions age appropriately. Communication between home and school is vital and any questions which we feel are more appropriate to discuss with a parent/guardian, will be shared.

We believe it is important that lessons are delivered by classroom teachers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We believe that by tackling children’s questions around sex as part of a wider programme focused around relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around sex as well as children’s relationship with their own bodies without shame or guilt and will develop respect for other people’s body autonomy.

There are regular opportunities to learn about Internet Safety and healthy relationships online. This is because the framework integrates online behaviours as it explores relationships, secrets, personal boundaries, rights & responsibilities etc. It does not tackle online and offline as two separate entities, for children, growing up in a digital world where there is an ever-increasing blurring of the lines between the two.

Language by Year Group

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn’t acceptable language to use. Agreed list of vocabulary used in school:

Vocabulary (list of examples but not exhaustive):			
Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, LGBT+			

Year group	The words and phrases below <u>will</u> be used by adults and children in the teaching and learning process.	Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	May arise We do not plan to teach but it but language may arise e.g. to re-visit some learning, to clarify or re-teach some aspects
Reception	Love, family		Breasts, vagina, penis, testicles

Year 1	Love, family	Marriage, relationship, breasts, vagina, penis, testicles	
Year 2	Family, different kinds of families, relationship, love, male, female, penis, vagina	Give birth, breasts, testicles	
Year 3	Family, different kinds of families, relationship, marriage, support, love, male, female, penis, vagina Stereotype, individual, individuality	Reproduction, puberty, birth, pregnancy, womb, disease, infection	
Year 4	Family, different kinds of families, relationship, marriage, support, love, male, female, penis, vagina Stereotype, individual, individuality	Relationships, Reproduction, puberty, birth, pregnancy, womb, disease, infection	Breasts, vagina, penis.
Year 5	puberty, menstruation, sanitary wear, hygiene, relationships, changes, bras Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Ejaculation, Erection, Wet dream, Testosterone, Love, Relationship, Family, Marriage, Support, Caring, Loving. Heterosexual, Gay, Lesbian, Bisexual.	Homophobic, Homophobia, Biphobic, Biphobia. changes, underwear,	Vulva, Labia, Clitoris, Cervix, Prostate gland, Urethra, Transgender, Transphobic, Transphobia, LGBT+.
Year 6	Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Clitoris, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, , Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Foetus, Embryo, Umbilical cord, Cells,	Transgender, Homophobic, Homophobia, LGBT+ Bisexual,	Vulva, Labia, Cervix, Oestrogen, Prostate gland, Urethra, Zygote, Amniotic fluid, Placenta, Amniotic sac, Disease, Infection, Transphobic, Biphobic, , Transphobia, Biphobia, FGM, Forced marriage.

	<p>Contractions, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Lesbian.</p>		
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N.B: As children are taught in mixed age classes at the Goldsborough Sicklinghall Federation, language appropriate to the class will be used during lessons. Where language and content is not deemed appropriate for all, classes will be taught separately for these sessions.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Our aim is for all children is to understand and demonstrate respect in all situations, in school and in the wider community. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word ‘gay’ in a derogatory manner and will not be tolerated. To tackle this, staff might say: ‘you’ve used the word ‘gay’, but not in the right way.’ As a result, pupils will hear references to, for example, ‘gay,’ ‘straight’ and different kinds of relationships as part of teaching **when it is relevant to pupils at each stage in their development and maturity**, for example when we talk about rights, respect or relationships.

Roles and Responsibilities

The Governing body

The governing body will approve the Relationships Education Policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that Relationships, Sex and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education.

Staff

Staff are responsible for:

- Planning and delivering Relationships, Sex and Health Education in a sensitive way
- Modelling positive attitudes to Relationships, Sex and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Carefully following the guidance outlined in the policy

Staff do not have the right to opt out of teaching Relationships, Sex and Health Education. Staff who have concerns about teaching this area of the curriculum are encouraged to discuss this with the Headteacher/ Assistant Headteacher.

Pupils

Pupils are expected to engage fully in Relationships, Sex and Health Education and, when discussing issues related to this area of the curriculum, treat others with respect and sensitivity.

Answering Children's Questions

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately.

Dealing with children's questions age appropriately will be done as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
- If the member of staff doesn't have an immediate answer they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.

If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*

Safeguarding Children

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to share a concern. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. (Please refer to our Child Protection Policy for further details.)

When teaching any sensitive topic, such as RHSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures during staff meetings. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future

Parents and Parental Right to Withdraw

At the **Goldsborough Sicklinghall Federation**, we believe that successful teaching around RHSE can only take place when parents and school work together. Our collective aim is that children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Long term plans showing which content is to be covered when, is available on the school website for parents to access. Parents should talk to classroom teachers for more information about the lessons to be taught.

We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education **which go beyond the national curriculum for Science**. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, **including puberty. There is no right to withdraw from the national curriculum. (The statutory and non-statutory areas of the curriculum are outlined under Curriculum Content and Delivery).**

Should a parent decide that they do not wish for their Y6 child to take part in any of the supplementary Sex Education lessons, we would ask that they first speak to the classroom teacher to discuss their concerns. If parents do decide to withdraw their child, they should inform the Headteacher who will find other provision for the child to engage in during the lesson. Currently, Headteachers must comply with requests to withdraw from any non-statutory aspects of the RHSE programme.

The DfE have released Guidance for Parents, *Understanding Relationships and Health Education in your Child's School: a guide for parents*. This can be accessed under PSHE on the website.

Menstruation Policy

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared.

As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially children whose family may not be able to afford or will not provide sanitary products.

The **Goldsborough Sicklinghall Federation** have signed up to the Government Period Product Scheme so we always have sanitary towels in school. We also have spare underwear and plastic bags to wrap up underwear should a child expect an unexpected period. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors. It is helpful if parents communicate with school when their child has started their period so that we are able to discreetly support them if needed.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason we deliver puberty lessons to all children in years 5 & 6.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

When school trips or residential visits are arranged (especially for years 4, 5 & 6), provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.

Signed: **(Chair of Governors)**