



Highfield Priory  
Independent Day School  
and Nursery

## Relationships, Sex and Health Education Policy

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We have based our School's Relationships, Sex and Health Education policy on the DfE document Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

#### Definition

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, friendships, love and care. It is also about the teaching of sex, relationships and sexual health.

#### Rationale

At Highfield Priory School we believe that Personal, Social, Health and Education (PSHE) and Citizenship Education help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives to become informed, active and responsible citizens. Relationships, Sex and Health Education is an integral part of PSHE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

#### Aims and Objectives

- To provide a secure, sensitive and caring environment where learning and discussion can take place
- To promote an understanding of the nature of personal relationships, love and family life
- To develop an awareness of the importance of sensitivity for the feelings of others in sexual matters and of the responsibilities individuals have to society and to one another, by laying the foundations of responsible moral attitudes and behaviour
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- To encourage the use of correct vocabulary
- To foster self worth and awareness, together with a sense of moral responsibility
- To help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To equip children with the knowledge and tools to make the right choices when using the internet and be aware that not everyone online is who they say they are (in line with the safety policy)

### **Provision**

Relationships, Sex and Health Education will be taught through PSHE (see scheme of work) and Science.

### **By the end of Key Stage 2, pupils should have**

- The knowledge and understanding of a variety of relationships
- The ability to identify any concerns they have about a relationship
- Coping strategies and an awareness of how and where to seek support
- An understanding of their rights and responsibilities within a range of relationships
- An awareness of the process of growing up and the changes they and others will experience
- An understanding of the characteristics of positive relationships
- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
- Know the basic biology of reproduction and understand some of the skills necessary for parenting
- Know that there are many different patterns of friendship

The school goes beyond its statutory duties as outlined in Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 and chooses to provide sex education in Year 6.

Parents of Year 6 children will be given the opportunity to view the school's resources prior to them being used with the children in order to assist them in preparing for any follow-up questions their child may ask them when they get home having undertaken the Sex Education lessons.

Ideally, the lessons will be given to boys and girls separately. Staff shall attempt to deal with questions in a sensitive, open, matter of fact way. Difficult or explicit questions do not have to be answered directly. Teachers can use their own discretion in these situations.

### **Teaching and Learning Strategies**

Teachers will use a range of strategies to deliver Relationships, Sex and Health Education, this will enable pupils to develop confidence in talking, listening and thinking about sex and relationships.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHE a set of ground rules helps create a safe environment.
- Using 'distancing' techniques (talking about issues via the use of scenarios/fictitious characters rather than personal issues or experiences)

- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection

The Relationships, Sex and Health Education programme will be delivered in a variety of ways. These will include:

- Through PSHE
- Through planned aspects of the science curriculum
- The use of outside visitors
- Through other curriculum areas where appropriate

### **Dealing with questions**

Having a set of ground rules provides boundaries over what is and is not appropriate, and how to respond to unexpected, embarrassing questions or comments.

Suggestions for responding to questions:

- If a question is of a personal nature remind the pupil of the ground rule 'no one has to answer personal questions'
- If a teacher or member of staff does not know or is unsure of an answer they will say so and explain that they will get back to the pupil later (try to specify when)
- Lengthy or complicated responses are not usually necessary. A simple and concrete piece of information offers clarity and may avoid confusion, "At the moment we are looking at 'X', in Y4 you will look at 'Y' in more detail.
- If a question is very explicit, seems too old for a child, or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis. Advice should be taken from the DSL where this causes concern.

### **Resources and Training**

All resources are carefully selected to ensure they are consistent with the school's ethos and values and support the Relationships, Sex and Health Education aims and objectives. The materials are available for parents/carers to view on request to the class teachers, senior management team or PSHE Coordinator. Highfield Priory School is committed to high quality CPD. Appropriate training is given to teachers and subject coordinators in order to ensure that skills and knowledge are up to date.

### **Recording and Assessment**

Teachers have the same high expectations of the quality of pupils' work in Relationships, Sex and Health Education as in other curriculum areas. Teacher mark and provide feedback on children's work in the same way as for other curriculum subjects.

Teachers will assess pupils through formal and informal methods such as observations, discussions, written work and self assessment. Tests or quizzes may be used before and after a unit of work to aid assessment. Elements of Relationships, Sex and Health Education that occur in the science curriculum will be assessed, through recorded work and topic tests.

The results of assessment will be used to identify where pupils need extra support or intervention. Teachers and support staff will provide this at a whole class, group or individual level as appropriate.

Attainment and progress in Relationships, Sex and Health Education is provided on the annual report to parents as part of PSHE.

### **Monitoring and Evaluation**

Teachers evaluate lessons to inform future planning and progression.

Monitoring of work in Relationships, Sex and Health Education takes place through liaison between the PSHE Coordinator and class teachers.

Formal monitoring of Relationships, Sex and Health Education lessons will be done through lesson observations. These will be carried out by a member of SMT (usually the Headmaster)

### **Specific Issues**

We recognise that specific issues for teachers, pupils, and parents may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of Relationships, Sex and Health Education. Teachers and all those contributing to Relationships, Sex and Health Education are expected to work within our agreed values framework as described in this policy and supported by current guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Coordinator, the senior management team and outside agencies such as the school nurse. Staff delivering RSE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity development, religious, cultural and special needs are in the best position to deliver RSE. However, if staff do not feel comfortable teaching an aspect of Relationships, Sex and Health Education then it will be arranged for another member of staff to take the lesson (Helen Wilson PSHE Coordinator).

### **Visitors**

We welcome the support of visitors offering specialist support. Visitor sessions always complement the existing Relationships, Sex and Health Education provision. Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, and content of the lesson. The teacher will always be present and be responsible for classroom management.

### **Confidentiality**

Highfield Priory School is committed to acting in the best interests of the pupils. Relationships, Sex and Health Education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used for all Relationships, Sex and Health Education lessons.

Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures. All staff and visitors involved in the delivery of Relationships, Sex and Health Education are aware that they cannot give unconditional confidentiality to children. If a teacher was concerned about a child's safety, then they would be able to pass the information to the appropriate person. All staff are aware of child protection procedures.

### **E-safety**

This is important in the modern world to protect children from those who may wish to exploit them online. We aim to equip the children at Highfield with the tools and knowledge to deal with such situation appropriately.

During ICT lessons the SMART rules are discussed during the first half term of every academic year from Year 2 upwards. These are:

- S – Keep safe by being careful not to give out personal information to people you  
Are chatting to online
- M – Meet someone you have only been in touch with online. This can be dangerous
- A – Accepting emails, IM messages or opening files, pictures or texts from someone  
You don't know
- R – Reliable information may not always be found on the internet, someone may be  
Lying to you
- T – Tell your parent or carer or a trusted adult if someone or something makes you  
Feel uncomfortable or worried online.

Posters with these SMART rules on are displayed prominently around the school. Pupils will be advised that the use of social network spaces outside school may be inappropriate for primary aged pupils. Full details of this can be found in the E-safety policy.

### **Liaison with Parents**

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

We aim to share responsibility with parents in the delivery of Sex and Relationship Education. We are confident that good communication and sharing our aims and purpose of RSE will enable parents to support our RSE.

Parents of year 6 children will be given the opportunity to view the resources used in the Relationships, Sex and Health Education programme. Parents are permitted to withdraw their children from Sex Education (other than that covered by the science curriculum) if they wish.

### **Equal Opportunities Statement**

The school is committed to the provision of Relationships, Sex and Health Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs, including gifted and talented, are given additional support or extension activities. The school will consult closely with the SENDCo to support all children to access the Relationships, Sex and Health Education curriculum. We also aim to promote gender equality and represent the LGBT+ community through our Relationships, Sex and Health Education curriculum.

### **Fundamental British Values**

During the course of our studies in Art it is possible that issues may be raised relating to aspects of FBV and terrorism/radicalisation. We as a school are aware that these need to be handled with due consideration to our Prevent Duty. All staff are aware of this and have taken part in radicalisation training. If anything is raised in Relationships, Sex and Health Education lessons which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

### **Radicalisation**

During the course of our studies in Relationships, Sex and Health Education, it is possible that issues may be raised relating to aspects of FBV and terrorism/radicalisation. We as a school are aware that these need to be handled with due consideration to our Prevent Duty. All staff are aware of this and have taken part in radicalisation training.

If anything is raised in Relationships, Sex and Health Education lessons which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

### **Political Views**

We are aware that, during the course of Relationships, Sex and Health Education lessons issues may be raised relating to political views.

At Highfield, staff aim to ensure that, when such issues arise, a balanced presentation of opposing views should be given. Staff will not promote partisan political views or political indoctrination and will not actively encourage children to support a particular political viewpoint.

All members of staff and visitors to school are made aware of this prior to their involvement in any event relating to the study of Relationships, Sex and Health Education.

If anything is raised in Relationships, Sex and Health Education lessons or subject related activities, which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

### **Safeguarding**

Teachers are aware that effective Relationships, Sex 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 and in his/her absence, their deputy.

Education Committee is responsible for this Policy.

Last Review Date: December 2022

### **Authority**

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health and Safety, Education, Education and Marketing.