



RADLETT
PREPARATORY SCHOOL

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

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RELATIONSHIP, SEX AND HEALTH EDUCATION (FORMERLY RSE) POLICY

DEFINITION OF RELATIONSHIP AND HEALTH EDUCATION

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.'

DfE Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

Relationship and Sex Education (RSE) has now become better known as Relationship, Sex and Health Education (RSHE) to reflect the changes that are to come. However, much of the guidance still refers to it as RSE.

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

CURRENT RSHE REQUIREMENTS

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, makes Relationships Education compulsory for all pupils receiving primary education. Personal, Social, Health and Citizenship Education (PSHCE) continues to be compulsory in independent schools.

DfE guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

Schools are free to determine how to deliver the content, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations. (See Appendix 1 for Curriculum Map).

COMPULSORY ASPECTS OF RSHE

RSHE plays a very important part in fulfilling the statutory duties all schools must meet. It helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHCE Education (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of State's guidance; this is a statutory duty.

The health education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All schools must have due regard to the Secretary of State's guidance on RSHE (DfEE, 2000) which states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

PSHCE is already compulsory to meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Radlett Prep School uses the principles in the guidance on Health Education to ensure an age-appropriate curriculum is taught.

The Learning and Skills Act (2000) require schools ensure that within RSHE children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSHE such as menstruation, contraception, safer sex and abortion.

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2023) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

At Radlett Prep School, we predominantly use the resources provided by Jigsaw as it is a comprehensive scheme with age-appropriate resources. Where necessary, lessons are adapted to better match the abilities and requirements of our children.

WITHDRAWAL FROM RSHE LESSONS

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Principal, Designated Safeguarding Lead (DSL) or the PSHCE Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on their child and then write a Withdrawal Request letter to formally confirm their wish to withdraw their child from the lessons. Once a child has been withdrawn, they cannot take part in the RSHE programme until the request for withdrawal has been removed. Parents must be aware that children not participating in the lessons may still hear about some of the aspects covered from their peers who might discuss aspects informally out of lessons. Materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSHE to their children at home.

WORKING WITH PARENTS AND CARERS

Prior to RSHE lessons, parents have the opportunity of attending a meeting to understand the overall structure of the lessons and to discuss any questions. Parents are also invited to come into the school to view the materials and DVDs being used in lessons. It is important to note that at times, RSHE topics can arise in other subjects, such as Science. When the topics are a part of the core foundation, it is not possible to withdraw pupils from these lessons.

THE ROLE OF THE PRINCIPAL

It is the responsibility of the Principal to ensure that staff and parents are informed about the RSHE policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Principal liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to the Directors, when requested, on the effectiveness of the policy.

EQUAL OPPORTUNITIES

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The

Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the National Curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils’ attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Where necessary, Teachers will contact the Designated Senior Person to record their concerns.

SAFEGUARDING

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school’s safeguarding policy is followed.

CONFIDENTIALITY AND CHILD PROTECTION/SAFEGUARDING ISSUES

As a general rule a child’s confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (DSL) who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

DISSEMINATION

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office at the request from parents/carers.

POLICY REVIEW

This policy is reviewed annually.

APPENDIX 1: CURRICULUM MAP

JIGSAW RSHE CONTENT

The grid below shows specific RSHE learning intentions for each year group in the 'Changing Me' Puzzle. Where possible, lessons are taught by one teacher to each of the classes within their year group. This is overseen by the PSHCE subject leader and SLT.

YEAR GROUP	PIECE NUMBER AND NAME	LEARNING INTENTIONS <i>'Pupils will be able to...'</i>
Reception	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
Year 1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina Respect my body and understand which parts are private
Year 2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private Tell you what I like/don't like about being a boy/girl
Year 3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how I feel when I see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process Recognise how I feel about these changes happening to me and know how to cope with those feelings

	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings
Year 4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Year 5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways
Year 6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally Express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive
	Piece 4	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born

	Babies – Conception to Birth	Recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this