



# Park Hill Junior School

# **Relationships and Sex**

# **Education Policy**

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# **PARK HILL JUNIOR SCHOOL**



# **RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY**

April 2024

Next review: April 2026

## **Park Hill Junior School Policy for Relationships, Health and Sex Education**

**Leader: Mrs Iwin**

### **Introduction**

Relationship, Health and Sex Education (RHSE) at Park Hill Junior School is supported by the school's wider curriculum for Personal, Social and Health Economic (PSHE) and as such this policy is linked closely to the school policy for PSHE. It is linked in this way to ensure that our pupils receive their sex education in the wider context of relationships and are prepared for the opportunities, responsibilities and experiences that life will offer them as they progress through adolescence to adulthood. RHSE also links with the Science National Curriculum, especially through the Year 6 topic 'Humans and Animals'.

### **Statutory Relationships and Health Education**

*"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."* DfE Guidance p.8

*"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...as well as making Health Education compulsory in all state-funded schools."*

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

*"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."*

*Secretary of State Foreword DfE Guidance 2019 p.4-5*

*"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 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 of lessons."*

*DfE Guidance p.8*

*"All schools must have in place a written policy for Relationships Education and RSE."*

*DfE Guidance p.11*

## **School Statement**

At Park Hill Junior School, we acknowledge that young people are increasingly exposed to conflicting views and images of sex and sexuality in the media, from parents, friends and in the classroom. Many surveys highlight the fact that young people feel that school sex education is too little, often too late and too biological in focus. Good quality, early RHSE education which explores the whole context of sex, sexual behaviour and relationships is clearly linked to a later onset of sexual activity and fewer sexual health problems. Consequently, we treat Relationships, Health and Sex Education as a positive opportunity for the children in our school to understand and be in control of their emerging sexuality. We also acknowledge that sex education, planned and incidental, takes place in a number of other contexts, including home, and that RHSE should complement and support the role of parents.

## **Organisation**

Relationships, Health and Sex Education is closely linked to, and entwined, with the personal, social and health education that takes place throughout the school year in all classes. Relationships, Health and Sex Education takes place each year in either the spring or summer term for a duration of three weeks for years 3, 4 and 5 and four weeks for year 6. During these weeks, all classes will receive their RHSE sessions from their class teacher, entwined with their Jigsaw lessons for PSHE. Park Hill Junior School uses the Christopher Winter Project (CWP) scheme to teach RHSE. From this programme of study, teachers obtain the necessary and appropriate resources to aid in accomplishing the learning intentions of each lesson. The CWP is in accordance with Park Hill Junior School's ethos and values.

## **Aims, Morals and Values**

The Christopher Winter Project, as well as the teaching of RSE by teachers at Park Hill Junior School reflects the school ethos and encourages the following values and objectives:

- Respect and consideration for self;
- Respect and consideration for others;
- Responsibility for their own actions;
- Self-esteem and self-worth;
- Help children to understand and make informed choices;
- Teach children to say 'no';
- Ensure age appropriate progression;
- Consider morals and values;
- Respect individuality;
- Ensure sympathetic approach to the teaching of RSE, considering the needs of individuals;
- Provide CPD for teachers;
- Respect and embrace diversity;
- Develop confidence in children

## **Methodology**

The planning and teaching of RHSE is the responsibility of the class teacher in partnership with other teachers within their year group as well as the RHSE Leader. The development of relationship education is an ongoing commitment in conjunction with the PSHE scheme of work, Jigsaw (see PSHE policy.)

RHSE lessons may take place with all three of the year group classes present so that the class teachers can offer support to one another. It is important for the pupils to be given the opportunity to develop confidence in talking, listening and thinking about sex and relationships, and this is developed in the security of being in familiar surroundings with people they trust and feel confident with.

We aim to have at least one question and answer session in each year group with a male and a female teacher present, providing the opportunity to split the year into two single sex groups and allowing them some time for questions without members of the opposite sex present. An 'anonymous questions box' where children can write down questions to be answered on a general basis in front of the whole class without them having to give the questions verbally can be very useful during these sessions.

Reflection in the classroom is an important part of RHSE lessons as it encourages children to consolidate what they have discussed and allows them to form new attitudes and understanding. There are supporting materials and key discussion points that are provided by the Christopher Winter Project. These can be found on the school system available to all members of the teaching staff.

### **Monitoring and Assessment**

Teachers will evaluate Relationships, Health and Sex Education sessions in terms of whether the children have achieved the learning intentions outlined in the Christopher Winter Project (see appendix 1 for overview of the CWP scheme and all learning intentions.) Teachers will also review and provide feedback on the usefulness of any outside speakers or groups that take sessions with their class to the RHSE Leader. The Leader will also ensure that each year group has covered the outlined lessons and learning objectives. They will also observe parts of the RHSE sessions in each class to guarantee that good teaching, subject knowledge and effective discussions take place.

Teachers are encouraged to carry out a basic needs' assessment with their class in order to identify an appropriate curriculum for the group. This is particularly relevant in Year 5 and 6, where some children will have already started puberty and therefore may need more targeted information to address specific issues. Teachers may also need to consider such issues as the balance of boys and girls in the class, ethnic origin, cultural beliefs, learning styles, language skills and special and educational needs and disabilities where appropriate and required.

Teachers may assess the learning of RHSE by using some, or all of the following methods:

- Mind maps;
- Quizzes;
- Task of writing letter of advice to fictional characters or younger years;
- Voice something new that they learned in the lesson during group or one to one discussion.

### **Dissemination**

All staff members and Local Advisors (governors) receive a copy of the RHSE policy. Training is regularly delivered to staff on the policy content. The RHSE Leader is available to answer questions and guide teachers on the pedagogy of RHSE at all times and will access courses or training opportunities to assist staff involved in the delivery of RHSE. The RHSE Leader will also gather feedback from children, teachers and parents every year to identify what the school should continue to implement, as well as areas of improvement. Park Hill Junior School believes in the importance of appropriate staff training to enable staff to deliver effective RHSE.

### **Parents and Carers**

At Park Hill Junior School, we hope to work in partnership with the parents and carers of our pupils. Parents and carers have the opportunity to view the resources/materials and to discuss the implementation of the Relationships Health and Sex Education Policy and any areas of concern through parental focus groups and workshops.

Parents and carers from September 2020 will **not** have the right to withdraw their children from the Relationship and Sex education provided at school as it is aligning with the National Curriculum for Science and Health Education and is therefore statutory. Parents and carers will be informed of the half term when RHSE sessions will be taught across the school, and they should raise their concerns with the class teacher or

year group leader. It is hoped that parents and carers will not feel it necessary to withdraw their child from these sessions as effective RHSE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain appropriate and healthy relationships. RHSE also enables young people to make responsible and informed discussions about their health and well-being.

Materials used to teach RHSE at Park Hill Junior School may be given to parents and carers who wish to withdraw their child from the lesson and teach their children at home.

*'Parents should have the right to teach [Sex and Relationship Education] themselves in a way which is consistent with their values' Policy Statement: Relationships and Sex Education, DfE March 2017.*

### **Equal Opportunities Statement**

Park Hill Junior School is committed to the provision of RHSE to all of its pupils, irrespective of race, gender, or ability. 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 children with Special Educational Needs and Disability are given extra support. RHSE teaching will take note of the Equal Opportunities policy of the school.

### **Ground Rules for RHSE:**

To assist with the study of RHSE, teachers and pupils find it helpful to have a set of ground rules on which they all agree in advance, to support teachers and pupils during discussions (see appendix 2 for ground rules).

#### **Ground Rules for Children and Teachers during Sex Education Discussions:**

- no-one (child or teacher) will have to answer a personal question;
- no-one will be forced to take part in a discussion;
- only the scientific names will be used for body parts;
- meanings of words will be explained in a sensible and factual way;
- any matters discussed in class will be confidential and are not to be discussed in the playground afterwards;
- agree as a class not to ask personal questions.
- children will be given opportunities to ask questions in private, but need to know that teachers cannot keep disclosures secret.

#### **Ground Rules for Teachers during Sex Education Discussions:**

- no-one (child or teacher) will have to answer a personal question;
- if a question is too personal, the teacher should remind the pupil of the ground rules agreed;
- if a teacher does not know the answer to a question it is important to acknowledge this; the teacher can find out the necessary information and report back to the pupils at another time if appropriate;
- agree as a class not to ask personal questions.
- discuss religious and cultural beliefs with the pupils – avoid making assumptions.
- talk about sexuality without promoting any one kind of relationship.

- use distancing techniques such as anonymous questions and case studies to help pupils avoid personalising issues.
- if a question is too explicit, feels too old for a pupil, is inappropriate or raises concern, the teacher should acknowledge it and offer to attend to it later, on a one to one basis.
- to maintain trust and respect the teacher MUST remember to talk with the pupil later.
- any disclosure of sexual activity by a child must be treated as a child protection issue and the teacher should follow the child protection policy by reporting the matter to the designated member of staff. A teacher must never promise to keep what a child has told them a secret.

### **Resources**

The resources used in RHSE sessions at Park Hill Junior School will all be provided through the Christopher Winter Project programme. Governors and staff will ensure that resources used are appropriate to the needs and ages of the pupils. Parents are entitled to ask questions and receive explicit answers on what content children will be viewing or discussing in the RHSE sessions. Guest speakers with specialist knowledge may be used, providing the resources they use and the content of their talk does not contradict or break the RHSE policy.

**Designated Safeguarding Leads: Catherine Penn and Carrie Cooper**

This policy will be reviewed every two years.

The Christopher Winter Project scheme

Scheme of work, learning intentions and learning outcomes

**Year Three: Valuing difference and keeping safe**

Lesson 1: Differences: Male and Female

*Learning intention: To explore the differences between males and females and to name the body parts.*

*Learning outcomes: Know some differences and similarities between males and females. Name male and female body parts using agreed words.*

Lesson 2: Personal Space

*Learning intention: To consider touch and to know that a person has the right to say what they like and dislike.*

*Learning outcomes: Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch.*

Lesson 3: Family Differences

*Learning intention: To explore different types of families and who to go to for help and support.*

*Learning outcomes: Understand that all families are different and have different family members. Identify who to go to for help and support.*

**Year Four: Growing Up**

Lesson 1: Growing and Changing

*Learning intention: To explore the human lifecycle.*

*Learning outcomes: Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up.*

Lesson 2: What is puberty?

*Learning intention: To identify some basic facts about puberty.*

*Learning outcomes: Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty.*

Lesson 3: Puberty Changes and Reproduction

*Learning intention: To explore how puberty is linked to reproduction.*

*Learning outcomes: Know about the physical and emotional changes that happen in puberty. Understand that children change into adults so that they are able to reproduce.*



## **Year Five: Puberty**

### Lesson 1: Talking about puberty

*Learning intention: To explore the emotional and physical changes occurring in puberty.*

*Learning outcomes: Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.*

### Lesson 2: Male and Female Changes

*Learning intention: To understand male and female puberty changes in more detail.*

*Learning outcomes: Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes.*

### Lesson 3: Puberty and hygiene

*Learning intention: To explore the impact of puberty on the body and the importance of hygiene.*

*Learning outcomes: Explain how to keep clean during puberty. Explain how emotions change during puberty. Know how to get support and help during puberty.*

## **Year Six: Puberty, Relationships and Reproduction**

### Lesson 1: Puberty and Reproduction

*Learning intention: To consider puberty and reproduction.*

*Learning outcomes: Describe how and how the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.*

### Lesson 2: Understanding Relationships

*Learning intention: Consider physical and emotional behaviour in relationships.*

*Learning outcomes: Discuss different types of adult relationships with confidence. Know what form of touching is appropriate.*

### Lesson 3: Conception and Pregnancy

*Learning intention: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents.*

*Learning outcomes: Know some basic facts about pregnancy and conception.*

### Lesson 4: Communication in relationships

*Learning intention: To explore positive and negative ways of communicating in a relationship.*

*Learning outcomes: To have considered when it is appropriate to share personal/private information in a relationship. To know how to and where to get support if an online relationship goes wrong.*

## **RHSE Ground Rules** **for Children and Teachers**

**When we are discussing things during sex education lessons we all agree that:**

- no-one (child or teacher) will have to answer a personal question;
- no-one will be forced to take part in a discussion;
- only the scientific names will be used for body parts;
- meanings of words will be explained in a sensible and factual way;
- any matters discussed in class will be confidential and are not to be discussed in the playground afterwards;
- as a class we agree not to ask personal questions.
- children will be given opportunities to ask questions in private, but need to know that teachers cannot keep disclosures secret.





