



Relationships, Health and Sex Education Policy Columbia Primary School

Aims

The main aims of our school RHSE policy are:

1. To teach RHSE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.
2. To ensure children are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.
3. To put safeguarding at the heart of everything we do and this includes teaching RHSE to pupils.
4. To ensure children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.
5. To work with parents to support how this policy is delivered in school and at home.

Vision

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. Our Relationships, Health and Sex Education curriculum is designed to help our children make informed decisions about their health and wellbeing, build warm and respectful relationships and become strong and independent individuals who are prepared for a happy and successful adult life.

Curriculum

The curriculum is divided into the following areas:

Relationships Education (statutory): Families and people who care for me; Caring Relationships; Respectful Relationships; Online Relationships; Being Safe

Health Education (statutory): Mental wellbeing; Internet and safety harms; Physical health and fitness; Healthy Eating; Drugs, alcohol and tobacco; Health and Prevention; Basic first aid; Changing adolescent body

Sex Education (non-statutory): How a baby is conceived and born.

(From Relationships Education, Relationships and Sex Education (RHSE) and Health Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

It is also linked to other curriculum areas including science, citizenship, computing and PE. See below for details of science links:

Science:

Key Stage 1 (statutory)

- Identify, name, draw and label the basic parts of the human body (year 1)

Key Stage 2 (statutory)

- Describe the changes as humans develop to old age (year 5)

(From National Curriculum for Science

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>)

How the curriculum is mapped out at Columbia

In order to teach RHSE (and other subjects), we map out the curriculum. This means sequencing the objectives so children learn the subject in small steps with lots of opportunities to practice and apply their learning.

There are some parts of the curriculum where we (schools) have been left to decide the detail of some objectives. Where this is the case, we have used our knowledge of how children learn, our school values and vision and our understanding of the school community to determine exactly what is taught.

The areas below are how some parts of the curriculum are mapped out in more detail. See Appendix 1 for our full mapping (available soon).

When learning about body parts:

106. At Key Stage 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. *(From Relationships Education, Relationships and Sex Education (RHSE) and Health Education)*

Year Group	Curriculum Progression
Year 1 and 2 (from statutory science curriculum)	Penis, vulva, nipples and bottom
Year 3 and 4 (from statutory science curriculum)	As above and breasts, testicles, vagina and anus
Year 5 and 6 (from statutory science curriculum)	As above and scrotum, fallopian tubes, ovaries and uterus

When learning about puberty

88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience. *(From Relationships Education, Relationships and Sex Education (RHSE) and Health Education)*

Year Group	Curriculum Progression
Year 4 (from statutory RHSE curriculum)	Physical and emotional changes overview
Year 5 (from statutory RHSE curriculum)	Menstruation, products used as part of menstruation, sperm production
Year 6 (from statutory RHSE curriculum)	Hygiene during puberty, erections and wet dreams

When learning about LGBT community:

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children (Families can include for example, single parents, LGBT parents, families headed by grandparents, adoptive parents, foster parents/ carers amongst other structures). *(From Relationships Education, Relationships and Sex Education (RHSE) and Health Education)*

	Curriculum Progression	Examples of books children might read
Year 1 and 2	Different types of families	A handful of buttons, Carmen Luque Love makes a family, Sophie Beer
Years 3, 4 and 5	Different types of families and who to go to for help and support	Remixed, Areee Chung We are Family, Ryan Wheatcroft
Year 6	Commitment and marriage, families can look different, why might a relationship end, to know what a healthy relationship is and how to get help.	Me, my dad and the end of the rainbow, Benjamin Dean The wondrous prune, Ellie Clements The star outside my window, Onjali, Q. Rauf

Safeguarding

There is evidence* that if children are confident about their bodies, are clear about the science names for different parts of their body and understand which parts of their body are private they are less likely to be abused. We teach the body parts as indicated above as part of this and so

that when children learn about puberty they already know the names of their body parts puberty affects. Alongside this, we use the PANTS curriculum created by the NSPCC in EYFS and KS1 to support children to stay safe.

(<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>)

*<https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?article=1121&context=sferc>

*<https://calio.org/wp-content/uploads/2018/02/Child-sexual-abuse-prevention-What-offenders-tell-us.pdf>

Any disclosures made during or as a result of RHSE lessons follow the agreed school procedures.

Resources and how the curriculum is taught.

We have developed our own lessons using materials gathered from Christopher Winter Project, Jigsaw and the PSHE Association. We teach puberty and sex education to single sex groups and with a teacher of the same sex as the group where possible. The same curriculum is taught to both groups of children.

Diagrams are used rather than pictures when teaching about body parts, puberty and sex education.

Where children have questions which go beyond the curriculum for the year group, we respond by saying “that’s a good question, you’ll discuss that when you’re older.”

SEND

The RHSE curriculum is taught to children with SEND in both formal and informal settings. This gives children the opportunity for repetition of the important concepts taught, enabling them to understand them better and giving the children opportunities to experience how these may look in everyday scenarios. For example, when a child is using the toilet there is an opportunity to reinforce learning about public vs private. Topics will often be revisited as this supports ‘overlearning’ which allows a child to retain the learning beyond the initial input (*from the Sex Education Forum*). Informal opportunities would also be tailored around the needs of the child so that they are being supported in the development of their independence and verbal expression. Therefore, core concepts like private body parts, rules relating to touch, friendships and so forth will be focused on initially.

Assessment, Monitoring and Evaluation

Teachers identify pupils' prior knowledge by planning lessons which build upon previous content, knowledge and skills. They then assess pupils' learning and progress throughout lessons and make adjustments to their teaching accordingly to ensure any misconceptions are challenged.

RHSE is monitored and evaluated by the leader of learning for PSCHE through planning and teaching.

Consultation and Engaging Parents (including the right to withdraw)

We conducted two full consultations with parents. The first consultation was completed remotely with written responses in July 2020. The second consultation was completed face to face over four sessions in December 2022. The responses to the consultation were then shared with the governing body who took account of these before finalising and ratifying the policy.

Every year, we run a parent workshop for each class to share the main objectives and teaching materials for the parts of the curriculum highlighted above. The purpose of this is that school and parents are able to work in partnership to support children's understanding.

Parents have the right to withdraw their child from sex education, which takes place in year 6, as it is non-statutory in primary school. Each year, as part of the year 6 workshop, we share the objectives and materials we use to teach sex education. Following this meeting, if parents wish to withdraw their child from these lessons, they can request this by making an appointment with the headteacher.

Parents are not able to withdraw their children from any other parts of the curriculum as they are statutory.

Signed on behalf of the Governing Body:	
Position:	Date:
Approved in March 2023 by the Governing Body of Columbia School. To be reviewed in April 2024 unless any statutory documentation is published which supersedes this policy.	