

Relationships and Sex Education and Health Education Policy

Introduction

We have based our school's Relationships and Sex Education and Health Education policy on the DfE guidance document Relationships Education, Relationships and Sex Education (RSHE) 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." (DFE, RSE, 2019)

Because of the young age of our pupils, at Galley Common we do not teach about sex, sexuality or sexual health. We do not use sex education as a means of promoting any form of sexual orientation.

What is Relationships Education?

In our school the focus of RSHE teaching is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.' Pupils are taught what a relationship is, what friendship is, what family means, and who the people are who can support them.

Subject Content

The main areas of the RSHE curriculum are:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety
- Healthy eating

We use the 'JIGSAW' scheme which develops emotional literacy, building resilience, nurturing mental and physical health, **Sex and relationships** and mindfulness. Through this programme children will learn about the 5 main areas (outline above). Other aspects of our PSHE curriculum complements the RSHE content from JIGSAW. We also use the schemes, 'PATHS', 'Protective Behaviours', and 'No Outsiders here.' More information about this curriculum can be found in the SMSC and PSHE policies. Through Science and RE, the children also develop a growing awareness of themselves, their place in society and their relationships with others, with work appropriate to the age and maturity of the child. Through the P.E curriculum children are taught about the importance of physical activity, and how this impacts our mental wellbeing.

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Internet safety sessions within the computing curriculum helps children develop an understanding of personal conduct online, and how to keep safe. Teachers and teaching assistants have been trained in the above schemes of learning to support the teaching of RSHE.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;

Confidentiality

Teachers answer children's questions in a sensitive manner and in confidence with the parents of that child. However, if a child indicates that they may have been a victim of abuse then the teacher will take the matter seriously and deal with it as a matter of child protection. The teacher will draw their concerns to the attention of the designated Child Protection Officer, which in this school is the Head Teacher. The Head Teacher will then deal with the matter in consultation with parents, where appropriate, or Child services. (See also the Child Protection Policy.)

The role of the Head Teacher

It is the role of the Head Teacher to ensure that this policy is implemented and that parents are informed of our approach to sex education through the school prospectus. The Head Teacher monitors this policy through discussion with staff and other school monitoring procedures. She reports to Governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Safeguarding Committee of the Governing Body monitors our sex education policy. This committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy has been modified. The Safeguarding Committee gives serious consideration to any comments from parents about our approach to sex education and such comments will be noted in the minutes of Governor meetings.

Date: February 2002, every 2 years thereafter

Reviewed March 2021

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