

## Bradford Grammar Junior School

### Relationships, Sex and Health Education (RSHE) Guidance

This policy applies to the Junior School (including EYFS) and is published to parents, pupils and employees.

#### 1. Introduction

1.1 The School understands its obligation to provide effective and up-to-date RSHE for its pupils, in accordance with the latest version of the Department for Education guidance Relationships Education, Relationships and Sex Education (RSHE) and Health Education, the Education Act 1996 (section 403) and the Education Act 2002 (section 80A).

The School recognises that RSHE plays a vital part in meeting its safeguarding obligations. This guidance aims to define RSHE and describe how it is provided and who is responsible for providing it. It includes information about parents' rights to withdraw their son/daughter from RSHE. It will be reviewed regularly.

#### 2. Definition and context

2.1 "RSHE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. (Sex and Relationships Education Guidance, DfE 0116/2000).

2.2 It is taught within the PSHE curriculum and has three main elements:

##### Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human emotions and relationships.

##### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurturing of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

##### Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect, and respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

### 3. Aims

- 3.1 To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 3.2 High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

3.3 RSHE provision at Bradford Grammar Junior School aims to:

- Provide students with accurate and up-to-date information about RSHE topics.
- Develop their confidence in asking questions without embarrassment, communicating within discussion and reflecting on their feelings about RSHE topics.
- Develop knowledge and understanding about puberty.
- Develop positive attitudes, strong moral values, self-respect and self-esteem.
- Develop an understanding of the importance of respect, trust and love in relationships.
- Encourage an understanding of the perspectives of different genders and sexualities.
- Challenge discrimination based on sexual orientation and gender and equip pupils to address sexist or homophobic bullying.
- Develop an awareness of the dangers of sexual exploitation including on the internet.
- Seek information and advice when they need help.

#### **EYFS statement**

The latest version of the Relationships and Sex Education and Health Education (England) Regulations and the accompanying statutory guidance do not apply to the Early Years Foundation Stage at Bradford Grammar, however children in the Reception begin learning about relationships as part of the personal, social and emotional development detailed in the latest version of the Statutory Framework for Early Years

3.4 The School aims to provide RSHE which is inclusive and meets the needs of all students.

**Special Educational Needs and Disability (SEND):** Some students may have learning, emotional or behavioural difficulties or physical disabilities which result in particular RSHE needs. Delivery of RSHE will be differentiated where necessary to address the needs of these students, enable them to access the content of RSHE and ensure inclusivity.

**Sexuality:** The School's approach to RSHE will include sensitive, honest and balanced representation of sexualities and reflects the wider British society. Students will be encouraged to be understanding and respectful of sexual identity particularly in the context of family.

**Cultural background:** The School recognises that some students from some minority ethnic or religious backgrounds cannot rely on their parents to talk to them about sex and relationships, and therefore rely upon school as their main (or only) source of sex education. The School will strive to deliver RSHE in a culturally appropriate and sensitive way.

#### **4. Working with parents**

4.1 The role of parents in the development of their children's understanding about relationships is vital, and they are the most significant influence in enabling their children to grow, to mature and to form healthy relationships. The School values and respects the opinions of its parents who will be consulted on and informed about the RSHE provision. Parents will be notified when students are due to receive their formal RSHE education lessons. They will be offered the opportunity to discuss the lessons with the Deputy Head, and they will be given the option to withdraw their children from sex education lessons if they wish to do so, on religious or moral grounds. Parental objections will be treated with sympathy and respect, and the school will work with parents in order to overcome any specific difficulties. Any parent who requests the withdrawal of their child from a Sex Education lesson will be invited to discuss their decision with Deputy Head in line with School's safeguarding practice, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A parental decision to withdraw a student from a lesson or lessons should be made formally in writing and addressed to the Head of the Junior School.

#### **5. Content**

5.1 RSHE is primarily delivered through the Personal Social Health Education (PSHE) programme, taught by specialist teachers, form teachers, the School Nurses and occasional visiting speakers. The school recognises the importance of the RSHE curriculum responding to the needs of the pupils and therefore ongoing review and development of the RSHE curriculum is undertaken by the Deputy Head.

5.2 All teachers delivering aspects of the RSHE programme are supported in doing so by the Deputy Head, who is responsible for developing and resourcing the core aspects of this curriculum, and the School Nurses. The Deputy Head, is responsible for ensuring the delivery of the curriculum as outlined above, ensuring that relevant topics are included in the schemes of work and ensuring that appropriate and relevant issues relating to on-line safety are included.

5.3 The School recognises that much of the RSHE curriculum has sensitive content which some students may find difficult to address in a lesson. The classroom ground rules for discussing sensitive issues are designed to create a safe learning environment which will help students to share feelings, explore values and attitudes, express opinions through open discussions and consider the opinions of others, without attracting negative feedback. Ground rules need to be consistently adhered to, regularly revisited and, if necessary, renegotiated and reinforced. The teacher will lead the way by modelling the ground rules in their own behaviours with the class.

5.4 The table overleaf outlines the topics covered in our RSHE programme.

<b>Unit</b>	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Relationships	<p>Know how to make friends</p> <p>Try to solve friendship problems when they occur</p> <p>Show respect in how I treat others</p>	<p>Know how to make friends</p> <p>Try to solve friendship problems when they occur</p> <p>Show respect in how I treat others</p>	<p>Circles of trust</p> <p>- People we have a relationship with e.g. parent or friend and how we treat them.</p> <p>Different families</p> <p>- Todd Parr 'The Family Book'</p>	<p>How different relationships give us different feelings.</p> <p>- When and who to ask for help with a relationship.</p>	<p>How relationships change and develop.</p> <p>Managing grief and loss-</p> <p>'Goodbye Mousie'</p>	<p>Recognising and dealing with control and peer pressure.</p> <p>Self-image and the impact of media stereotypes.</p>	<p>Managing romantic feelings and 'crushes'</p> <p>The importance of trust, kindness and eventually love in romantic relationships.</p> <p>Reproduction in the context of an adult committed relationship.</p>

Changes	<p>My body</p> <p>Respecting my body (healthy choices)</p> <p>Growing up</p>	<p>Understand that we are all unique and special</p> <p>Express how I feel when change happens</p> <p>Understand and respect the changes that they see in themselves</p> <p>Know who to ask for help if they are worried about change</p>	<p>Different stages of life e.g. infant, child and old age.</p> <p>Feelings linked to changes. Taught in the context of the pupils' family and life.</p>	<p>Family roles and expectations as pupils grow up.</p> <p>Challenging gender stereotypes</p>	<p>Recapping on work from Year 2 including the introduction of the term puberty.</p> <p>Managing emotional wellbeing in puberty.</p>	<p>Physical changes during puberty to include:</p> <ul style="list-style-type: none"> <li>- Personal hygiene</li> <li>- Growth of body hair, including pubic hair</li> <li>- Emotional changes and wellbeing</li> <li>- Changes to skin</li> <li>- Development of breasts</li> </ul> <p>Girls' Talk and Boy's Talk – structure and function of reproductive organs of own gender.</p> <p>Menstruation for girls.</p>	<p>Recapping work from Year 5 however learning structure and function of both sets of reproductive organs.</p> <p>In addition to Year 5, erections and wet dreams.</p>
Keeping safe	The underwear rule with NSPCC	The underwear rule with NSPCC	The underwear rule with NSPCC	Recapping work from Year 2. Good and bad touch.	'Lucy and the Boy' Keeping safe online. NSPCC	'Alex' The sharing of inappropriate images.	'Alright Charlie' CSE and grooming. Paired workbook to be sent home.

	'Pantosaur us.' Know how to help themselves and others when they feel upset and hurt	'Pantosaur us.' Know how to help themselves and others when they feel upset or hurt	'Pantosaur us.' Names of body parts including scientific language.		'Share Aware'	'NSPCC Share Aware'	
--	---	--	---	--	---------------	---------------------	--

**Policy reviewed by: Mrs F Robertshaw-Hughes–Deputy Head**

**Last guidance review date: Spring 2024**

**Next guidance review date: Spring 2025**