



NORLAND PLACE SCHOOL

HEALTH, WELLBEING, RELATIONSHIPS & SEX EDUCATION PROCEDURE (Whole School)

Reviewed: September 2023	Next Review Date: September 2024
Responsibility: EM, CM, PM	
Location(s): SMT/Staff Drive, NPS website, Staff Room Policy Folder	

Health, wellbeing, relationships and sex education involves lifelong learning about physical and mental health, emotions, relationships and sex. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents long before any formal education takes place at school.

This procedure has regard to the guidance given in *Relationships Education, Relationships and Sex education (RSE) and Health Education (2019)*, section 80A of the *Education Act (2002)*, *Equality Act (2010)* and it observes the guidance in relation to *Improving the SMSC Development of Pupils in Independent Schools Ref: DFE-00271-2013, Standard 5(1)(a)(i)*. This procedure complements, and it is supported by the school's policies on behaviour, equal opportunities, anti-bullying and safeguarding.

Health, wellbeing, relationships and sex education at Norland Place aims to:

- ensure that every pupil is provided with health, wellbeing, relationships and sex education, except in so far as the pupil is excused (see **Procedures for Pupil Withdrawal** below)
- develop pupils' confidence and self-esteem to value themselves and others
- develop understanding about the range of relationships, including the importance of family for care and support
- develop confidence in talking, listening and thinking about feelings and relationships
- enable pupils to name parts of the body, describe how their bodies work and appreciate ways of staying healthy
- prepare pupils for puberty
- develop understanding of the consequences of pupils' actions and how to behave responsibly within relationships
- enable pupils to recognise unsafe situations, as well as to be able to protect themselves and ask for help and support
- develop understanding of the role the media plays in forming attitudes

In PSHE, pupils are taught:

- the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy

- how to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact
- about positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- to make good decisions about their own health and wellbeing based on information gathering and by promoting pupils' self-control and the ability to self-regulate
- that good physical health contributes to good mental wellbeing, and vice-versa

In **Computing**, during e-Safety lessons, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data are shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. Pupils are taught the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Upper Years pupils are taught why social media, computer games and online gaming have age restrictions.

In **science lessons** pupils will undertake a programme of study, based on the KS1 & 2 National Curriculum, which gives them an understanding of the stages of growth and development in the human life cycle. The intention is to deliver these topics, in a manner appropriate to the age of pupils, in Y2, 5 & 6 during the second half of the summer term.

In **science** the pupils are taught*:

- Growing Up: appreciating physical and emotional changes during puberty for both boys and girls, becoming more familiar with the physical differences between boys and girls; the outline structure of the human reproductive system and the menstrual cycle
- How life begins: reproduction – general outline of conception/fertilisation
- Someone New: the development of the human baby- general outline of stages of pregnancy
- Feelings about the future: changing schools, puberty
- Health and diseases: about the benefits and importance of daily exercise, good nutrition and hygiene, prevention of health and wellbeing problems and basic first aid; the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking (Year 6 only)

** Refer to the Curriculum Summaries for further information*

Listening and responding to the views of young people is encouraged as these strengthen the delivery of health, wellbeing, relationships and sex education, whilst meeting the needs of all pupils. It is important to note that we shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Matters concerning sexually transmitted diseases and contraception will not be brought up by us, but if a pupil asks a sensitive question, then that question will be answered in a low key way or referred back to parents. A large group discussion about these more complex issues will not take place.

Up to date schemes of work provide information in relation to the provision and delivery of health, wellbeing, relationships and sex education as required by this procedure. Our resources are geared to the appropriate level in relation to children's ages and needs. Resources are made available to parents on request. The schemes of work and the delivery of lessons are monitored and evaluated by the Director of Studies and the Deputy Head.

Assessment of SRE

Within PSHE lessons pupils are often given the opportunity to discuss work that they and others have produced and reflect on what they have learnt. Pupil performance in the classroom is continually assessed

with the help of topic based tasks or self-assessment tools designed by class teacher in relation to the children's needs. Within Science lessons pupils complete an end of unit assessment with common entrance style questions focused around lifecycles, fertilisation and conception.

Procedures for Pupil Withdrawal

Parents have a right to withdraw their pupil from all or part of sex education. Where a pupil's parent requests that, the pupil is wholly or partly excused from sex education, provided as part of relationships and sex education. The pupil is excused until the request is withdrawn, unless or to the extent that the headmaster considers that the pupil should not be excused. Pupils who are withdrawn from lessons will still receive biological information (in line with the Science KS1 & 2 National Curriculum), but this will not be taught in the context of sex and relationships. In an instance where the right to withdrawal is exercised, parents should be made aware that sex and relationships education could arise naturally from class discussion. Pupils whose parents exert their right to withdraw will be temporarily transferred to an alternative class.

Additional Guidance in Relation to Marriage from ISI (Handbook Regulatory)

There is no curriculum requirement on independent schools to teach about marriage but when they do so, they must ensure that what they teach accords with the Independent School Standards, including on pupils' Spiritual, Moral, Social and Cultural development. A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. Teachers do not promote any one life-style as the only acceptable one for society and therefore it is likely that LGBTQ+ will be discussed. Teaching around diverse sexuality will not be avoided and teachers will take care to ensure that pupils understand that 'love is love'. What may feel right for one individual may not for another, and differences require a non-judgmental and respectful approach. Teaching around these issues will focus on an individual's right to feel comfortable within their own skin and who they are within a wider society. One of the many advantages of exploring LGBTQ+ issues is the opportunity to correct false ideas, assumptions and address prejudice.

Review

Norland Place School will retain the freedom to determine an age-appropriate health, wellbeing, relationships and sex education curriculum which meets the needs of its pupils and is developed in consultation with parents.

Parents of Norland pupils will be consulted prior to making or revising a statement of this procedure.