

Scarcliffe Primary School



Relationships, Sex and Health Education (RSHE) Policy

January 2024

Why Do We Teach Relationships, Sex and Health Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSHE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life.
- promote the spiritual, moral, social cultural mental and physical development of pupils.

It is taught in the context of:

Our School Vision: In a happy, safe learning community, we offer a child-centred education in which we all strive to be the very best we can be.

Our School Values: We should all be respectful and caring to others.

We believe that effective RSHE can help children to lead happy and safe lives. Our programme for RSHE also promotes tolerance and respect for other people.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. This content is delivered in an age-appropriate way in our school with regard to the age and stage of pupils.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

In this school, we deliver age-appropriate sex education as an integrated part of our PSHE programme (PSHE Matters). We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

At Scarcliffe Primary, we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSHE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe. Our approach includes the delivery of Project Evolve lessons across the whole school.

What does our RSHE Curriculum Include?

The DfE recognises five elements to Relationships Education. These are:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

In Key Stage 1 (age 5-7), children will learn about:

- recognising naming and managing their emotions;
- what makes them special;
- what makes a good friend;
- how to be kind to others;
- what's special about them and their families;
- how families are different;
- life cycles;
- about changes and how they have changed since babyhood;
- how boys and girls bodies are different;
- the correct names for sexual body parts;
- that some parts of their body are private;
- how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9), pupils learn about:

- change in friendships, relationships and families;
- how to be a good friend online and offline;
- managing conflict in friendships;
- how and why their bodies are changing;
- staying safe online;
- about gender stereotypes and their impact;
- about feelings and how to cope with them;
- that a male and a female are needed to make a baby;
- what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11), pupils learn about:

- the important relationships in their life;
- how to show love to others;
- the different kinds of families and partnerships;
- marriage and stable loving relationships and their importance for having babies and bringing up children;
- how to recognise healthy and unhealthy relationships;
- the different types of bullying, why they are unacceptable and how to respond;
- the physical and emotional changes in puberty, including menstruation, and how to cope with them;
- how babies are conceived, how they develop and are born;
- the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Other aspects of Health Education we cover include:

- The importance of being physical healthy – including healthy diets and lifestyles.
- Preventing health issues – dental hygiene, washing hands
- The importance of good mental health and a knowledge of mental health conditions.
- The risks associated to drugs and alcohol
- Basic first aid knowledge.

Some elements of RSHE education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

As a school, we believe we have the responsibility to teach children about sex and how babies are made. This is **not statutory** and we will always seek parental consent prior to these sessions. This aspect of RSHE will be taught at the end of Key Stage 2.

Equality

This school delivers RSHE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSHE depending on their circumstances and background. The school believes that all people should have access to RSHE that is relevant to their particular needs. To achieve this, the school's approach to RSHE will take account of:

- We will consider the particular needs of boys and girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSHE needs at times which we will support. It may also mean that they have difficulty accessing the RSHE curriculum. We will ensure that RSHE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSHE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSHE will reflect this and teaching will be sensitive and age-appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

How is RSHE Provided?

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSHE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE co-ordinator (S Bannister).
4. Through a whole school topic about healthy lifestyles.

5. Through other curriculum areas for example Drama, English etc.
6. Through assemblies.
7. Through pastoral support.
8. By the provision of appropriate leaflets and other information sources.
9. Via targeted intervention, where appropriate, with vulnerable individuals.
10. Delivery in response to incidents.
11. Through links with external providers who provide workshops for our children – such as the NSPCC.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSHE.

A Safe Learning Environment

In order for PSHE or RSHE to be conducted safely, the following will be in place:

- Group agreements or ground rules are negotiated, explained and referred to wherever appropriate.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques (such as the use of scenarios) will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations, and if necessary, refer to the PSHE co-ordinator (S Bannister) for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Groupings

RSHE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Visitors

A visitor can enrich, but not replace, the RSHE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age-appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSHE as in other curriculum areas. RSHE will be delivered through a sequenced planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSHE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSHE

The elements of RSHE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSHE is assessed as part of the PSHE provision and builds on existing school systems.

Parental engagement in RSHE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSHE. The school will ensure that parents/carers are:

- made aware of the school's approach and rationale for RSHE through the policy; involved in the review of the RSHE policy;
- made aware of the school's PSHE curriculum;
- encourage them to support their child is learning at home through shared learning activities, if appropriate.

Each term, a school newsletter gives brief details about the current topic covered in PSHE as well as some of the main content that will be covered. Resources are available for parents/ carers to borrow (on request) to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSHE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw, we will document this process and ensure a record is kept.

Personnel and Training

There is a PSHE co-ordinator (S Bannister) who is regularly trained and updated in this fast-moving subject area. They are responsible for RSHE.

RSHE is delivered by class teachers and teaching assistants. To ensure quality delivery of RSHE, the staff who deliver RSHE have appropriate and regular training to keep them updated too. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSHE, receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHE co-ordinator (S Bannister). This takes place through a variety of methods, including learning walks, observation and pupil feedback. The views of the pupils and teachers who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSHE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available on the school website. It will be reviewed every three years.

Signed..... Chair of Governors

Date.....

Minute number