

Relationships, Sex and Health Education (RSHE) and (Personal, Social, Health and Economic (PSHE) Policy

Hallam Primary School

1. Rationale and ethos

This policy covers Hallam Primary's approach to relationships and sex education (RSE), as well as health education. These subjects meet statutory obligations as outlined in revised Department for Education statutory guidance (2019). The guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). This was delayed until the Summer of 2021 because of successive coronavirus lockdown measures.

Although schools are not required to provide sex education, Hallam Primary will deliver this to pupils in Year 5. There is no change in the way that we deliver sex education and it remains optional for parents (Detail on opting out of sex education is available further down in this document). RSHE is not about the promotion of any particular sexual orientation, identity, belief system or activity.

Additional requirements on schools in law that have informed this policy and our approach include the Equality Act ([Equality Act 2010: advice for schools](#)) and [Keeping Children Safe In Education \(2020\)](#)

Definitions

RSHE - Relationships, Sex and Health education. Delivered as per the statutory guidance created by the government (all elements compulsory except education around sexual reproduction, which is entirely optional in primary school). The guidance around relationships education and health education are separate, but we have amalgamated them to make it easier to implement the new changes faster.

PSHE - Personal, Social, Health and Economic education. Lessons delivered using learning objectives from the PSHE association. PSHE and RSHE objectives overlap and will often be achieved simultaneously.

P4C - Philosophy for children. This is a non-statutory aspect and also a style of teaching that can be used across the curriculum. It is a way of structuring lessons that encourages children to ask questions, listen, talk and think.

Citizenship - A non-statutory element of the national curriculum. Hallam Primary teaches all of the non-statutory citizenship objectives alongside PSHE and RSHE. This is also the umbrella term that we use to describe all of the lessons that cover PSHE, RSHE, P4C and citizenship. Citizenship is also the umbrella that we use to describe all of these subjects to the children at Hallam Primary. **In this document, the word citizenship will be used to refer to all of the above subjects.**

Relationships, sex and health education is the foundation for a safe, happy, healthy and kind society. Starting with their own families, we want children to feel secure, joyful and compassionate as they grow and move towards adulthood, both online and offline. We want children to be considerate and respectful to themselves and those around them, including those who are different. With parental permission, we want to educate children with age-appropriate information about the basics of sexual reproduction, so they can make informed choices (when they are old and mature enough to do so) and understand the world in which they live.

It covers the following themes:

- Healthy relationships in terms of family, friends and the wider world
- Emotional wellbeing
- Physical health
- Understand the diverse nature of people in their communities
- How our bodies grow and change as we get older

Our Ethos

As part of our DREAMS curriculum, our RSHE curriculum includes the following key elements:

- Celebrating diversity
- Being aspirational
- Enquiring about the world
- Developing resilience

This applies to all areas of pupils' development and learning. We believe relationships and sex education plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. 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. Ultimately, this education will help our young people to be happy, healthy and safe, now and in the future.

The Equality Act 2010

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for:

- faith perspectives in the context of balanced debate,
- cultural diversity,
- disability,
- varied family structures and home backgrounds,
- gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Healthy relationships

All pupils are supported to understand the features of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults. An important part of this process is creating time for pupils to come together to reflect on their learning and to be supported to discuss issues that are important to them. This will help them to form lasting healthy relationships, even with people who have different opinions from themselves.

2. Teaching and Learning

i) Delivery, monitoring and evaluation

Delivery

In 2021, we updated and improved our practice in RSHE for the following reasons:

- 1) The values, beliefs and conversation topics of society as a whole have changed and we need a curriculum that reflects that.
- 2) The statutory guidance from the department for education has changed and we have a responsibility to implement that guidance.
- 3) We created a new curriculum (launched in 2021) and therefore we reviewed the way we delivered all subjects across the wider curriculum.

Although individual citizenship lessons will vary, there is a running theme across the subject. We aim to provide high quality stimuli, such as videos, books, pictures or scenarios. These will then lead on to class discussions, or questions for the teaching staff. Teachers will make it clear whether they are informing children or asking them to share their opinions. Where possible, citizenship lessons will be an opportunity for children to practice how to express their opinion and be honest, whilst also considering that other people in the room may not share their views. Other than in exceptional circumstances, we expect class teachers to deliver these materials themselves and to revisit topics that need more explanation at a later date.

Monitoring and evaluation

The curriculum will be monitored in the following ways:

- Through typicality to gain a true insight into the day-to-day practice of teachers delivering the RSHE curriculum.
- Leaders talk to children about their learning in RSHE and monitor the use of Floor Books in all year groups.
- This policy has been shared with all stake-holders and approved by the Local Governing Body.

ii) Inclusivity

Our school promotes inclusion of all people, especially those with the protected characteristics defined by the Equality Act 2010.

Students with SEND

Lessons are taught with special educational needs and disabilities in mind. Techniques such as using highly visual resources, group work, repetition and differentiated learning objectives are all part of our basic daily good practice. Teachers will adapt their lessons to bear in mind the specific needs of all pupils. This might include pre-teaching, extra support from staff or peer mentoring.

Students with protected characteristics

Our citizenship curriculum looks to actively educate children about the characteristics outlined in the equality act and the discrimination that people may face because of them. We acknowledge that children will have their own direct experience of stereotyping, prejudice and discrimination and this simultaneously makes these lessons empowering and has the potential to trigger unpleasant memories or feelings. We appreciate that short-term discomfort will sometimes exist but believe that the positive long-term impact outweighs this.

Nevertheless, staff will be encouraged to look out for children who may be upset by any content and provide

support for them. Where possible, staff will use contexts that are relevant to our pupils, their lived experiences and heritage.

Single gender groups

The statutory guidance highlights the Equality Act allows schools to take proportionate positive action to deal with particular disadvantages affecting one group because of a protected characteristic. At Hallam Primary, we generally avoid splitting groups by protected characteristics, but will do so if specific circumstances make it the best option. Regardless of characteristics, all children will be given the same information, particularly around puberty and menstruation. Boys and girls will have the additional opportunity to work in a single-sex group to ask any questions relating to sex education if they are uncomfortable to do in a mixed-sex class.

LGBT+

The statutory guidance states that all teaching is sensitive, age appropriate and inclusive in approach and content. The guidance is clear that all pupils are to be taught LGBT content, but it does not state when this content is taught – rather schools are free to determine when they consider it is appropriate.

A key point is that this content is to be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. This can be with a range of resources that are reflective of diversity and through opportunities for cross-curricular learning. At Hallam Primary, we believe it is important to include every person in our school community. We include LGBT+ people in teaching when relevant and appropriate. For example, teachers in Foundation Stage might include pictures of same-sex parents when discussing the family unit. A teacher in KS1 might read a story that features gender non-conforming characters. In KS2, children might learn about the discrimination that LGBT+ people face because of homophobia and transphobia.

Faith perspectives

Hallam Primary teaches about a variety of faith perspectives. The religious backgrounds of all pupils are considered when planning teaching, so that any issues that arise are appropriately handled. Staff will remain neutral in discussion of faith. They will be encouraged to recognise their own starting point and biases and ensure that these do not impact their teaching. Children are welcome to voice any opinion that they have and this will be treated with respect and compassion.

iii) Safe learning environment and safeguarding

Because we will frequently be discussing issues which are emotionally powerful or sensitive, it is important to establish ground rules before lessons begin. We encourage students to speak their mind but to also carefully consider their choice of words – and the impact these words can have – before speaking. Teachers will make it clear that freedom of speech does not allow you to use offensive or hateful language, and it does not contradict the equality act.

If children make disclosures, the standard safeguarding procedure will be followed. As laid out on the safeguarding policy, some children may be particularly vulnerable and these vulnerabilities may be highlighted by discussion during citizenship lessons. For example, a child may have experience discrimination and painful emotions may be triggered by conversations around that area. Other children may be vulnerable because they have been exposed to hatred at home and they may say something that offends or upsets other members of the class. Children that are at risk should be contacted by a member of staff before the start of the lesson. This will allow them to be given warning of the content and to share any views of information that may be relevant to ensure that their needs are met and their voice is heard.

Conflict

Primary schools are well placed to support children to effectively manage conflict. Sometimes children's beliefs and values may not align with those of other people. An important role of our staff and the lessons they deliver is to teach children how to manage conflict and to disagree with other people with respect. When issues are sensitive or emotionally powerful, we remind all people to consider these two foundational principles:

- Members of our community have a right to their own opinion, but not the right to control the beliefs of others
- We consider all protected characteristics to be equally important and do not prioritise any particular aspect of the equality act 2010

Creating a safe learning environment

- Teachers will set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting.
- Teachers and pupils will agree on ground rules by discussion. These will be explained and be visible in the classroom. Teachers will refer back to these rules during discussions as appropriate.
- Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Pupils will be told when they can raise questions verbally. Pupils will also be able to raise questions in writing, this can be anonymously if they wish, by using the question box that is always available in classrooms. This will enable pupils to feel more comfortable to ask questions without being identified. Pupils will be reminded of the question box during citizenship sessions.
- Teachers will answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- Teachers will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a verbal question is too personal, staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- Staff will not provide more information than is appropriate to the age of the pupil.
- If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the citizenship leader or a Child Protection Officer. Questions may be discussed with parents / carers if that is considered to be appropriate.
- Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions, these can include; 'That is something that may be covered later on, maybe at a higher year in school.', 'I can't answer that question, but you could ask your parents/carers.'
- There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Child Protection Officer or another senior member of staff.
- Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.

- All staff teaching RSHE will be supported by the designated person for safeguarding and child protection if they have any concerns and the PSHE/RSHE lead.

iv) Assessment and review of learning

Assessment plays a key role in effective RSHE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Teachers will keep a note of pupils who have missed significant parts of RSHE teaching and learning due to absence. Pupils' development in citizenship focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through verbal assessment and by the work in each child's book. Pupils' learning in these subjects will not be formally assessed through the provision of grades or through exams or tests.

Pupils will be encouraged to reflect and self-assess their own learning and progress. The following are examples of questions that may be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

- What do I know already?
- What new information have I learnt?
- What do I now think and believe?
- How did I feel about what I found out?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- What do I now need to learn?

3. Roles and Responsibilities

Named member of staff/coordinator for RSHE – Adrian Keeling

Staff responsible for managing safeguarding and child protection – Nicola Sewell

Governing Body

Overseeing the provision around RSHE is the responsibility of the governing body, who will provide appropriate challenges and agree on the content of this policy. The governing body should liaise with senior leaders to access appropriate training to fulfil the role.

Senior Leaders/Lead members of staff

The lead members of staff will:

- Develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure appropriate training is offered to members of the governing body.
- Ensure that all staff are given regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the RSHE curriculum and its delivery, this policy and any other guidance relating to RSHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils.
- Ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a

comprehensive way.

- Support parent/carer involvement in the development of the RSHE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as is appropriate.
- Ensure that provision of RSHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.
- The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSHE.
- Ensure that any external sources/visitors are credible, evidence based and enhance learning.

All Staff

Teaching and support staff will:

- Ensure that they are up to date with this RSHE policy and curriculum requirements regarding relationships and sex education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.
- Deliver RSHE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- Model positive attitudes to citizenship.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in RSHE.
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Pupils will be given the opportunity to share their views on RSHE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.

4. Working together with parents/carers

Hallam Primary recognises the primary role parents and carers have in their children's learning. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and cooperation.

To support this, parents/carers;

- Should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the school's policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the citizenship education of their child.
- Will receive information about citizenship so they can support their child's learning at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Right to withdrawal

Parents have the right to request that their child be withdrawn from the lessons including sex education and reproduction, delivered as part of statutory RSHE (other than understanding the basics of sexual reproduction in plants and animals in the National Curriculum as part of science) but **not** from relationships or health education.

If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the headteacher. The headteacher will meet them to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from sex education.

Please note: the DfE is clear that SEND should not generally be a consideration for withdrawal. As outlined in above, learning will be tailored to be inclusive of the needs of all pupils.

5. Policy sharing, monitoring and review

- This policy will form part of the induction of all staff members and annual staff training.
- The Policy is shared on our website.
- The policy will be reviewed every 3 years

Policy development date: Autumn 2024

Date of next review: Summer 2027 (If new statutory guidance is released from the government before this date, this policy review will be brought forward).