

Kirkbride Primary School



Relationships, Sex and Health Education (R.S.H.E) Policy

2022 /2023

Approved by ¹	
Name:	Karen Barley
Position:	Head Teacher
Signed:	Karen Barley
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Introduction

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 also how to manage their academic, personal and social lives in a positive way. As a result of this, Relationship Education is now compulsory in all primary schools in England as is Health Education.

This policy outlines our school's commitment to provide effective RSHE for all pupils. It has been written with regard to the *Department for Education's* RSHE guidance 2019, and other relevant guidance documents and statutory requirements. The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

What is RSHE?

Relationships, Sex and Health Education (RSHE), is lifelong learning about physical, moral and emotional development.

We want to be able to provide children and young people with key building blocks for being physically and mentally healthy, understanding relationships; including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep. We also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

Children will also learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality. There is often concern that RSHE will encourage sexual experimentation, however, evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity.

In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level. Through delivery of RSHE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Intent (Policy Aims)

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge, skills and language to help keep themselves safe, and embrace the challenges of creating a happy and successful adult life. RSHE is taught in the context of relationships, and promotes self-esteem, emotional health and wellbeing, to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

We believe in working in partnership with parents and carers and understand the importance of sharing our RSHE programme with families so that they can also support their children's physical, moral, mental wellbeing and emotional development at home.

Key Objectives

The key objectives of our RSHE programme are:

- ❖ To provide the knowledge and information of which all pupils are entitled;
- ❖ To clarify/reinforce existing knowledge;
- ❖ To raise pupils' self-esteem and confidence, especially in their relationships with others;
- ❖ To understand the importance of safe and stable relationships that promote respect, love and care;
- ❖ To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- ❖ To provide the confidence to be participating members of society and to value themselves and others;
- ❖ To help gain access to information and support;
- ❖ To develop skills for a healthier, safer lifestyle;
- ❖ To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- ❖ To develop resilience and positivity when responding to influences that may affect body image;
- ❖ To reinforce and develop pupils' understanding of how to stay safe online;
- ❖ To respect and care for their bodies;
- ❖ To be prepared for puberty and adulthood;
- ❖ To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding, and to dispel myths and rumour;
- ❖ To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example, people of the same gender.

Inclusion and Support

RSHE will be accessible to all pupils regardless of age, sex, race, disability, religion, belief, gender or sexual orientation. We will ensure that issues such as sexism, misogyny, homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

RSHE is particularly important for pupils with social, emotional and mental health needs, and/or learning disabilities, as they can often be vulnerable to exploitation and bullying. We will ensure that teaching is tailored to meet the specific needs of pupils, ensuring that learning outcomes are met. This will always be discussed with parents and carers.

As with all teaching within school, we will ensure that information taught is sensitive, age-appropriate, and developmentally appropriate; delivered within reference to the law.

There are many different faith and cultural perspectives regarding aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one individual faith or cultural viewpoint, but rather, provide a balanced approach that acknowledges the wealth of views and

opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions.

We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness. Teachers will plan from the *Coram Life Education, SCARF* resources, using a variety of teaching strategies to meet the needs of individuals.

A range of different families and relationships will be explored within RSHE. All children, whatever their developing sexuality or family background, need to feel that RSHE is relevant to them and sensitive to their needs.

Implementation (Delivery of the RSHE Programme)

All teachers will have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy.

Where RSHE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Visiting speakers from the community, e.g. health promotion specialists and community police and fire officers, may make a valuable contribution to the RSHE curriculum. Their input is carefully planned and monitored, to fit into, and complement the curriculum.

Teachers will always be present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSHE curriculum.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

The Curriculum

RSHE will be taught in each year group throughout the school. The curriculum that is delivered will be progressive, building the children's knowledge, understanding and skills year on year. Our chosen Programme of Study is '*Coram Life Education, SCARF*'. This is a 'spiral' curriculum, taught from Nursery up to Year 6. The planning will be broken into 6 half termly key areas/themes, which are taught in all year groups simultaneously.

Lessons will fall within the following 6 half termly SCARF topics:

- **Rights and Responsibilities** (includes feelings/ emotions/ conflict/ resolution and friendships);
- **Valuing Difference** (Includes British values focus);
- **Keeping myself safe** (Includes aspects of safe internet use/ drugs and Relationships education);
- **Rights and Responsibilities** (Includes money/ living in the wider world/ environment);

- **Being My Best** (Includes keeping healthy/ growth/ mind-set/ goal setting/ achievement).
- **Growing and changing** (Includes RSE related issues).

The curriculum may also be supported by opportunities such as: extra curriculum clubs, the School Council and charity events.

Assemblies will also be delivered at least once every half term, addressing the whole school on major health issues and introducing/reinforcing our half termly SCARF themes.

There will be cross curriculum learning with other subjects, such as our physical education and science curriculums.

The 13 themes that make up the framework for RSHE (as set out in the DfE revised framework, 2020) include:

Families and people that care for me	Caring friendships
Respectful relationships	On-line relationships
Being safe	Mental wellbeing
Internet safety and harm	Physical health and fitness
Healthy eating	Drugs alcohol and tobacco
Health and prevention	Basic first aid
Changing adolescent body	

For more details of specific SCARF lessons, please refer to the RSHE Curriculum Maps for years Reception to Year 6 on the School Website.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community, is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment, where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions, and if necessary, will deal with questions on an individual basis after the lesson. Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issues.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the *Designated Safeguarding Lead* should be informed.

No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Staff Training

If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

Right to be excused from sex education

We believe that RSHE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSHE, through the school website, parental meetings and letters to explain when RSHE will take place within different year groups.

Parents have the right to request that their child be withdrawn from some, or all of the sex education delivered as part of RSHE (excluding any statutory requirements of the KS2 science national curriculum). However, Relationship Education and Health Education is compulsory for all pupils receiving primary education. **There is therefore no right to withdraw from any aspects of Relationship or Health Education.**

Before granting any such withdrawal, the head teacher will discuss the request with parents, and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss with parents the benefits of receiving sex education, and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class, rather than what was directly said by the teacher.

The Head Teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than what has to be covered as part of the science curriculum.

Review, Assessment and Evaluation

Monitoring of the RSHE Policy is the responsibility of the head teacher, named governor and RSHE leader.

The school will assess the effectiveness of the intent and implementation, in monitoring pupils' learning through: lesson observation, sampling teachers' planning, and feedback from parents; ultimately to evaluate the effectiveness of the curriculum and to implement change if required.

Impact

When leaving Kirkbride Primary School at the end of Year 6, we hope for our pupils to be emotionally resilient young people, equipped with the life-skills needed to thrive and stay safe in the world in which they live. We would hope that our broad, balanced and comprehensive curriculum, would develop positive behaviours and attitudes, and ultimately, ensure happy, healthy children who will grow into happy, healthy adults.

This policy document is available to view on the school web site.

Equal Opportunities

The RSHE programme will be delivered in accordance with the school's Inclusion Policy and the Equality Act (2010).

Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur.

Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in-line with the strategies set out in the policies.

Links to other Policies

- ❖ PSHE
- ❖ Science
- ❖ Safeguarding
- ❖ Health and Safety
- ❖ Equal Opportunities

Key Contacts

Head teacher –Karen Barley

Safeguarding Governor– Ann Little

DSL- Karen Barley

Deputy DSL- Marie Taylor / Laura Wiedman (as of June 2021)