



# RSHE Policy



## Relationship, Sex, and Health Education (RSHE) Policy 2021-2022

Developed in conjunction with the guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### INTRODUCTION

Relationship, Sex, and Health Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Relationship, Sex, and Health Education will reflect the values of the PSHE and Citizenship curriculum. RSHE will be taught in the context of relationships through PSHE. In addition, RSHE will promote self-esteem and emotional health and well-being and help the children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationship, Sex, and Health Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999, which lie at the heart of our policy to raise standards and expectations for all pupils. (This guidance refers throughout to the PSHE framework, although at Key Stages 1 and 2 this is a combined PSHE and Citizenship framework).

### KEY EXCERPTS FROM THE GUIDANCE:

*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 how to manage their academic, personal and social lives in a positive way.*

*The objective of Relationship, Sex, and Health Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.*

*The new PSHE framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions. The*



*National Healthy School Standard will provide a useful and supportive framework for delivering sex and Sex and Relationship Education Guidance relationship education.*

*Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.*

*RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.*

*Effective RSHE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.*

*The role of a school's governing body and head teacher in the determination of a school's policy is crucial. The governing body, in consultation with parents, will be able to develop policies which reflect the parents' wishes and the community they serve. This guidance also sets out advice on how schools can set in place arrangements so pupils can be protected from inappropriate teaching and materials.*

#### **AIMS AND OBJECTIVES FOR SEX AND RELATIONSHIP EDUCATION**

The aim of RSHE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

#### **The objectives of RSHE are:**

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) 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 respect and care for their bodies;
- To be prepared for puberty and adulthood.



## LEGAL REQUIREMENTS

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### National Curriculum Science Key Stage 1

1. that animals including humans, move, feed, grow, and use their senses and reproduce.
2. to recognise and compare the main external parts of the bodies of humans. That humans and animals can reproduce offspring and these grow into adults.
3. to recognise similarities and differences between themselves and others and treat others with sensitivity.

### Key Stage 2

1. That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. About the main stages of the human life cycle

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

We believe that this needs to be supplemented with comprehensive material which supports our objectives as stated above. To fulfil this we utilise many resources including SEAL. This starts in reception and there are lessons all the way up to Y4. The Scheme of Work is available from the PSHE Subject Leader by arrangement. This content has been agreed in consultation with governors, parents and teaching staff.

### WHAT IS SRE? SRE HAS THREE MAIN ELEMENTS:

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 nurture of children; –
- learning the value of respect, love and care; –
- exploring, considering and understanding moral dilemmas; and –
- 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 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; and –



- learning how to recognise and avoid exploitation and abuse.

knowledge and understanding –

- learning and understanding physical development at appropriate stages; –
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

## THE ORGANISATION OF SEX AND RELATIONSHIP EDUCATION

The PSHE Subject Leader is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education can be delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. We make these decisions based on the cohort of children each year.

SCARF and or Jigsaw resources are used by our schools.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

(Sex and relationship education is monitored and evaluated by the Headteacher as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.)

The guidance states: **By the end of primary school:**

***We are currently working in partnership to develop a seamless curriculum for RSHE with our Middle and College level providers.***

**Families and people who care for me**

Pupils should know

- that families are important for children growing up because they can give love, security and stability.



- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

#### Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### Respectful relationships

#### Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources



## SPECIFIC ISSUES

### PARENTAL CONSULTATION

The federation is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

Full details on the teaching of sex and relationship education is available on request. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set. A letter must be written to the Head teacher in this instance. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

### CHILD PROTECTION / CONFIDENTIALITY

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the school procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### LINKS WITH OTHER POLICIES

This policy is linked with the following policies:

1. Equal Opportunities
2. Safeguarding/Child Protection
3. Behaviour
4. PHSE

These policies can be found in the policy files within school and on the school computer system.

### DEALING WITH DIFFICULT QUESTIONS

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Generally when answering questions we follow the three points below:



- If the content is directly related to the school SRE curriculum for the year group of the child - a teacher will answer to the whole class.
- If the content is directly related to the school SRE curriculum but the issue is not covered until a later year - a teacher will answer the question individually to the child.
- If the content is not covered by the school curriculum for SRE, a teacher will refer the child back to his/her parents or carers (with the child's permission).

#### **NB SEE CHILD PROTECTION/CONFIDENTIALITY BELOW**

#### **USE OF VISITORS**

Visitors should complement but never substitute or replace planned provision. It is the PSHE Subject Leader's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2. In addition, external agencies such as the NSPCC may be recruited to deliver workshops and whole school assemblies, where necessary.

#### **CHILDREN WITH ADDITIONAL NEEDS**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

#### **MONITORING AND EVALUATION**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Child Protection/ Confidentiality Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy. A member of staff cannot promise confidentiality if concerns exist.

Date: Sept 2021

Policy to be reviewed: Sept 2022

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