

Relationships, Sex & Health Education (RSHE) Policy - Primary



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Responsible Officer: Trust Safeguarding Lead

Trust Ethos, Mission, Vision and Values



The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working together, transforming lives

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where AAB is used it refers to the Academy Advisory Board of an individual academy within the Trust.

Related Policies and Procedures

- Safeguarding Policy
- Behaviour Policy
- Inclusion & Equality Statement (Students)
- Academy-level procedure documents

1. Policy Overview

- 1.1 This policy outlines our Trust's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.
- 1.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving

primary education. To meet the needs of our pupils the Trust will also deliver sex education, see section 8 for more details.

- 1.3 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.
- 1.4 The RSHE policy has been developed in conjunction with the RSHE Co-ordinator at Nottingham City Council.

2. Formulation, dissemination, monitoring and review of policy

- 2.1 The RSE policy has been developed following consultation with the school community. Consultation took place through discussions at staff inset, a staff survey and advice and input from various members of the teaching and leadership team. In developing our policy and curriculum the Trust have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 2.2 The RSHE policy is available on the school website and free of charge to interested parties via school reception.
- 2.3 The RSE policy and curriculum will be reviewed by the RSHE Co-ordinator and review will be informed by pupil and staff evaluation of the programme, teacher assessment, changes in legislation and guidance and parent feedback, which is gathered through our annual parental consultation process.

3. What is RSHE (Relationship, Sex and Health Education)?

- 3.1 This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE. RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way.
- 3.2 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 and skills to help keep them safe and prepare them for adult life.

4. Why RSHE is important in our school

- 4.1 The Trust acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices.

5. Key Objectives

- 5.1 The key objectives of our RSHE programme are to:
 - Develop knowledge and understanding of positive and healthy relationships and the

importance of commitment

- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

5.2 The RSHE programme is based on the needs of pupils, with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, Believe Time assemblies, Engage Time with class teachers and theme days/weeks. Pupils will be helped to appreciate difference and to respect themselves and others.

6. Equality, Inclusion and Support

- 6.1 The Trust are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. The Trust do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, the Trust may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.
- 6.2 RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.
- 6.3 There are many different faith and cultural perspectives on aspects of RSHE. The Trust will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of

views and opinions of our community, encouraging tolerance and engagement with those having different views. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process the Trust will ensure that parents are made aware of what will be taught in our RSHE programme and when.

- 6.4 The Trust will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. The Trust want every pupil and family to feel included, celebrated, respected and valued.
- 6.5 Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be shared with parents/carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.
- 6.6 A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

7. Right to withdraw from sex education:

- 7.1 Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in Year 6 by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

Appendix 1:

1. The Curriculum

RSHE will be taught in each year group throughout the school. The curriculum is age-appropriate and progressive, building the pupil's knowledge, understanding and skills year on year. The Trust works to objectives in each year group that support the achievement of outcomes outlined in the government RSHE guidance. Further information can be found in the Primary PSHE Progression Document. Some elements of RSHE are delivered through national curriculum Science:

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age.

Below is a list of topics covered by our RSHE programme:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

2. Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. The Trust use quality assured resources (PSHA Association approved) which are organised around our whole school values and themes. The Trust also compliment these with SCALF resources, specifically designed to cover all aspects of the curriculum.

The Trust hold a parents meeting each year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. The Trust will inform parents/carers of what will be taught in each term through our curriculum on our website.

If you would like to discuss any of the resources in more detail, please contact the Bluecoat Primary Academy RSHE coordinator, Mrs Bolstridge.

3. Sex Education

In addition to Relationships and Health Education we also cover sex education in Year 6 during the summer term. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents are able to withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

4. Teaching and Learning

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

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.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSHE will be delivered all year round – parents/carers will be informed of what will be covered when at the beginning of the year.

5. External speakers

Occasionally we use external speakers to enhance our delivery of RSHE for Year 1 to 4 in the Summer Term. All external speakers deliver in line with our RSHE policy and safeguarding procedures. This is carefully mapped to build up each year through our spiral curriculum and follows only the objectives in our Bluecoat Primary Academy PSHE progression document.

6. Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

7. Staff training

All staff delivering RSHE will receive 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 internal or external

training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, pupils and the school as a whole.

8. Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes within each lesson. We do not require all of this assessment to be formally recorded. This recognises the value of aspects of effective RSHE teaching, such as pair, group and class discussion, which are not easily recorded. Initial assessment for learning is built into our programme for each topic area. Feedback sheets from this help inform teaching within this topic to help tailor effective teaching of that topic area and maximize the impact on learning this has. Further evidence of progression is gathered from focus groups with children, towards the end of Autumn Term.

9. Parents

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through the information in the school newsletter, school website, school Facebook page and letters sent out to explain when sex education will take place for a child's year group and what will be covered.

We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE programme.

Any parents wanting more information about our RSHE curriculum can contact the Bluecoat Primary Academy PSHE coordinator, Mrs Bolstridge.

10. Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

11. Menstrual wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in the accessible toilets upstairs on the KS2 corridor
- Pupils can access sanitary products

When a pupil starts menstruating in school we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6. If your child has difficulties managing their periods at school please contact their class teacher for support to be arranged.