

Relationships, Sex and Health Education (RSHE) Policy

Baston CE Primary School



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| Approved by: | Full Governing Board |
| Reviewed on: | 27 th March 2024 |
| Next review due by: | March 2027 (or if there are changes) |

Introduction

This is the policy of Baston CE Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by The Full Governing Board on 27th March 2024 following a consultation with parents and carers during parents' evening on Tuesday 12th and Thursday 14th March 2024.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RSHE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

- The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the governors.

- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Conversing with parents and carers who wish to withdraw a child from sex education.

Subject Leader

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

All Staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- We adopt the approach considered best practice – RSHE is to be covered as part of a wider programme of PSHE education.
- PSHE lessons, with incorporate RSHE are delivered fortnightly.
- Lessons 45 minutes long, which is considered sufficient length to allow children to explore topics and reflect on their learning, with the suggestion that:
- Focus days, trips, and visitors cannot replace a taught lesson but are a good way to enhance a programme and can utilize expertise of specialist staff for some topics.
- It is important that the staff teaching RSHE lessons are confident and skilled and as far as possible, familiar with the children – particularly for sensitive and controversial topics.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

The school has chosen to use the *[Kapow Primary PSHE scheme of work](#)*, which provides full curriculum coverage, including all the statutory RSHE content, for each year group.

| EYFS: Reception | Self-regulation | | Building relationships | | Managing self | |
|--------------------|--|--|--|--|--|--|
| | My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions | | Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences | My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend | Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races | My wellbeing: L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily |
| | Introductory lesson | Family and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
| Year 1 | Setting ground rules for RSE and PSHE lessons | L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes | L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies | L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances | L1 Rules L4 Similar, yet different | L1 What is money? L4 Saving and spending |
| Year 2 | Setting ground rules for RSE and PSHE | L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs | L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth | L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine | L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion | L2 Exploring needs L3 Exploring wants |
| Year 3 | Setting ground rules and signposting | L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender | L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L6: Diet and dental health | L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about | L1 Rights of the child L5 Charity L6 Local democracy | L2 Budgeting L5 Career quest |

| | Introductory lesson | Family and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
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| Year 4 | Setting ground rules and signposting | L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss | L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health | L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco | L1 What are human rights? L5 Diverse communities | L1 Value for money L3 Looking after money |
| Year 5 | Setting rules and signposting | L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion | L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety | L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions | L1: Breaking the law L6 Parliament | L4 Risks handling money online |
| Year 6 | Setting ground rules for RSE and PSHE | L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss | L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns | L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support | L1 Human rights L4 Prejudice and discrimination L6 National democracy | <div>L6 Career routes</div> <div>Identity</div> <div>L2 Identity and body image</div> |

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection. Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education described in the overview above.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

- KAPOW: Year 6: Safety and the changing body, Lesson 5: Conception
- KAPOW: Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Year 6 parents/carers will be informed about sex education via email at least two weeks before the planned lessons.
- Parents/carers should contact the school by email (pupiladmin@baston.lincs.sch.uk) requesting to withdraw their Y6 child from Sex Education
- In some cases, parents/carers will be invited in for a meeting for the school and the parent/carer to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The decision on the withdrawal request will be recorded under the consent heading on our Management Information System Arbor.
- Children withdrawn from sex education lessons will be placed in another classroom with suitable independent work for the duration of the lesson.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects. This will take place through:

- Learning walks.
- Evidence of learning (Floor books)
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every three years from the 27th March 2024.