

# **Relationships, Sex and Health Education Policy**

**April 2020**

# **Sharrow Primary School**

**2020**

## **Aims**

The key aims of our RSHE teaching 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
- Develop understanding of the way our bodies grow and develop and prepare children for these changes
- Explore a range of attitudes, values and faith perspectives around relationships and diversity
- Support pupils to use the internet safely and to recognise the benefits and any potential risks
- Develop pupils' skills around assessing risk and keeping themselves safe
- Equip children with the skills and understanding they need to support the development of healthy bodies
- Equip children with the skills and understanding they need to support the development of healthy minds
- Enable pupils to recognise, manage and discuss their emotions
- Provide pupils with the knowledge and skills to access appropriate support

## **Statutory Requirements**

As a Foundation School, we are required by law to provide Relationship, Sex and Health Education to all pupils in an age-appropriate way. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Children and Social Work Act (2017)

## **Policy Development**

The school's policy has been developed in consultation with staff, governors, pupils and parents. The process involved the following steps:

Review – When writing the policy, the Senior Management Team considered all relevant information including national and local guidance.

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Staff have also received training on aspects of the policy as part of the process.

Parent consultation – Because to restrictions in place due to COVID-19, an online parental survey has been conducted.

Pupil consultation – we investigated what exactly pupils want from their RSHE curriculum.

Ratification – once amendments were made, the policy was shared with governors and approved.

## **Definition**

Relationship Education teaches children about the importance of being able to form and maintain positive and beneficial relationships. It teaches them to treat others with respect and at the same time, expect themselves to be treated with respect, care and consideration. It teaches that diversity and all forms of positive relationships are to be valued and celebrated.

Sex Education. As a school, we have chosen not to teach the optional aspects of sex education that are not in the science curriculum. Therefore, we will focus on developing the children's understanding of how their bodies change and develop over time.

Health Education teaches children how to make positive choices that encourage, develop and maintain good physical and mental health such as healthy eating and the importance of exercise. It's primary aim is to equip children with the skills they need to achieve a state of physical and mental wellbeing both now and in their future lives.

## **Curriculum**

The school follows the "Sheffield RSHE, PSHE and Citizenship Learning Journey" scheme. A copy of this scheme, showing the key areas covered, can be found at the end of this policy.

## **Delivery**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Issues that are raised by children and staff often form the basis of P4C (Philosophy for Children) discussions. Delivery of formal RSHE is the responsibility of all staff, led by the PSHE subject leader. However, we recognise that often, many aspects of the RSHE policy will be touched upon during informal discussions between staff and children. The School's expectations, its values and its ethos all underpin the aims of the RSHE policy.

## **Roles and Responsibilities**

The School Governors will approve the RSHE policy and hold the Head Teacher to account for its implementation.

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE not contained within the science National Curriculum (see below).

All Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

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 Head Teacher.

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity

### **Parents' Right to Withdraw**

Parents do not have the right to withdraw children from RSHE lessons unless the lessons are covering components of sex education that are non-statutory and not part of the Science curriculum.

Requests to withdraw pupils from these lessons must be given in writing to the Headteacher. The Headteacher will then discuss the request with parents. Only the Headteacher is able to give permission for a child to be withdrawn.

### **Training**

The PSHE lead will maintain an overview of RSHE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

### **Monitoring and Evaluation**

Teaching and learning in RSHE will be monitored through lesson observations, pupil discussions and informal feedback from staff and children.

Issues and areas for development that are identified in the monitoring process will be considered and acted upon on an ongoing basis.

Regular evaluation of the RSHE programme will be done with the children and the staff involved and this will inform future practice. Pupils' progress in RSHE will be monitored by class teachers.

The policy will be reviewed by the School Governors' Standards Group and after each review, the policy will be approved by the governing body.

|                  | Year 1 and Year 2   | Year 3 and Year 4  | Year 5 and Year 6  |
|------------------|---|--|--|
| Family           | <ul style="list-style-type: none"> <li>Understand our own family</li> <li>Know that we should feel safe &amp; receive kindness when we are with our families</li> <li>Understand acceptable behaviour at home and at school</li> <li>Understand that families change</li> <li>Practise saying "No"</li> <li>Understand that families are diverse</li> <li>Know how to report concerns to a trusted adult</li> </ul> | <ul style="list-style-type: none"> <li>Understand the way that families can change [including bereavement]</li> <li>Appreciate that there are cultural differences between families</li> <li>Know that boys and girls should be treated equally</li> </ul> | <ul style="list-style-type: none"> <li>Discuss the reason why people get married</li> <li>Learn how to disagree and listen to opposing ideas with respect</li> <li>Understand that families are highly varied and that differences should be accepted and valued</li> </ul>  |
| Friends          | <ul style="list-style-type: none"> <li>Learn how to be a kind friend</li> <li>Know the features of being a good friend</li> <li>Identify "bossy" friendships</li> <li>Recognise bullying</li> </ul>   | <ul style="list-style-type: none"> <li>Choose healthy friendships</li> <li>Understand that friends are diverse</li> <li>Learn how to resolve conflict</li> </ul>   | <ul style="list-style-type: none"> <li>Appreciate the ongoing complexity of close friendships</li> <li>Accept &amp; celebrate difference</li> <li>Identify manipulation tactics</li> <li>Learn to stand up for your own interests</li> <li>Identify &amp; challenge bullying &amp; stereotypes</li> <li>Begin to recognise gender identity and sexual orientation</li> </ul>   |
| Community        | <ul style="list-style-type: none"> <li>Contribute to a happy school</li> <li>Think about the wider community</li> <li>Understand the equality of expectations for boys and girls</li> <li>Learn about gender and identity</li> </ul>  | <ul style="list-style-type: none"> <li>Consider their place within a happy and fair world</li> <li>Explore feelings of belonging</li> <li>Learn how to contribute to society</li> </ul>  | <ul style="list-style-type: none"> <li>Understand the history of prejudice &amp; discrimination</li> <li>Learn how to stand up to prejudice</li> <li>Learn about impairments and that disabled people should be treated with respect</li> <li>Understand the importance of money and how to sue it wisely</li> <li>Explore the inequalities created by unequal distribution of wealth</li> <li>Explore what it means to be British</li> </ul>  |
| Mental Wellbeing | <ul style="list-style-type: none"> <li>Talk about feelings</li> <li>Consider the range of moods that we experience</li> <li>Resolve arguments</li> <li>Begin to gain a sense of self</li> </ul>   | <ul style="list-style-type: none"> <li>Manage feelings</li> <li>Understand the causes and barriers to our own happiness</li> </ul>   | <ul style="list-style-type: none"> <li>Develop empathy for other people in the world</li> <li>Understand mental well-being</li> <li>Resolve conflicts</li> <li>Understand the causes of our emotions</li> <li>Explore self-identity</li> </ul>   |
| Physical Health  | <ul style="list-style-type: none"> <li>Learn how to exercise</li> <li>Identify healthy foods</li> <li>Learn how to keep clean</li> <li>Identify and avoid dangers</li> </ul>  | <ul style="list-style-type: none"> <li>Understand the importance of exercise</li> <li>Understand the importance of a healthy diet</li> <li>Understand the issues relating to hygiene and illness</li> </ul>  | <ul style="list-style-type: none"> <li>Critique beauty standards &amp; expectations &amp; the effect these have on mental health</li> <li>Understand the need to balance long term happiness with short term enjoyment</li> <li>Understand the importance of diet &amp; exercise</li> <li>Recognise the significance to health of hygiene and illness</li> <li>Learn the dangers of drugs, alcohol and tobacco</li> <li>Learn how to verify health information</li> <li>Identify &amp; manage hazards and risks</li> </ul> |
| Growing Up       | <ul style="list-style-type: none"> <li>Learn how our bodies change over time</li> </ul>   | <ul style="list-style-type: none"> <li>Be able to access information about periods should they need to</li> </ul>  | <ul style="list-style-type: none"> <li>Understand physical changes including identifying body parts</li> <li>Understand emotional changes</li> <li>Understand the importance of hygiene during puberty</li> <li>Understand the process of menstruation</li> </ul>  |