

# RSHE Policy

(This policy incorporates Relationships and Sex Education, Health Education and PSHE – described in the policy as RSHE)

<b>Name of school:</b> Carrington Primary and Nursery School
<b>Date adopted by Governing Body:</b>
<b>Date of next review:</b> (NB: Due to the government's current review of RSHE, this policy will be reviewed again when the new guidance is published.)
<b>RSHE Co-ordinator:</b> Mrs Louisa Swankie
<b>RSHE Governor:</b>
<b>Signed:</b>  <b>Chair of Governing Body:</b> Dr H Massey O'Neill  <b>Head Teacher:</b> Mr J Digges

## **1. Introduction**

This policy outlines our school'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 (last updated September 2019) and other relevant guidance documents and statutory requirements.

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 we will also deliver sex education, see section 8 for more details.

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.

## **2. Formulation, dissemination, monitoring and review of policy**

In developing our policy and curriculum we 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.

The RSHE policy is available on the school website and free of charge to interested parties via the school office.

The RSHE policy and curriculum will be reviewed biennially by the RSHE Co-coordinator and governors. This review will be informed by the following: pupil and staff evaluation of the programme; teacher assessment and changes in legislation and guidance.

## **3. What is 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. In our primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

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**

The objective of RSHE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It is made up of the following three elements: -

##### **Attitudes and values:**

- Learning the importance of values and moral considerations
- Learning the value of family life, marriage and stable relationships
- Learning the value of love, respect and care.
- Appreciating, respecting and valuing each other's faith or cultural perspectives.

##### **Personal and social skills:**

- Learning to manage emotions and relationships confidently and sensitively
- Developing empathy and self-respect
- Learning to make choices without prejudice
- Appreciating the consequences of choices made
- Managing conflict
- Recognising and avoiding exploitation and abuse.

##### **Knowledge and understanding:**

- Learning about and understanding physical development at appropriate stages.
- Understanding and naming their body parts.
- Understanding puberty and change, reproduction, emotions and different types of relationships.
- Recognizing safe and unsafe situations.

##### **Through our focus on RSHE at Carrington we hope to: -**

- reassure children of their value and self-worth, including aspects of dignity, self-respect, and self-restraint.
- nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- foster the ability to manage relationships in a responsible and healthy manner.
- promote the value of loving relationships and of family life.
- recognise that marriage is an important, but not exclusive, context for family life.
- provide knowledge of human reproductive processes.
- inform children on matters of personal hygiene and related health issues.
- educate against discrimination and prejudice.
- empower children to make informed choices about their developing bodies.

We 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 the information they need to keep safe and make positive, healthy choices.

## **5. Key Objectives**

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

The RSHE programme is based on the needs of pupils in the school 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 weekly RSHE sessions and class assemblies. Pupils will be educated to appreciate difference and to respect themselves and others.

## **6. Equality, Inclusion and Support**

We are proud to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages and promotes respect for all, and celebration of, difference. We 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, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all. 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.

There are many different faith and cultural perspectives on aspects of RSHE. As a school, we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance and inclusion. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support 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.

A range of different families and relationships will be explored within RSHE. All children 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 show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

## **7. The Curriculum**

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance.

**EYFS** - In the Foundation Stage, PSHE and citizenship is taught as an integral part of provision and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals.

**Key Stage 1 and Key Stage 2** - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive framework in line with the National Curriculum. We use the PSHE Association's Thematic Model of Programme Builders. Although the Programme Builders organise content under different headings from those used in the content grids of the Department for Education's statutory guidance on Relationships Education, RSE and Health Education, each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme. See *Overview in Appendix*.

Our RSHE curriculum also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school. Some elements of RSHE are delivered through national curriculum of science. Below are examples of this:

**Year 2 Pupils should be taught to:**

- notice that animals, including humans, have offspring which grow into adults.
- describe the importance for humans of aspects such as 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 Friendships
- Safe Relationships
- Respecting Ourselves and Others
- Belonging to a community
- Media literacy and digital resilience
- Money and work
- Physical health and Mental wellbeing
- Growing and changing
- Keeping safe

### **Sex Education**

In addition to Relationships and Health Education we also cover sex education in years five and six. 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.

We deliver a spiral curriculum for Sex Education and use the Christopher Winter Project. This also includes a focus on safeguarding This emphasis can be found in particular in the link between knowing the names for body parts, touch and personal space in Year 3; understanding appropriate and inappropriate touch in Year 6, and internet safety / communication in relationships in Year 6. See Appendix.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis in staff meetings and through pupil interviews.

### **8. 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. These include planning from the PSHE association and The Christopher Winter Project. We 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.

### **9. Teaching and Learning**

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support. 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 (e.g., 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 in SRE lessons in the Summer Term, prior to delivery.

### **10. External speakers**

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

### **11. 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 and parents will be informed.



## **12. Staff training**

All staff delivering RSHE will take part in an initial basic training session. 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.

## **13. Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include evidence from floor books; self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report.

## **14. 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 school prospectus, School Dojo and letters/texts/emails to explain when RSHE will take place in different year groups and what will be covered.

## **15. Right to withdraw from sex education:**

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 years 5 and 6 by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

## **16. 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.



### **18. 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 key stage two female toilets.
- Pupils can access sanitary products from their class teacher or teaching assistant.
- For those experiencing period poverty, free sanitary protection can be accessed from the school office or class teacher.
- 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 Mrs Swankie for support.
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### **19. Links to other Policies**

- *Anti-bullying*
- *Behaviour*
- *Equality and Diversity*
- *Safeguarding*
- *E-Safety*
- *Health and Safety*
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### **20. More information**

If you would like to discuss our provision of RSHE further please contact Mrs L Swankie email: [lswankie@carrington.nottingham.sch.uk](mailto:lswankie@carrington.nottingham.sch.uk)

## Appendix 1

### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Appendix 2

*CWP have been awarded the fpa Pamela Sheridan Award for Excellence in recognition of our pioneering professional development programme in sex and relationships education. CWP's success is based on a thorough understanding of what constitutes effective SRE for both teachers and pupils.*

CWP Curriculum Overview	
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<b>Reception Our Lives</b>	Lesson 1: <b>Our Day</b> Lesson 2: <b>Keeping Ourselves Clean</b> Lesson 3: <b>Families</b>
<b>Year 1 Growing and Caring For Ourselves</b>	Lesson 1: <b>Keeping Clean</b> Lesson 2: <b>Growing and Changing</b> Lesson 3: <b>Families and Care</b>
<b>Year 2 Differences</b>	Lesson 1: <b>Differences: Boys and Girls</b> Lesson 2: <b>Differences: Male and Female</b> Lesson 3: <b>Naming the Body Parts</b>
<b>Year 3 Valuing Difference and Keeping Safe</b>	Lesson 1: <b>Differences: Male and Female</b> Lesson 2: <b>Personal Space</b> Lesson 3: <b>Family Differences</b>
<b>Year 4 Growing Up</b>	Lesson 1: <b>Growing and Changing</b> Lesson 2: <b>What is Puberty?</b> Lesson 3: <b>Puberty Changes and Reproduction</b>
<b>Year 5 Puberty</b>	Lesson 1: <b>Talking about Puberty</b> Lesson 2: <b>Male and Female Changes</b> Lesson 3: <b>Puberty and Hygiene</b>
<b>Year 6 Puberty, Relationships and Reproduction</b>	Lesson 1: <b>Puberty and Reproduction</b> Lesson 2: <b>Understanding Relationships</b> Lesson 3: <b>Conception and Pregnancy</b> Lesson 4: <b>Communication in Relationships</b>