GREAT FINBOROUGH CHURCH PRIMARY

Relationships, Sex & Health Education Policy

(Incorporating Personal Social, Health & Citizenship Education)

Linked documents:
Anti-Bullying Policy
Safeguarding Policy and Child Protection Procedures
Online Safety Policy
Equalities Policy
Behaviour & Exclusion Policy

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Great Finborough Church Primary

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Context:
RSHE is the school subject through which the children in our school develop the knowledge, skills and attributes they need to manage their lives now and in the future. It helps our children to stay healthy and safe, while preparing them to make the most of their lives and careers. RSHE also helps children to achieve their academic potential by removing barriers to learning.

Our RSHE provision is age and developmentally appropriate for our children and bespoke to our school community while meeting the DFE's expectation that we continue to provide a comprehensive programme of PSHCE education (including, but not limited to statutory RSHE content).

Our RSHE and wider PSHCE curriculum is divided into 3 main sections:

1) RSHE (which covers the DFE statutory RSHE content),
2) Economic Well-Being and Careers Education
3) Living in the Wider World (One World & Diverse Britain)

At Great Finborough Church Primary School we do not teach sex education beyond what is covered in the statutory science curriculum.

1. Aims
The aims and purposes of the relationships, sex and health education (RSHE) curriculum at our school are to:

- Keep Pupils Safe and Healthy: Provide children with a sound understanding of physical health, emotional/mental wellbeing, personal safety (including online safety and first aid), and healthy lifestyles
- Develop Positive Relationships: Help pupils understand family life, friendships, respect for differences, consent, bullying prevention, and safe versus unsafe relationships.
- Prepare for the Wider World: Introduce foundational concepts in economic and financial wellbeing, careers awareness, community responsibilities, British values, and digital literacy.
- Support Academic Attainment: Remove social and emotional barriers to learning so that children can engage better with the rest of the school curriculum.

2. Statutory Requirements

As a maintained primary school, we must provide relationships education to all children under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Great Finborough Church Primary School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, children and parents/carers.

The consultation and policy development process involved the following steps:

1. Review –the RSHE Lead pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. The draft policy was made available to Parents and Carers and comments invited.

4. A group of Year 5 and 6 children met with the RSHE Lead to talk about their experiences of RSHE and PSHCE during their time at Great Finborough Church Primary School and what they hoped the curriculum would include to meet their needs.

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

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships.
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Ensure that the children are taught about the developmental changes during life-cycles (including humans) and the changes experienced during puberty including how to manage and celebrate these changes.
- Support the children in understanding economic and financial wellbeing, careers awareness, community responsibilities, British values, and digital literacy.

5. Curriculum

Our RSHE curriculum is based on the PSHCE Association's Model Curriculum for Primary Schools.

It is set out on the school website, but we may need to adapt it as and when necessary.

We have developed the curriculum taking in to consideration the views of parents and carers, children and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our children.

If children ask questions outside the scope of this policy, the adults leading the lessons will respond in an appropriate manner so that children are fully informed and don't seek answers online.

Teaching will be developed to ensure the curriculum is accessible for children with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to children clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in Year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all children's views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the children.

Children will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the children including any additional needs, such as special educational needs and disabilities (SEND).

All resources will be approved by the Headteacher prior to use.

The content of the units of work and the resources and and materials planned to be used will be made available to parents/ carers on request.

The children will be assessed against the learning objectives and success criteria and an overall judgement of Basic, Expected or Deep will be recorded at the end of the unit of work- this information will be shared with parents and carers through the child's annual school report.

For more information about our RSHE curriculum, please see the school website.

We may amend our curriculum content to respond to the needs and context of our children, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

Across our school, we will be mindful of the law and legal requirements.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of children will relate to them
- Is accessible to children with SEND
- Is sensitive to all children's experiences
- During lessons, makes children feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that children learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- We will give careful consideration to the level of differentiation needed to meet the needs of the children.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support children in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the children
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to children's experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7 Use of external organisations and curriculum materials

Whilst the school may occasionally work with external organisations (e.g. School Nurse, Suffolk Young Carers etc) to deliver the curriculum, it remains responsible for the content and the way in which children are taught.

All existing visitor safeguarding procedures will be followed.

A member of staff will remain present at all times.

The external organisation will be made aware that all materials used my be shared with parents and carers on their request.

8. Roles and responsibilities

8.1 The governing board

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

The governing board will ensure that:

- All children make progress in achieving the expected educational outcomes
- Teaching is accessible to all children with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content and teaching materials and external providers.

  NB: the school does not provide a sex education beyond the science curriculum and therefore the Governing Body is not required to ensure a parental right to withdraw their child from the RSHE curriculum is provided.

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school and for sharing all resources and materials with parents and carers when requested.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual children
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday discrimination.
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that children may make as a result of the subject content to the school's designated safeguarding lead (DSL) or alternate safeguarding lead.

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 headteacher.

8.4 Children

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education because the school does not provide a sex education beyond the statutory science curriculum which they are legally not allowed to withdraw their child from.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar as and when necessary.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by RSHE Lead through:

- Book Looks
- Lesson Participation Activities
- Learning Walks
- Pupil Voice
- Discussions with staff

Children's development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSHE Lead, shared with the Governors' Curriculum Committee and approved by the Governing Body following the recommendation of the Curriculum Committee.