

Penketh South CP School



Relationships, Sex and Health Education Policy (R.S.H.E)

Version	Date	Action
V1	November 2020	New Policy
	12 November 2020	Adopted by Governors
	September 2021	Reviewed

POLICY STATEMENT – RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

The Public Duty of the Equality Act 2010

Protected characteristics in the act include sex, sexual orientation and gender reassignment.

Schools have due regard to:

- (a) “eliminate discrimination, harassment, victimisation”
- (b) “advance equality of opportunity”
- (c) “foster good relations between persons who share a relevant protected characteristic and persons who do not share it”

This includes tackling prejudice and promoting understanding.

This policy was developed in response to PSHE Association advice and current legislation including:

- ☑ Education Act (1996)
- ☑ Learning and Skills Act (2000)
- ☑ Education and Inspections Act (2006)
- ☑ Equality Act 2010
- ☑ Supplementary Guidance SRE in the 21st Century (2014)
- ☑ Keeping children safe in education – Statutory safeguarding guidance (2016)
- ☑ Children and Social Work Act (2017)
- ☑ Statutory guidance for Health Education, Relationships Education and RSE in June 2019
- ☑ The new Ofsted framework.

The RSHE programme is delivered in line with the PSHE Association programme of study. This policy has also been in light of relationship education becoming statutory for all primary schools in September 2020. RSHE is an integral part of PSHE education at Penketh South and embedded as a whole school approach.

Consultation and Development Process

The following people will be involved in developing this policy:

Pupils

Regular school council meetings allow a representative member of each class to meet and discuss topical issues within and around the school environment. All classes also participate in regular circle time activities allowing time for reflection and discussion of the PSHE and SMSC Curriculum.

Parents

The parents are consulted through the email/letters about current RSHE provision. Parents will be given an opportunity to view the RSHE policy on the school website.

Staff and Governors

The staff has been consulted at various stages during the development of this policy and Governors have agreed this policy. Consultation also regularly takes place with the wider school community e.g. the School Health Adviser and LA staff (RSHE Policy Guidance).

Rationale

A belief that Relationships, Sex and Health Education is an important need within the overall development of the child. Children should be provided with age appropriate knowledge and information to build healthy and safe relationships into adulthood. The Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' Schools must offer a curriculum that: 'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

Aims and Objectives of the RSHE Policy:

The aim of this RHSE policy is to provide a working document giving clear guidance to governors, staff and parents on what is delivered, why it is delivered, how it will be delivered and when it will be reviewed

What is RSHE Education?

Relationships, Sex and Health education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. High quality RSHE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care.

Topics within Relationship and Sex Education cover:

- Actions (keeping secrets, dares, discrimination, teasing and bullying and how your actions affect you and others).
- Handling feelings (feelings, resolving conflicts and disputes, stereotypes, listening and responding, people's similarities and differences)
- Types and differences (positive healthy relationships, unhealthy relationships, marriage and civil partnerships and different types of relationships)
- Sex and contact – understanding personal boundaries, accepting physical contact, sexual orientation and sexting. The term 'sexting' is used to describe the sending and receiving of sexually explicit photos, messages and video clips, by text, email or posting them on social networking sites. It's increasingly done by young people who send images and messages to their friends, partners or even strangers they meet online.

Health Education involves:

- Mental Health and Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Content of the PSHE and RSHE programme

The PSHE Education Programme of Study includes 3 core themes for key stages 1-5:

- Health and Wellbeing
- Relationships
- Living in the wider world

Core theme 1: Health and Wellbeing

In Key Stages 1 and 2, pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

Core theme 2: Relationships

In Key Stages 1 and 2, pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World

This theme also has strong links with citizenship and aspects of it, for example, financial education, should be planned alongside citizenship provision.

In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens

- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

Pupils will be able to express their opinions whilst respecting others' points of view. They will be able to recognise the different relationships they are in and understand that their actions they perform have consequences.

Organisation of the RSHE programme

Good quality RSHE is taught through a spiral curriculum which develops with the child. The PSHE Coordinator is responsible for the co-ordination of RSHE and how it should be delivered in the curriculum. Class teachers, under the guidance of the PSHE coordinator and Senior Leadership Team, will specifically deliver the RSHE curriculum through the PSCE curriculum, RE and Science lessons with support from professionals where appropriate (School Nurse, School Health Adviser (SHA) and external sources of support).

A variety of supportive, sensitive and non-threatening teaching methods will be used. Care will be taken to ensure resources are age-appropriate. Whole class teaching alongside some separate lessons for boys and girls in Years 5 and 6 will be provided.

The resources will be selected in line with recommendations from the PSHE Association and the 'Living and Growing' scheme currently used. Assessment will be carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes using the assessment procedure within school.

A more formal approach will be followed in Year 5 and Year 6. This utilises the Channel 4 resource 'Living and Growing' and is delivered by Year 5 and Year 6 teachers and the SHA. A DVD will be used to present this programme alongside resources provided by the SHA in Year 5. Parents will be informed in advance and given the opportunity to discuss with the school the nature of work to be undertaken. Parents are to be given the opportunity to withdraw their child from the non-statutory aspects of the lessons if they so choose (i.e. not the statutory elements of the Science and RE curriculum).

These lessons (Medway Education) contribute to the curriculum for PSHE education, as set out in the PSHE Association Programme of Study for PSHE education. Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World.

KEY STAGE ONE (YEAR 1 OR YEAR 2)	My special people	This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, Grandfather and I by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.
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	Growing up: the human life cycle	This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.
	Everybody's body	It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.
KEY STAGE TWO (YEAR 3 OR YEAR 4)	What makes a good friend?	This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.
	Falling out with friends	This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try

		to solve problems that can arise in friendships and to seek help if they need it
KEY STAGE TWO (YEAR 4 OR YEAR 5)	PUBERTY LESSONS 1-4	<p>Time to change</p> <p>The first lesson focuses on some of the external changes that happen to the body. Menstruation and wet dreams – including, dispelling any myths. The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.</p> <p>Physical hygiene</p> <p>This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.</p> <p>Emotions and feelings</p> <p>This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.</p>
KEY STAGE TWO (YEAR 6)	Puberty: re-cap and review	<p>This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.</p>
	Puberty: change and becoming independent	<p>This lesson extends pupils' thinking about puberty and the concept of change throughout our lives.</p> <p>It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring. Positive, healthy relationships increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing.</p> <p>This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring</p>

		behaviour is respectful, even when things do change.
	How babies are made	By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still (myths or make-believe stories). Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.

Specific Issues Statements

We intend our policy to be sensitive to the needs of the society in which our pupils are growing up, we will cover subjects designed to foster respect for others and for difference, and educate pupils about healthy relationships. We will ensure RSHE is inclusive and meets all the needs of our pupils including different family structures, LGBT+ and different ethnic groups. We want our children to thrive in a modern Britain. We will ensure that all young people receive RSHE education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice as necessary. Any RSHE lesson may consider questions or issues that some pupils will find sensitive.

Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred home.

Right of Withdrawal of pupils from RSHE Education from September 2020

There is no right to withdraw from Relationships Education at primary school, as the Government believes the contents of these subjects: such as family, friendship, safety (including online safety) is important for all children to receive this information. Parents will be informed in advance and given the opportunity to discuss with the school the nature of the SRE work to be undertaken. Some parents may prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the SRE except for those parts included in the statutory National Curriculum (i.e. Science and RE lessons) until further guidance becomes available. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

Monitoring and Evaluation

There will be ongoing monitoring and evaluation of the RSHE work at Penketh South Primary School. The policy will be updated annually. Year groups will be constantly reviewing RSHE work and how well it has embedded itself into the new, updated curriculum.

