



Relationships, Sex and Health Education Policy (RSHE)

2024-5

‘Always trying to do our best so that we can shine’

Headteacher: Mrs M Waring

Chair of Governors: Mrs K Bloodworth

Signed copy in school office

Written: 30 November 2020

This policy has been written in partnership with all staff and governors of Scalford School. It has then passed through a consultation process with all parents/carers of children at Scalford School.

Consultation process with all stakeholders completed on: June 14th 2021

Reviewed M Wrightam November 2024

Section 1

The Context of our Relationships, Sex and Health Education Policy

a) Our Shared Beliefs about RSHE

In our school we believe:

- RSHE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour and health. It takes place in many contexts: at home, at school and in the community.
- RSHE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSHE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSHE.
- RSHE is most effective when provided in the wider context of social and emotional development. In schools, successful RSHE is firmly rooted in personal, social and health education (PSHE).
- RSHE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

b) Entitlements

We are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSHE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgmental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSHE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE
- Contribute their views and ideas in support of the development of RSHE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSHE is taught
- Understand their rights and responsibilities in relation to RSHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgmental manner.

c) The Wider Agenda

RSHE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSHE policy contributes to meeting local and national priorities as described in strategies such as:

Safeguarding and Child Protection

Health Strategies

Looked After Children

NSPCC

Children and Young People's Plan

National Service Framework for Children, Young People and Maternity Services

Church of England Publications:

- Valuing All God's Children Report 2017
- Mental Health and Wellbeing Guidance 2018
- Changes to the teaching of Relationships and Sex Education and PSHE 2018

Section 2

Our Relationships and Sex Education Policy

a) Introduction

Our work in RSHE is set in the wider context of our school values and ethos:

- As a Church of England school, we create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.
- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their different backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of RSHE: PSHE, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality. This RSHE Policy will be made available on the school website.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' and recent supplementary guidance 'RSHE for the 21st Century'. Our Policy reflects the view that children need high quality RSHE, so they can make wise and informed choices. Our policy also reflects recommendations from Ofsted and the Sex Education Forum.

Our RSHE policy is the responsibility of the governing body and has been developed through discussion with all staff by the Headteacher. It will be reviewed by school governors.

b) Our Aims for RSHE

All adults will work towards achieving these aims for RSHE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address RSHE in an age-appropriate way
- value, care for and respect their bodies

- access additional advice and support.

c) Delivering our RSHE curriculum

Our Curriculum for RSHE (see Appendix i) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSHE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider RSHE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSHE.

The objectives of the RSHE Curriculum will be taught in:

- PSHE through designated lessons
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our Together in Worship programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of promoting a healthy lifestyle.

Specific Units of Work on RSHE are planned into our teaching programme every year across the school as described in our PSHE Programme. Specific content on Puberty will be taught in Year 4 and revisited in Year 5 and 6.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSHE curriculum will primarily be delivered by class teachers

- Those delivering RSHE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the Headteacher.
- The Headteacher is responsible for reviewing and evaluating RSHE at our school.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSHE' by the Headteacher who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors such as the school nursing team who support the school with promoting a healthy lifestyle, such as vaccinations and height and weight checks
- Governors hold responsibility for the RSHE Policy and will be assisted in monitoring its implementation by the Headteacher.

e) Teaching Methodologies

Ground Rules: RSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSHE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question,

or indeed whether they wish to answer it they will seek guidance from the Headteacher.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Distancing Techniques: In order to protect children's privacy, we will use teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we may use *fiction, puppets, case studies, film clips and role-play* to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSHE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image

- the need to involve all staff, including support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.
- We will make use of the Autism Outreach support materials to create social stories to support the teaching of RSE for children with SEN.

g) Resources

We will primarily use the PSHE Association and the resources recommended within it when planning and delivering the RSHE curriculum. We will avoid a 'resource-led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSHE
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSHE.

h) Use of visitors to support RSHE

We believe that RSHE is most effectively taught by those who know our pupils well and are aware of their needs. With this in mind all RSHE will be taught by school staff. We do not use visitors to deliver RSHE, unless it is to enhance the delivery of our Science lessons, which incorporates the statutory requirements within the RSHE curriculum

i) Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the school website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses are bound by their professional codes of conduct when offering advice and guidance to individual pupils.

1) Safeguarding and Child Protection

We recognise that because effective RSHE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

j) Staff Training

In order to feel confident in teaching this subject, staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors and continued professional development (CPD) will be provided as appropriate.

k) Role of Governors

This Policy describes the governors' views on how RSHE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects the wishes of the parents and the views of our

community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. A link governor for PSHE (including RSHE) will be nominated.

l) Pupil Participation

We will involve children in the evaluation and development of their RSHE in ways appropriate to their age.

- a. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- b. We will encourage children to ask questions as they arise by providing anonymous question boxes.
- c. We will ask children to reflect on their learning and set goals for future learning.

m) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSHE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSHE. We will encourage this partnership by:

- a. Informing parents and carers by letter or leaflet of forthcoming RSHE topics
- b. Inviting parents to learn more about resources and activities used in RSHE
- c. Gathering parents' views on the RSHE Policy and taking these into account when it is being reviewed
- d. Informing parents and carers about the RSHE programme as their child joins the school through the school prospectus
- e. Providing supportive information about parents' role in RSHE
- f. Inviting parents to discuss their views and concerns about RSHE on an informal basis.

Parents and carers will be given access to this policy on request. It will also be available on the school website under key information, policies;

<https://www.scalford.leics.sch.uk/policies/>

Parents and carers have the right to withdraw their children only from all or part of those elements of RSHE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non-statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers decide to withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Headteacher to discuss the matter. Appendix i will be used to guide the discussion to explain clearly which areas of RSHE are statutory and which are non-statutory. We will respect parents who choose to withdraw their children from the non-statutory elements of RSHE.

n) Monitoring, Evaluating and Reviewing our RSHE Policy

Monitoring and evaluation of this policy is the responsibility of the governing body. Information will be gathered from the Headteacher and parents to inform judgements about effectiveness.

- As a school we will continually reflect on our contribution to the provision of RSHE to ensure we maintain high quality teaching and learning

Section 3 Sensitive Issues

a) Puberty

We will teach Years 4, 5 and 6 about puberty, in accordance with our curriculum for RSHE. We understand that younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 3 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents/carers.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

When teaching about puberty in our RSHE programme, we will be sensitive to the needs of those developing at different rates.

b) Contraception, Abortion and Sexually Transmitted Infections and HIV/AIDS

We will not directly teach the above topics and they are not part of our curriculum but recognise that some primary-aged children may ask direct questions or may reveal knowledge (accurate or inaccurate) about them in discussion with adults or their peers. We will answer children's questions in general terms, and not as whole class teaching and will ensure that our answers reflect the responsible choices adults make.

c) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSHE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSHE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Appendix 1

Planning

The following documents list statutory and non- statutory areas of Relationships, Sex, and Health Education (RSHE) which will be taught in each class through two curriculum areas; Science and Personal, Health, Social and Emotional Education (PSHE).

In Reception and Year One (Base One) children will be taught:

Science Programme of study (statutory requirements*)

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*. Staff will always model the correct language when referring to body parts, such as penis, vagina, testicle, chest, nipples and breast

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

Being safe

- About the concept of privacy and the implications of it for both children and adults: including that it is not always right to keep secrets if they relate to being safe.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult

- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Year Two and Three (Base Two) *Statutory RSHE

Science Year 2/3 Science Programme of study

- notice that animals, including humans, have offspring which grow into adults*
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene*
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat*
- identify that humans and some other animals have skeletons and muscles for support, protection and movement*
- correct terminology, body parts, external genitalia (such as penis, vagina, testicle, chest, nipples, breast)

Families and people who care for me:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

Caring friendships:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive

Online relationships:

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

- how information and data is shared and used online

Being safe:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- puberty, physical and emotional changes if relevant for Year 3 (see Puberty 3.a)
- drugs, alcohol, tobacco, medicines, caffeine
- media, images, reality/fantasy, true/false

Year Four, Five and Six (Base Three) *Statutory RSHE

Science

- parts of the body*
- changes to the body as you grow*
- puberty - physical & emotional changes*

Healthy Lifestyles

- food choices*
- balanced diet*
- media lifestyle images
- physical exercise & keeping fit*
- keeping clean, preventing infections, maintaining health*
- oral health*
- sun safety*
- sleep*
- vaccinations, drugs & medicines (legal and illegal) *
- alcohol & tobacco*
- breaking habits
- physical, mental & emotional health*

Growing & Changing

- menstruation*
- human reproduction, pregnancy and birth, when people decide to have a baby
- in addition, Y6 learn about: masturbation, sexual feelings, sexual orientation, consent, contraception, female genital mutilation, roles & responsibilities as parents

Keeping Safe

- becoming more independent
- managing risk, peer pressure, dares
- what to do in an emergency*
- basic first aid*
- e-safety – see separate planning & policy*

Feelings & Emotions

- recognising a wide range of feelings, empathy*
- maintaining mental wellbeing*
- mental illness*

Healthy Relationships

- making and maintaining positive and respectful relationships*
- the importance of families and a healthy family life, different families*
- different types of relationship (including unhealthy relationships, arranged and forced marriage) *
- personal space, acceptable & unacceptable contact*
- secrets, breaking confidence, asking for help & advice*
- collaborating, listening, leading, sharing
- resolving conflicts, compromise, saying sorry

Valuing Difference

- being open-minded to different ideas
- everyone is different but everyone is equal
- bullying*
- challenging stereotypes, discrimination*

