



Breage CE Primary School

Relationships, Sex and Health Education Policy (RSHE)

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Working Party	
HR checks	
Union Consultation	
Trustees' Ratification	
Implementation	May 2021

Review Date
May 2023

To be read in conjunction with:	Online Safety policy Positive Relationships and Behaviour policy PSHE curriculum and policy
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Self Help Self Responsibility Equity Equality Democracy Solidarity
 Social Responsibility Honesty Openness Caring for Others

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Relationships, Sex and Health Education Policy (RSHE)

Overview

This policy outlines the school approach to teaching the mandatory and non-mandatory aspects of Relationships, Sex and Health Education.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (DfE guidance July 2020)

Rationale

The main body of teaching in this subject centres heavily on our PSHE curriculum. This is designed to help children develop key skills and understanding of how to lead independent, confident and healthy lives. Related coverage of our PSHE curriculum is found in Appendix 1. This curriculum covers all areas of relationships, sex and health education, some of which is mandatory provision and some of which is in addition to the national curriculum.

Whilst parents and carers are deemed to have the primary responsibility for educating their children in this subject, the school's curriculum is intended to supplement and reinforce this learning. We value the partnership between home and school and in order for our approach to be effective, parents are consulted on the contents of both this policy and the curriculum.

Opportunities are offered for parents to make themselves familiar with the content taught regarding Sex Education and have a right to withdraw their child/ren from some or all of the non-mandatory content. The mandatory content is outlined in the National Curriculum for science and the statutory guidance for Relationships, Sex and Health Education and is outlined in Appendix 2.

Our approach to the teaching of Relationships, Sex and Health Education sits within the school core values.

Friendship Respect Forgiveness Happiness Trust Honesty Care

Roles and Responsibilities

The teaching and modelling of positive relationships is the responsibility of all teachers and is supplemented by the daily modelling by the support staff. All interactions between adults and between adults and children should uphold the expectations laid out within the RSHE curriculum. This is supported by the school Positive Relationships and Behaviour policy. Teaching staff are also responsible for the mandatory aspects of the science curriculum. Where specific Sex Education is delivered which goes beyond the coverage of the National Curriculum, staff will have received appropriate training and will be competent in its delivery.

Only school staff known to the children will teach sex education. A supply agency worker will not be asked to deliver this material.

The headteacher takes overall coordination and monitoring responsibility for the teaching of RSHE.

Curriculum coverage

We utilise the 'Christopher Winter Project' to cover the following themes in RSHE education, for each year group. Due to Breage having a mixed age class structure, there will be some overlap between year groups. Specific subject matter for older children in the class will be taught separately in a time and place away from younger children e.g. covering puberty and reproduction will be taught away from year 2 and 3 children if the class has a yr 2/3/4 structure.

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

The school recognises that RSHE must be taught in both Key Stages and not left until children reach Year 6. Whenever any topic above is taught discretely as part of the school's PSHE curriculum, parents will be informed and the teacher will seek support in exploring these issues in the home context.

Methods of teaching:

When teaching RSHE lessons, teachers will adopt a variety of teaching methods and resources. The following are recognised as effective methods for the delivery of RSHE:

- Discussion
- Drama and role play
- Research and presentation

Other methods may be deployed in order to teach RSHE in an age appropriate manner and one which takes into account the developmental needs of individual pupils.

The resources used within the Christopher Winters Project can be made available to parents upon request for them to view in advance of RSHE being taught in school, or to support further discussion at home following RSHE delivery. Other resources such as books in the school library, can be borrowed also.

All resources used by the school are produced by educational publishers for schools and are intended for pupils in the light of best current research into RSHE.

Monitoring and Evaluation of RSHE delivery

The Headteacher takes responsibility for monitoring and evaluating the delivery and resourcing of RSHE throughout the school. They will:

- a. ensure that RSHE is taught within the school's curriculum according to the schemes of work used for science and PSHE;
- b. monitor the range of teaching methods and learning styles employed to deliver the subject matter;
- c. Monitor the use of appropriate teaching resources;
- d. Evaluate the effectiveness of the school's approach to RSHE.

Dealing with Sensitive Issues

During the teaching of RSHE, teachers should be aware of sensitive issues which may arise out of the delivery of the subject matter. The following expectations underpin the school's approach to RSHE discussions:

- no-one (adult or child) will have to answer a personal question;
- no-one will be forced to take an active part in the discussion;
- only the correct names for body parts will be used;
- meaning of words will be explained in a sensitive, sensible and factual manner;
- teachers may use their discretion in responding to questions and may indicate that the most appropriate person to answer the question may be the parent.

Should a member of staff be concerned that a child protection issue arises, it is their duty to follow the school's safeguarding policy in this matter.

Parental right of withdrawal from RSHE

As stated, parents have the right to withdraw their child from Sex Education content which falls outside the Science subject matter within the National Curriculum (Appendix 2). There is no right to withdraw a child from Relationships Education (Appendix 3).

The parents must write to the Headteacher to state their request to withdraw their child from specific content of RSHE. The Headteacher will invite the parents to discuss their letter and will clearly explain the subject content and/or policy, and seek to alleviate the parents' concerns. Should this not be possible, the child will be withdrawn from the content outlined in the parents letter and will be taught in another class with suitable work, during the RSHE sessions.

Policy review

The school's leadership forms the RSHE policy and it will review this policy every two years from the date below. In reviewing the policy it will consult the following groups:

Parents

Staff

Pupils

The school will do this by forming focus groups, using email, questionnaires and response forms that will look at the policy and its effectiveness and gather views from all stakeholders outlined above.

This policy was agreed:

Review date :

Appendices

Appendix 1:

Relationships
Health and Wellbeing
Living in the Wider World

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6*</u>
What is the same and what is different about us?	What makes a good friend?	How can we be a good friend?	How do we treat each other with respect?	How can friends communicate safely?	What changes as we become more independent? How do friendships change as we grow?
Who is special to us?	What is bullying?	What are families like?	What strengths and interests do we have?	What makes up a person's identity?	
What helps us stay healthy?	What helps us to stay safe?	What keeps us safe?	How can we manage our feelings?	How can we help in an accident or emergency?	How can we keep healthy as we grow?
Who helps to keep us safe?	What helps us grow and stay healthy?	Why should we eat well and look after our teeth?	How will we grow and change?	How can drugs common to everyday life affect health?	
What can we do with money?	How do we recognise our feelings?	Why should we keep active and sleep well?	How can we manage risk in different places?	What decisions can people make with money?	How can the media influence people?
How can we look after each other and the world?	What jobs do people do?	What makes a community?	How can our choices make a difference to others and the environment?	What jobs would we like?	

*Year 6 units of work are larger and therefore take up more time in the curriculum.

PSHE units are not taught in this order, but are timetabled when they match the half-term themes. When they do not match closely, PSHE is taught as explicit units.

Appendix 2:

(*The National Curriculum: Primary Curriculum* - DfE)

Years 1 and 2

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humanism for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Years 3 and 4:

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

- 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

Years 5 and 6:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise impact of diet, exercise, drugs and Lifestyle on the way bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 3:

Relationships Education - What children should know by the end of primary school:

(‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ - DfE - updated July 2020)

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different

	<p>from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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 to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. • 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 e.g. family, school and/or other sources.

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.