



Hartington C of E Primary School

Hartington

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Headteacher

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***“Caring & sharing as part of God’s family”***

***“Loving our neighbour as we love ourselves” - Luke 10:27***

## **Relationships, Sex and Health Education (RSHE) Policy**

### **Vision Statement**

At Hartington C of E Primary School, we believe that Personal, Social and Health Education (PSHE) is crucial in supporting children in their personal development, and underpinning learning in the classroom, school, and in the wider community. PSHE education enables children to develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. Children develop an understanding of the everchanging world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. In essence, PSHE education supports children to be able to respect themselves and others, be able to reflect spiritually and materially and show resilience for themselves, others and the changing world. It encourages the positive growth and development of Christian and character virtues within the happy and caring atmosphere of school which are then translated to the wider community and world. Within the teaching of PSHE we cover a range of Spiritual, Moral, Social and Cultural (SMSC) teaching including British Values and Character Education alongside The Christopher Winter Project in order to prepare our children for life in Modern Britain. This dovetails with our teaching of tolerance and understanding within RE and the Christian values on which the ethos of the school is based.

### **Introduction**

This policy outlines Hartington C of E Primary 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 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. 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.

### **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 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. Children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

#### Aims

- 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 embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. It will sit alongside our teaching of PSHE in unison with Collective Worship, RE, Online safety and the Nurture Programme. Pupils will be supported to appreciate difference and to respect themselves and others.

## **Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, 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 regardless of their gender. 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 RSHE 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. 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 wider society, not just that 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.

## **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.

Some elements of RSHE are delivered through national curriculum Science:

## **Year 2**

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## **Year 5**

- pupils should be taught to describe the changes as humans develop to old age.
- describe the life process of reproduction in some plants and animals.

## **Year 6**

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Below is a list of topics covered by the RSHE programme:**

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

In addition to our existing resources in The Christopher Winter Project we will use the Goodness and Mercy resources developed by the Bristol Diocese for use in all schools. This is to ensure our RSHE teaching is founded within the Christian ethos of Hartington C of E School. This extract from the Church of England describes their basis:

*Goodness & Mercy* is a selection of RSHE resources written primarily for Church of England schools. All schools are welcome to use them. It is named from the last line of the well-loved 23rd Psalm:

*“Surely goodness and mercy shall follow me all the days of my life and I shall dwell in the house of the Lord for ever.”*

The gifts of goodness and mercy are those that we hope will follow all our pupils all the days of their lives and will bring joy, peace and comfort.

Goodness and mercy are gifts but they need careful cultivating. These resources seek to help children and young people to understand and abound in goodness and mercy: in their relationship with themselves, with others and with intimate partners so that they may have “Life in all its fullness.” (John 10:10)

These resources are written to meet both the mandatory requirements of the 2020 Department for Education guidance for RSHE, the Church of England Education Office Charter and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations.

RSHE lessons will be planned throughout the year through weekly PSHE lessons and assemblies. The breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources including “It’s My Body - A book about Body Privacy” by Louise Spilsbury and “Let’s talk about Body Boundaries, Consent and Respect” by Jayneen Sanders . Teachers will select resources that support the learning outcomes for the year group they are teaching. We hold a parent consultation each year where you can familiarise yourself with the resources used. If you would like to see these at other times of the year, please speak to your child’s teacher.

### **Sex Education**

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle. Parents are able to withdraw their child from the learning that falls outside of the Statutory Health Education by contacting the headteacher in writing.

### **Teaching and Learning**

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. 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 planned sessions
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging safe reflection in RSHE so 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 Headteacher as part of the evaluation and monitoring process.

### **Continuity, Progression and Assessment**

Hartington C of E Primary School has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs, assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE. The elements of RSE that form part of the Science curriculum are assessed in

accordance with the requirements of the national curriculum. Learning from the other 6 elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

### **Staff training**

All staff delivering RSHE receive appropriate preparation for teaching RSHE. This updates staff on the most recent legislation and provides an opportunity for staff to ask any questions that they might have. Staff will be supported by the RSHE Coordinator/ Headteacher and will attend additional external training if necessary.

### **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 informed via letter/email. Parents will be informed of the age appropriate objectives which will be delivered to their children.

### **Right to withdraw from sex education**

The School consults closely 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, Relationship or Health curriculum). Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the Science Curriculum. These are delivered in Year 6 at Hartington C of E Primary School.

If a parent/carer has any concerns about the RSE provision, we will take time to address the concerns and allay any fears they may have. In the event of a request to withdraw, we will document this process and ensure that a record is kept.

Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

### **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.

## **Menstrual well-being**

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Access to sanitary protection. This is located in the staff toilet and children who are menstruating are able to use this toilet without needing to make a request.

If a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE programme covers detailed 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 inform their class teacher for support.

This RSE policy is supported by, but not limited to:

PSHE policy  
Behaviour policy  
Health and safety policy  
Safeguarding/Child protection policy  
Schools visits  
Confidentiality policy  
Equality policy  
Anti-bullying policy  
Relationship and Sex Education Guidance – DFE

Role of the RSE & PSHE Co-ordinator – Mrs. Kasia Fletcher

1. Will offer guidance and support.
2. Manage and update resources.
3. Inform staff of any changes.
4. Lead PSHE policy development.
5. Monitor and evaluate programme
6. Carry out continuous process of review.

This Policy will be reviewed in September 2024

Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_





