



Coleman Primary School

RSHE Policy

Rationale and Ethos

This policy covers our school's approach to Relationship and Sex Education. It was produced through discussions with staff, governors and staff from local schools through consultation with parents and other interested stakeholders.

We believe it is important for our children to understand the different relationships they will encounter and to have the knowledge and skills needed to live a healthy and happy life, including overcoming challenges they may face.

We believe relationships and sex education is important for our pupils and our school because:

- **It gives children the knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.**
- **It gives children the opportunity to put knowledge into practice and develop the capacity to make sound decisions when facing risks, challenges and complex situations.**
- **It recognises that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help and to know where to access support.**

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our key aims are:

- To provide children with the knowledge and information to which they are entitled.
- To raise self-esteem and confidence.
- To foster wellbeing and develop the resilience and strength of character which are fundamental to children being happy, successful and productive members of society.
- To ensure our pupils know how to be safe, including online and to prepare them to cope with the influence of their peers and social media.
- To ensure our pupils know how to be healthy both mentally and physically to ensure our pupils can manage their academic, personal and social lives in a positive way.
- To prepare pupils for puberty and adulthood, to respect and care for their bodies.
- To ensure our pupils develop the personal attributes that will enable them to contribute effectively to adult life in Britain. These include respect and acceptance of others, kindness, integrity, honesty and charity.

Inclusion:

We ensure RSHE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND). Curriculum content is adapted to meet specific needs where appropriate. Teaching is age appropriate, sensitive and developmentally appropriate.

We will ensure the needs of pupils are appropriately met and pupils understand the concepts of equality and respect. We comply with the relevant provisions of the Equalities Act 2010, recognising that sexual orientation and gender reassignment are protected characteristics and ensure that RSHE fosters gender equality and LGBTQ+ equality is supported. Protected characteristics are taught in an age appropriate and sensitive way, with respect to pupils' backgrounds and religious beliefs with the aim of providing the knowledge they need of the law.

Content will be integrated into programmes of study for RSE within our PSHE curriculum and will not be taught as stand-alone units.

We intend that our pupils will:

- Know and understand positive relationships with reference to friendship, family relationships and relationships with other children and adults.
- Understand their right to personal space and boundaries and know and understand about appropriate and inappropriate or unsafe physical touch.
- Know how to recognise and report abuse, including emotional, physical and sexual abuse
- Understand they should treat each other with kindness and respect and understand the concept of privacy, including online.
- Understand their emotions and know how to express them, to seek help where needed and recognise how this supports mental wellbeing.
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy.
- Understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.

Roles and Responsibilities:

The RSHE curriculum is taught by class teachers, delivered through the PSHE/RHSE programmes of study and through wider opportunities in the school. Additional support may be given by external visitors and advice from professional associations.

The curriculum is led by the PSHE leaders with support from the Deputy Headteacher, who has a responsibility for online safety, as well as the governing body.

Governors:

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.

As well as fulfilling their legal obligations, the governing body will:

- work alongside the PSHE leader in reviewing what content is taught.
- monitor/support the school with parental engagement and ensure that clear information is provided for parents on the subject content and the right to request their child is withdrawn.
- ensure that pupils achieve the expected educational outcomes and that the subject is well led and managed.
- ensure teaching is accessible to pupils with SEND.

Headteacher and PSHE Leader:

It is the responsibility of the Head Teacher/PSHE leader to ensure that

- both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively.
- staff are given sufficient training, so that they can teach relationship and sex education effectively, and handle any difficult issues with sensitivity.

- they liaise with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- the policy is monitored on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

Adults working with children are entitled to:

- access to high quality, up-to-date, accurate information and resources
- 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.

External Visitors:

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:

- validity of the visitor or visiting organisation's credentials.
- teaching delivered by the visitor fits with the planned programme and published policy.
- discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy

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-judgemental manner.

Legislation:

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 all pupils receiving primary education. They also make Health Education compulsory in all schools.

Documents that inform the school's RSHE policy include:

- **Education Act (1996)**
- **Learning and Skills Act (2000)**
- **Education and Inspections Act (2006)**
- **Equality Act (2010),**
- **Supplementary Guidance SRE for the 21st century (2014)**

- **Keeping Children Safe in Education-statutory**
- **Safeguarding Guidance**
- **Children and Social Work Act (2017)**
- **DFE guidance RSE 2019**
- **Parental Engagement on Relationships Education (2018)**

This policy should be read alongside:

- Special Educational Needs and Disability Policy
- Teaching and Learning Handbook
- Safeguarding Policy
- Online Safety Policy
- Equality Statement and policy
- Acceptable use of IT/Online Safety policy

Curriculum Design

Our RSHE programme is an integral part of our whole school PSHE. We use the Cambridgeshire Scheme of Work.

High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour

We teach about relationships and health through different aspects of the curriculum. While we carry out the main RSHE in our PSHE curriculum, we also do some RSHE through the statutory science curriculum and other subject areas, such as PE and Computing. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our relationships and sex education provision covers:

- families and people who care for me
- caring and respectful friendships
- online relationships/online safety
- being safe
- harm
- mental wellbeing
- physical health and fitness
- healthy eating

- drugs, alcohol and tobacco
- changing bodies/puberty
- economic wellbeing/enterprise

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

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

We understand the importance of all children receiving their entitlement to RSHE and carefully consider SEND, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE. We therefore:

- accept and celebrate difference.
- encourage respect and discourage abuse and exploitation.
- do not ask children to represent the views of a particular community or religion 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.

Our RSHE curriculum is taught through a range of teaching methods and interactive activities. Selected resources will be used which support and promote understanding within a moral/values context. We will select resources which:

- meet the needs of the children and our planned objectives

- 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
- 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.

Learning about RSHE in PSHE education lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education. Pupils will be encouraged to reflect on their own learning and progress, recognising that it is difficult for teachers to assess many elements of the curriculum such as self-esteem, self confidence or sense of identity.

Safe and effective practice:

We will ensure RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and pupils will agree ground rules 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.

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 that extend the planned curriculum for that age group in an age appropriate and sensitive way only to the children who have asked and with consultation with parents if appropriate.

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.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSHE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.

- All lessons will be planned in direct liaison with the PSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSHE programme.
- Visitors will be reminded that, whilst contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Safeguarding:

Our RSHE programme is fundamental to our responsibility to protect and safeguard children. To safeguard children effectively, it is vital that the curriculum offers opportunities to teach about health behaviour, positive and caring relationships, online safety and where and when to get help.

Class teachers deliver the RSHE curriculum as we recognise that discussions in RSHE may bring about a disclosure of a child protection issue. Where any concern is raised, the teacher will follow the safeguarding procedures to alert the DSLs.

Engaging Stakeholders:

The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and the policy is available on the website. Curriculum information is shared with parents prior to the commencement of RSHE lessons, so that they are aware of what is being taught. Parents are made aware that they cannot withdraw children from relationship or health content of the curriculum, but we work closely with parents to reassure them and answer their questions.

We acknowledge that parents have the right to withdraw their children from all/part of sex education except for the statutory national curriculum. However, we do work with parents to explain what is taught and address any concerns. If a parent does request their child be withdrawn, alternative teaching will be arranged. All children are expected to learn the content of the national science curriculum (see Appendix 1).

Policy Review:

This Policy will be reviewed in November 2024. It will be reviewed by the PSHE lead, SLT and Governing Body to ensure it is in line with current Department of Education advice and guidance.

Appendix 1:

RSHE elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- 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.

Notes and guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Notes and guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

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

Notes and guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the

arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

‘The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.’

Department for Education, September 2013