



RIDDINGS JUNIOR SCHOOL

Relationships, Sex and Health Education (RSHE) Policy

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Introduction

This policy sets out the approach for Relationships, Sex and Health Education in our school.

‘The Relationship Sex and Health Education Guidance July 2019 is issued under the section 80A of the Education Act 2002 and Section 403 of the Education Act 1996 DfE.’

Our RSHE policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory, are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

This policy document was produced in consultation with the school community and is freely available to the entire school community.

Why do we teach Relationships, Sex and Health Education?

Our Rationale and Ethos

The term *Relationships, Sex and Health Education* (RSHE) is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

RSHE is defined by the PSHE Association as learning about the emotional, social, cultural and physical aspects of growing up, relationships, human sexuality and sexual health’, diversity and personal identity. **This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils. RSHE involves a combination of sharing information, and exploring issues and values.**

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about health and relationships, are likely to be more discerning in their relationships and behaviours and more likely to have fulfilling relationships. The DfE states that an effective RSHE provision can teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The aim of RSHE in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their health and wellbeing in all contexts, including online. Our programme also aims to support children in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support the wider work of building resilience in our children.

Our RSHE Curriculum

At our school, we deliver age appropriate relationship, sex and health education as an integrated part of our PSHE programme.

We focus on attitudes, values and skills as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keeping themselves safe in all of their relationships.

At our school, we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSHE programme that recognises and addresses this to ensure that children know how to keep themselves and their personal information safe.

The DfE recognises 5 elements to Relationships Education.

These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

Please see Appendix 1 for what children should know by the end of primary school assigned by the DfE and Appendix 2 for specific objectives taught in each year group in our school for RSHE.

National Curriculum Science

National Curriculum Science is also statutory. This includes:

Key Stage 2

- Describing the differences in the life cycle of a mammal, an amphibian, an insect and a bird.
- Describing the life process of reproduction in some plants and animals.
- Describing the changes as humans develop to old age.
- Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSHE.

Our RSHE curriculum is delivered by each class teacher as part of their year group curriculum and provision. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. This is carefully monitored by the PSHE subject leaders.

How is RSHE delivered?

RSHE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. Active learning methods, which involve children's full participation, will be used to support the learning and encourage appropriate discussion around the teaching.

Teaching resources are selected on the basis of their appropriateness to pupils and include:

- Through our school's caring ethos that models and supports positive relationships between all members of the school community.
- Within the taught, age-appropriate, spiral RSHE programme within Personal Social and Health Education (PSHE).
- Within Science, as stipulated by the national curriculum.
- Through other curriculum areas, for example, English, drama, computing etc.
- Through assemblies.
- Through pastoral support and ELSA provision.
- By the provision of appropriate leaflets and other information sources.
- Via targeted intervention, where appropriate, with vulnerable individuals.
- In response to incidents.
- Children may also receive stand-alone health education sessions delivered by a trained health professional.

Groupings

RSHE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the children's usual teacher. There may be times when choosing particular mixes of genders may be useful. Although separated genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for children to discuss an issue. It will be left to the teacher's discretion to make these decisions.

A Safe Learning Environment

'Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and

how any report should be handled. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the child's best interest.' DfE

RSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- In most cases the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Confidentiality will be clearly explained. Children will understand how disclosures will be handled.
- Children will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Children at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Asking and Answering Questions

Teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the headteacher and PSHE subject leaders for advice and support.

Teachers will apply the following principles:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- If a child's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- Personal questions should be referred to the ground rules/group agreement.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that children discuss issues in a way which encourages thoughtful participation.
- If a teacher is concerned that a child is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Teaching Resources

Teaching resources will be selected on the basis of their appropriateness to children and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

Training

Our PSHE subject leaders are regularly trained and updated in this fast moving subject area. They are responsible for overseeing RSHE provision. RSHE is delivered by class teachers. To ensure quality delivery of RSHE, staff have appropriate and regular training to keep them updated. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSHE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the pupils in our care. All staff will be made aware of any new changes to the RSHE policy.

Monitoring and evaluation

The programme is evaluated by the RSHE co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. The programme is regularly evaluated by the PSHE coordinators. This takes place through a variety of methods, including learning walks, observation, monitoring of books and pupil feedback. The views of the children and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. Assessment is built into the lessons and will also inform any changes to the curriculum.

Menstrual Wellbeing

'The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with request for menstrual products' DfE

Education surrounding puberty and menstruation begins in Year 4 and discussions surrounding physical changes to girls during puberty extends into Year 5 and Year 6. Children are taught how to deal with the physical changes of menstruation, including sanitary products that are available (to buy from shops but also as spares kept in school)and the purpose and differences of each type of product. They are also

taught about hygiene, keeping clean and how to manage the changes associated with menstruation. Children are taught how to recognise different emotions they might experience during this development. They are also taught how to deal with emotional changes during puberty, feelings and worries surrounding menstruation and mood. Attitudes, anxieties and misconceptions surrounding menstruation are discussed, challenged and explained in a supportive environment that leads to more confident and happier learners.

Continuity, Progression and Assessment

Riddings Junior School has the same high standards of the quality of children's learning in RSHE as in other curriculum areas. RSHE will be delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. This is developed in response to the need's assessment of children's existing knowledge, experience and understanding. Children's existing knowledge needs to be the starting point for all RSHE work. Assessments will be built into some lesson planning as each group may have different knowledge, experience and understanding and lesson planning will reflect this. Baseline and formative assessments will contribute to the effective delivery of RSHE. The elements of RSHE that form part of the science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSHE is assessed as part of the PSHE provision and builds on existing school systems.

Equality

Children may have varying needs regarding RSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSHE that is relevant to their particular needs. To achieve this the school's approach to RSHE will take account of:

The needs of boys as well as girls Girls tend to have a greater access to RSHE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to RSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality On average, about 10% of our pupils will go on to define themselves as gay, lesbian, bi-sexual or trans-gender (LGBTQ). Some pupils may have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBTQ people. Our approach to RSHE will include sensitive, honest and balanced consideration of sexuality.

Special educational needs We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSHE needs.

Parental Engagement in RSHE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSHE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSHE through the policy; involved in the review of the RSHE policy; made aware of the school's PSHE curriculum; and encourage to support their child's learning at home through shared learning activities, if appropriate. Resources are available for parents/ carers to borrow, to reinforce learning at home and to support them in managing conversations with their children on these issues.

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons delivered outside of the science curriculum. They do not have a right to withdraw their children from health education or relationships education and those aspects of RSHE that are taught in National Curriculum.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we may discuss with them possible alternative provision.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents/carers receive awareness training and/or information about RSHE on occasions. This policy document was produced in consultation with the entire school community, including pupils, parents, school staff and governors. This policy has been approved by governors. This document is freely available to the

entire school community. It has also been made available on the website and is signposted by the school newsletter. It will be reviewed on an annual basis. It will be reviewed on an annual basis.

Policy Links

PSHE

Safeguarding

Confidentiality

Science

External Contributors

Anti-Bullying

Drugs Education

Emotional Health and Wellbeing

Equality Policy

Teaching Learning and Assessment

Appendix 1

By the end of Primary School – children should know that:

Families and people who care for me	Children should know 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.
Caring friendships	Children should know: • 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	Children should know: • 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. • 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.
Online Relationships	Pupils should know • 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.
Being Safe	Pupils should know • 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.

Appendix 2 – The specific objectives covered in each year group curriculum:

Year 3

Understand differences.

Recognise that change is part of growing up. Identify different types of relationships and families.

Know the correct terms for the sexual body parts and other major organs in the body.

Understand the needs of a new born baby and the impact of change to a family.

Understand and challenge gender stereotypes.

Year 4

Describe strategies for coping with change.

Develop a positive attitude to personal body image.

Recognise some of their own positive qualities, skills and attributes.

Recognise the stages of development when growing up.

Recognise that puberty is part of growing up.

Begin to learn about the physical and emotional changes during puberty.

Understand how the need to keep clean changes during puberty.

Develop strategies for resisting peer pressure.

Recognise that there are agencies that support children and young people to be safe and happy.

Year 5

Understand how girls and boys bodies change in puberty.

Understand how to deal with physical changes e.g. periods, wet dreams – *it is important that both boys and girls learn about each other's changes.*

Explain a range of emotional changes during puberty and how to deal with them.

Consider how different qualities impact on friendships/relationships.

Reflect on the need for love and trust in a range of relationships.

Year 6

Revise and develop their understanding of puberty.

Understand how a baby is conceived.

Recognise the difference between healthy and unhealthy friendships and relationships, and understand their right to physical boundaries.

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 importance of self-respect and how this links to their own happiness.

Understand the pressure to conform to gender and body stereotypes comes from media and peer pressure.

Develop awareness of the pressures to conform to gender and some strategies on how to deal with gender based prejudice.