


Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,

*'Let your light shine before others,
that they may see your good deeds and glorify your Father in heaven.'*
Matthew 5:16

RSHE Policy

Date adopted by Governors:	September 2024
Date for policy review:	September 2025
Person responsible for review:	Headteacher
Signed by Chair of Governors	

Introduction

This is the policy of Shottery St Andrew's CofE Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the school governors on [date] following a consultation with parents and carers.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
 - The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.
- Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).

This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- The Equality Act 2010.
- The Education Act 1996.
- Statutory guidance, Keeping Children Safe in Education 2020.

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying Policy
- Safeguarding Policy

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

At Shottery St Andrew's CofE Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning

capacity.

Aims

The aims of our RSHE programme are:

- to provide accurate and age-appropriate information to our children
- to create an inclusive and safe environment where children feel confident to ask questions
- to help children make informed choices
- to develop knowledge, skills and attitudes
- to build confidence and self-esteem
- to develop personal attributes
- to prepare children for the next stage of education and adulthood
- to develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

The governing body monitors this policy every 3 years and makes modifications as needed. The governors give serious consideration to any comments from parents about the RSHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Headteacher

The Headteacher oversees the development and delivery of the RSHE curriculum. They provide staff with the opportunity to contribute to the development of RSHE, as well as ensuring they have the appropriate training. They provide any relevant information to the school's governors/trustees and support in the checking of this policy. They support subject leaders in liaising with parents/carers and communicating with parents/carers who wish to withdraw their child from sex education.

Subject leader

The subject leader leads the development and delivery of an effective RSHE curriculum and ensures that the school and its staff are up-to-date with the development of RSHE. They offer support to colleagues and liaise with parents/carers as required. They regularly monitor and evaluate RSHE and oversee any external visitors and resources that are used.

All staff

Staff have a good understanding of the RSHE curriculum and implement what is laid out in this policy. They teach in line with the agreed curriculum and assess and monitor the progress of the children in their class. They liaise with parents/carers and respond appropriately and sensitively to the needs of individual children.

Curriculum organisation

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Kapow Primary as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: RSE/PSHE Statutory Guidance Mapping Document, shows exactly how Kapow Primary, and therefore our school, meets the statutory Relationships and Health Education requirements.

At Shottery St Andrew's CofE Primary School we allocate 45mins to PSHE each week (delivered by class teachers) in order to teach the PSHE knowledge and skills in a developmental and age appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Collective Worship
- Praise and reward system

- Class Learning Charter
- Through relationships child to child, adult to child and adult to adult across the school

Everyone in our school community aims to 'live' what is learnt and apply it to everyday situations in the school community.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries
- Using distancing techniques including de-personalised discussions and role play
- Using clear language to avoid misunderstandings
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences
- Dealing sensitively with unexpected questions and comments
- Assessing and building on existing knowledge and experiences
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes
- Allowing time for reflection
- Providing differentiated learning
- Using a variety of groupings to enhance learning

Curriculum content

Long term planning

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The

protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). At Shottery St Andrew's CofE Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education*

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

- Year 6: Safety and the changing body, Lesson 5: Conception
- Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents in years 4, 5 and 6 will be informed of the upcoming content in 'Safety and the Changing Body'
- Parents of pupils in year 6 may contact the class teacher of RSE to discuss the content
- Copies of the lesson content will be shared ahead of teaching, if required
- Any child who is withdrawn from the sex education element will complete learning in a different classroom

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures.

Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school:

- Class teacher

- Specific staff members

External:

- Local agencies
- National agencies such as Childline

Monitoring and evaluating*

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

This will be done through:

- Lesson observations
- Learning walks
- Pupil conferencing
- Evidence of learning
- Feedback from staff
- Feedback from parents/carers
- Feedback from children

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.