

Killisick Junior School RHSE Policy
(This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE)

Date of policy: November 2022

Date of review: November 2023

Name of RSHE Leader: Nicola Widdowson

Name of RSHE Governor: Rachel Makey

1. Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The Killisick ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

This policy outlines our 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, see section 8 for more details.

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.

Legal Framework

Updated guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Duty to promote wellbeing (Children Act 2004)

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

2. Formulation, dissemination, monitoring and review of policy

The RSHE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: discussion at staff briefing; discussion at Governors meetings, pupil council discussion; and parent questionnaires. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy is available on the school website and free of charge to interested parties via school reception.

The RSHE policy and curriculum will be reviewed annually by the RSHE Leader and governors. This review will be informed by the following: *pupil and staff evaluation of the programme; teacher*

assessment; changes in legislation and guidance; and, parent feedback (gathered through an annual survey)

3. What is RSHE?

Relationship, Sex and Health Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain.

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 the 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. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at Killisick Junior School we ensure that any is age appropriate and is tailored to the physical and emotional maturity of the pupils, and is aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

4. Why RSHE is important in our school

At Killisick, we believe in being an inclusive school where individuals are happy, safe, respected and valued; where there are expectations of excellence for everyone and all achievements are celebrated. These values are at the core of our RHSE curriculum.

RHSE is important at Killisick as our children are living in a world that presents many positive and exciting opportunities but also challenges and risks. We would like Killisick children to leave with life skills to deal with these and manage their academic, personal and social lives in a positive way.

We acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

5. Key Objectives

The key objectives of our RSHE programme are to:

- 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 firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through our Well-being curriculum, SRE curriculum and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

6. 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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Some elements of RSHE are delivered through national curriculum Science:

Year 3

Pupils should be taught to:

- 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

Year 4

Pupils should be taught to:

- identify the different types of teeth in humans and their simple functions

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

Pupils should be taught to:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Below is a list of topics covered by our 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

We deliver our RSHE curriculum through a range of approaches within the school day.

These include:

Daily Well-being Lessons

Assemblies

Science Lessons

Yearly Sex and Relationship Education

Cross Curricular linked with Enquiry Lessons

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the School at any time they are dealing with children.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis.

7. Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. If you would like to see these resources throughout the year please speak to your child's teacher

8. Sex Education

In addition to Relationships and Health Education we also cover sex education in year all year groups. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent.

Aims and objectives

We teach children about:

- different types of relationships, including same gender relationships, friendships, family relationships and relationship issues;
- how to recognise, understand and build healthy relationships, including self respect and respect for others and how to recognise unhealthy relationships; □ how relationships may affect health and well-being, including mental health; □ safety online
- respect for the views of other people;
- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- inappropriate physical abuse and what they should do if they are worried about any sexual matters.

Parents are able to withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

Context

We teach sex education in the context of the school's aims and values framework (See Curriculum Policy values statement.) While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of committed relationships and family life;
 - sex education is part of a wider social, personal, spiritual and moral education process;
 - 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; children need to learn the importance of self-control.

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (RSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In SRE we teach children about different relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. We have a structured whole school Sex Education program which is as follows:-

Year 3: Recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened. Recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability .Explore the differences between males and females and to name the body parts consider touch and to know that a person has the right to say what they like and dislike. Understand personal space .talk about ways of dealing with unwanted touch. Explore different types of families and who to go to for help and support. Be able to use basic techniques to resist pressure.

Year 4: be able to communicate both positive and negative emotions in different situations. Explore the human life cycle. .Identify some basic facts about puberty and explore how it is linked to reproduction. Understand and be able to use assertiveness skills.

Year 5: be aware that there are different types of relationships, including marriage and those between family and friends. Identify behaviour and attitudes which contribute to maintaining friendships and relationships. Explain the main physical and emotional changes that happen during puberty. Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes. Explain how to keep clean during puberty. Explain how emotions change during puberty.

Year 6: Describe how and why the body changes during puberty in preparation for reproduction. Explore the process of conception and pregnancy. Promoting healthy relationships .Raise awareness of domestic abuse. Resolving Conflict in Relationships. Taking Risks and stereotyping. Awareness of Female genital mutilation

9. Right to withdraw from Sex Education

Whilst we always try to work 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 curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

10. The Role of Parents

RSHE is a partnership between the School and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the School is explored in more detail within the context of individual families. We wish to build a positive and supporting relationships with the parents of children at our School through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents routinely about the School's RSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation is shared and explained (knowledge organisers / explanation of what is covered and when)
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the School.
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact Nicola Widdowson

10. Equality, Inclusion and Support

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, 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 RSE 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 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.

11. 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 (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSHE will be delivered all year round.

12. External speakers

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

13. Safe learning in RSHE

It is important 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 RHSE leader as part of the evaluation and monitoring process.

14. Staff training

All staff delivering RSHE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

15. Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards the RHSE learning outcomes. This may include marked workbooks; self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report.

16. 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.

17. Menstrual wellbeing

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

- Sanitary disposal units are available in all girl's toilets.
- Pupils can access sanitary products from the school office.

When a pupil starts menstruating in school we will support them on-site and inform parents. Our RSHE programme covers basic 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 contact either your child's teacher or Nicola Widdowson for support.

18. The Role of the Head Teacher

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about the school's RSHE policy.
- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

19. Links to other Policies

- Anti-bullying
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety

- SMSC
- British Values
- Curriculum

20. Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available at the school office.