



RHSE Policy

1 Introduction

We want all pupils to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, it will be statutory for all primary age pupils to be taught Relationships and Health Education with an optional Sex Education element

These subjects are designed to equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago. The changes bring the content into the 21st century, so that it is relevant to pupils of today.

The focus in our school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other pupils and adults.

1.1 Legal framework

- This policy has due regard to legislation and statutory guidance including, but not limited to, the following:
- Section 80A of the Education Act 2002
- Pupils and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2
- Keeping children safe in education 2019
- Special educational needs and disability code of practice: 0 to 25 years 2015

1.2 This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behavioural Policy
- SEND and inclusion Policy
- Equalities Policy
- Anti-Bullying Policy
- E-safety Policy

2 Aims and objectives

2.1 At Farley and Whipperley Academy we use the

PSHE Association's Programme of Study to help inform the content of our RSHE lessons, as well as the PSHE Association approved programme the Christopher Winter Project. This programme fully supports our school values of respect, tolerance and equality, British Values and Luton Local Authorities

values of embracing equality and diversity, cohesion and inclusion, whilst also showing respect for others, in order to prepare our pupils for life in modern Britain.

Our guiding principle is that RSHE will be taught sensitively and inclusively by well trained teachers, with respect for different backgrounds, while aiming to provide pupils with the appropriate knowledge and understanding to thrive in today's society. All the compulsory subject content is age appropriate and developmentally appropriate.

Example Policy

Outline of the Christopher Winter Project RSHE programme we follow:

Year Group Title	Lesson Content
Reception Our lives	<ol style="list-style-type: none"> 1. Our day 2. Keeping ourselves clean 3. Families
Year 1 Growing and Caring for ourselves	<ol style="list-style-type: none"> 1. Keeping clean 2. Growing and changing 3. Families and care
Year 2 Differences	<ol style="list-style-type: none"> 1. Differences: boys and girls 2. Differences: male and female 3. Naming the body parts
Year 3 Valuing difference and keeping safe	<ol style="list-style-type: none"> 1. Differences: male and female 2. Personal space 3. Family differences
Year 4 Growing up	<ol style="list-style-type: none"> 1. Growing and changing 2. What is puberty? 3. Puberty changes and reproduction
Year 5 Puberty	<ol style="list-style-type: none"> 1. Talking about puberty 2. Male and Female changes 3. Puberty and hygiene
Year 6 Puberty, Relationships And reproduction	<ol style="list-style-type: none"> 1. Puberty and reproduction 2. Understanding relationships 3. (not taught) 4. Communication in relationships

3 Context

- 3.1 We teach about RSHE in the context of the school's aims and values. 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;
 - pupils should be taught to have respect for their own bodies;
 - pupils should learn about their responsibilities to others.
 - it is important to build positive relationships with others, involving trust and respect;
 - it makes a significant contribution to our duty to safeguard and protect all pupils and it supports pupils in knowing where and how to get help for themselves and their peers in order to safeguard themselves.
- 3.2 Our RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our pupils, as set out in our Safeguarding/Child Protection policy. To safeguard pupils effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage pupils to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

4 Organisation and Content

- 4.1 We teach about RSHE through different aspects of the curriculum. This is documented on our long-term overviews. While we carry out the main RSHE in our PSHCE curriculum, some RSHE will be

taught through the statutory science curriculum and other subject areas, such as PE. We believe all these contribute significantly to pupils' knowledge and understanding of their own bodies, and how they are changing and developing.

- 4.2 Staff are trained to deliver lessons in a factual, sensitive manner. Teachers talk without bias giving factual and medically correct information to the pupils. Ground rules are established within RSHE classes. The use of distancing techniques ensure RSHE is taught in a safe environment.

Ground rule examples:

We will:

- be kind to each other
- listen to each other
- respect our rights to share different views
- take care with information we share about ourselves and others
- remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety
- Not ask personal questions
- Seek help and support if we have are worried about ourselves or our friends

Distancing techniques

Distancing techniques help keep young people emotionally safe when discussing sensitive issues helping to protect the young people, teachers and confidentiality.

- Distancing techniques examples:
- Depersonalise discussions by using the third person and or the passive voice
- Use of characters
- Role play
- Use of fictitious scenarios

4.3 **Relationships Education**

Pupils will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, our curriculum will cover how to treat each other with kindness, consideration and respect.

By the end of Key Stage 2, pupils will have been taught content on families and people who care for me:

- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

Pupils will be given the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. We ensure that both boys and girls know why bodies change during puberty, how to manage puberty when it happens. We always teach this with due regard for the emotional development of the pupils.

By the end of KS2, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

4.4 Under the science curriculum, teachers inform pupils about males and females and how a baby is born. In Key Stage 1, we teach pupils that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about how the human body changes as it grows (including puberty) reproduction in some plants and animals and the main stages of the human life cycle, in greater depth. Along with many schools in Luton, Farley and Whipperley Academies do not teach the optional sex education lessons.

4.5 We liaise with the Local Authority about suitable teaching materials to use with our pupils in RSHE lessons. Teachers do their best to answer all questions with sensitivity and care.

4.6 Pupils with SEND are entitled to access RSHE, however if they are unable to access the sessions in the mainstream classroom, teachers or inclusion leads will link directly with parents/ carers to establish how content will be taught.

5 The role of parents

5.1 The school is well aware that the primary role in pupils' RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of pupils at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's RSHE policy and practice;
- answer any questions that parents may have about the RSHE of their child;
- encourage parents to be involved in understanding the school policy;
- inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to pupils at home;
- make the RSHE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

5.2 We do not teach the optional lesson in Year 6 that covers conception and pregnancy as this is the only lesson that parents have the right to withdraw their children from we encourage Parents to establish exactly what is covered in the RSHE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the pupils with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, give us valuable support with our RSHE programme.

7 Confidentiality

7.1 Teachers are trained to conduct factual, RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The designated lead Nicola O'Callaghan, who, will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

8 Equality and accessibility

In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSHE. It is the intention of this school that we meet the requirements of this act to advance equality of opportunity by providing these important life-skills to all pupils. We use an inclusive, whole school approach to ensure RSHE can be accessed in an age-appropriate way throughout a child's school career. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

8.1. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

8.2. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

8.3. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

8.4. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to harmful sexual behaviours.

8.5. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

8.6. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Safeguarding Policy, which set out expectations of pupils.

9 The role of the headteacher

- 9.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.
- 9.2 The headteacher/PSHCE Lead liaises with external agencies regarding the school RSHE programme, and ensures that all adults who work with our pupils on these issues are aware of the school policy, and work within its framework.
- 9.3 The headteacher/PSHCE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

- 10.1 The governing body is responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the headteacher to keep a written record of parents' comments.
- 10.2 This policy will be reviewed every two years or earlier if necessary.

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

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

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

'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.'

Department for Education

Appendix 2 – Lesson plans from Years 1-6 Christopher Winter Programme

- Please note we do not teach lesson 3 on the Year 6 syllabus