

Hillside Primary and Nursery School

RSHE, incorporating PSHE and Health Education Policy



September 2023
To be reviewed: September 2025

Relationships and Sex Education Policy (for September 2023) incorporating PSHE and Health Education

Definition of Relationships, Sex and Health Education

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

Why is RSHE important to our school?

Hillside Primary and Nursery School is a 3 to 11 school serving Hucknall and surrounding areas. There are currently over 420 children on roll. We have a range of abilities within the school, including pupils with additional needs, and some children with an EHCP.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

Taken from *RSE Guidance – DfEE 2020*

We are committed to providing all children with a high quality level of provision to support, develop and maintain their health and their well-being including promoting the building of good relationships. We believe this will prepare them for whatever their future may hold.

Aims

- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To work in partnership with, and support the role of parents.
- **Relationship and emotions education**
 - To encourage respect for difference and diversity and model positive, respectful relationships in school.
 - To encourage pupils to develop a positive view of themselves, to develop caring friendships and respect others.
 - To help pupils recognise pressure in all its forms and have strategies to resist this
 - To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online (including virtual worlds and social media)
 - To actively challenge stereotypes, gender roles and prejudice and give children the skills to critically analyse media messages.
 - To ensure that all young people know who can support them and how to access this support
 - To give opportunities for pupils to develop and practice decision making skills with regard to the range of possible consequences.
 - To explore aspects of living in the wider world such as race, religion and topical issues.
- **Sex education**
 - To help pupils understand that they have rights over their bodies
 - To provide factual information on human reproduction and birth(at the appropriate age)
 - To prepare young people for the physical and emotional changes associated with puberty (at the appropriate age)

- To provide a positive and open view of sex and sexuality and support sexual self acceptance.(at the appropriate age)
- To use agreed terminology(factual biological names) to discuss sexual body parts throughout the school
- **Health education**
 - To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing

Legislation

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

Policy development, responsibilities, and review

The RSHE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed annually using the processes outlined below. Responsibilities regarding the policy are outlined below:

- **Governing body**
 - Development and implementation of RSHE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
 - Ensure parents and pupils are consulted about the RSHE policy
 - Ensure all staff comply with policy
 - Make a copy of the policy available on the school website and to parents.
 - Link governor to monitor RSHE/PSHE
 - Monitoring, review and evaluation of this policy
- **Head teacher**
 - Consult with key stakeholders about the RSHE policy
 - Implement RSHE policy
 - Monitor compliance to policy
 - Provide leadership and vision in respect of equality
 - Organise quality training and/or resources for the teaching staff so that they feel skilled and equipped to deliver effective RSHE
 - Monitor the effectiveness of this policy and report annually to governors
- **Subject leader**
 - Lead the development of this policy throughout the school;
 - Provide guidance and support to all staff
 - Provide support for all staff on induction and/or when the need arises;
 - Keep up to date with new developments and resources
 - Undertake risk assessments when required
 - Review and monitor RSHE curriculum
 - Monitor the effectiveness of this policy
 - Ensure teachers provide information to parents on what will be covered and when.

Review

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

Dissemination

There is a copy of the RSHE policy on the server in School Policies. Copies can be made available from the school office, and the policy is on the school website. Staff are encouraged to consult school policies on a regular basis and to consider them to be working documents. .

Morals and values

Through the RSHE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, Hillside primary aims to promote and foster the school's agreed set of morals and values. These include our school ethos of the Hillside Habits- Be Kind, Be Ready and Be Wise. These also link with our values that run through our ethos and curriculum (teamwork, responsibility, enjoyment, creativity, aspiration, perseverance, pride and confidence). They are;

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- Everyone has responsibility for their own actions
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully
- The diversity of individuals, families and relationships will be accepted and celebrated
- Love, commitment, trust, loyalty, respect are important for close relationships

Parents

We recognise that parents are key partners in our delivery of a comprehensive RSHE programme for pupils at the school. The RSHE we deliver is designed to support the important role of parents in this area.

Before a unit of work on the sex and relationships education curriculum begins we will write to parents inviting them either to a meeting to discuss the content of the unit or sharing the unit teaching with them and to tell them when the sessions will be delivered. Parents are welcome to view any resources to be used by asking their child's teacher.

If parents have concerns about any aspect of the programme we suggest speaking to the class teacher in the first instance. If there are still concerns about the content to be covered we ask that these are addressed to the Head Teacher. Legally parents have the right to withdraw their children from any Sex and relationships education that takes place outside of National Curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic. Parents will be offered the chance to view RSE materials prior to the unit of work commencing.

Content of RSHE

Sex Education

The formal RSE programme will be delivered in Year 6 through sessions led by the class teacher. It will also be delivered in other year groups through broader topic-based work and through other curriculum subjects, for example Science, PSHE and RE. There will also be opportunities for more informal RSHE through assemblies, storytelling, pretend play and school council.

We recognise that RSHE sessions require the use of a range of practical and interactive teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of RSHE at Hillside Primary include watching videos, discussion, role-play, quizzes, drama, case studies, problem page examples, matching

exercises, drawing, and debates. Individual teachers will ensure that all pupils are able to access the activities to be employed. Extension activities will be provided for pupils who need these.

Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

RSHE will be delivered in the main by class teachers, with support from other teaching staff. For the puberty sessions in Years 5 and 6 we will endeavour to ensure that male pupils have access to an appropriate male member of staff who can give information and answer questions. Equally females will have access to female staff.

RSE (Relationships and sex education) will be delivered to all pupils in the school through the PSHE resource Jigsaw- The mindful approach to PSHE. This resource incorporates our PSHE learning and our RSE learning. It has the following themes (units of work) which are covered through the year:

Term 1: Being Me in my world

Term 2: Celebrating differences (Including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including sex education)

In Term 5 and 6 with 'Relationships' and 'Changing me' there are different aspects which are covered at an age-appropriate level.

- Male and female/body parts, reproduction and birth
- Growing and changing
- Similarities and differences
- Feelings
- Keeping safe
- Keeping yourself clean and healthy
- Having someone to talk to
- Friends
- Families of all kinds
- Stereotypes
- Body image
- Choices and consequences
- Puberty (KS2)
- Gender and sexuality (KS2)
- Respect and consent (KS2)

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group.

Inclusion

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people with protected characteristics. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

- **Pupils with Special Educational Needs and Disabilities**

As with other subjects, pupil with SEND may need additional support to access the RSHE/PSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSHE/PSHE – this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

- **Diverse families**

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

- **Gender**

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

Delivery

The planning and delivery of the programme is undertaken by class teachers. Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues. We carry out the main RSHE teaching through our Personal, Social, Health and Citizenship Education curriculum.

PSHE is delivered throughout the year in each class. It starts in our Induction week when children are new to their classes and helps them settle in and continues through the teaching of Jigsaw and linking to enquiries where it is possible. Sessions may be included when issues arise that need discussing, therefore using a flexible approach.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSHE/PSHE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class, year group and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all school staff so that they are kept up to date with new information and guidelines concerning RSHE, PSHE and related issues.

All teachers will deliver RSHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHE and RSHE sessions.

Answering questions

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the children
- Pupils will know that it is not appropriate to ask personal questions of others in line with the negotiated class group agreement
- All staff have considered questions that may be asked in RSE sessions, discussed suitable answers and practised responding to questions in a role-play situation.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to asking at home.

Assessment

As with all curriculum areas there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

Confidentiality and safeguarding

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

Complaints

If you have a complaint about the RSHE/PSHE policy or provision please follow the school's existing complaints procedure which can be found on the school website.

Policy links

Anti-bullying policy

Equality policy

Safeguarding policy

SMSC policy

Science policy

Drug education policy

**** The term parents is used in this policy to describe all adults who have the responsibility for caring for a child within the school***