



## **Relationships Education, RSE / PSHE Policy**

Statutory from September 2024

Review timescale: September 2025

### **Rationale and Ethos**

From September 2021, Relationships Education will be compulsory for **all** pupils receiving primary education. Health Education and PSHE will also continue to be compulsory in all primary schools.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age. We believe that we should have a sex education programme that is tailored to the age and maturity of our pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### **Policy development process**

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through staff meetings
- Governors – discussions at governor’s meetings
- Parents/carers – parents will be encouraged to contribute by taking part in written consultations, questionnaires
- Children – pupils will contribute to the development of the policy through the school council, circle time discussions etc.
- Other partners – visiting external providers in school; health, police, wider community

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance. The Policy will be available online on our school website.

### **Parental rights to withdraw**

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education. Parents wishing to exercise this right must do so in writing to the chair of Governors, we will make reasonable adjustments and provide suitable work for their child at this time.

### **Roles and responsibilities**

**The Head teacher** – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

**The Lead teacher** will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Managing all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaising with external agencies to deliver specific elements of the programme
- Monitoring and quality assuring the programme to ensure continuity and progression within the spiral curriculum
- Ensuring that this subject is fully represented at appropriate curriculum and pastoral meetings

### **Aims and objectives**

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way.

### **Staff training**

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

### **Curriculum design**

#### **The RSHE curriculum will be taught through**

- Curriculum days
- PSHE/ RSHE lessons

- External providers
- Topics
- Links to other curriculum areas – PE, Science, Religious Education etc

The programme will be delivered to all students by ;

- Dedicated staff supported by a variety of professionals, including where appropriate, the school nurse, police etc, with expertise in specific topic areas.
- Providing a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older
- A variety of teaching and learning styles which will be used to ensure effectiveness and differentiation.
- Discussing and establishing 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement
- Creating a supportive environment for all pupils
- Using local data to inform priorities for the school's RSHE programme – such as schools health profile
- Supporting pupils with developing the following skills;
  - Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
  - Recognising and assessing potential risks
  - Assertiveness
  - Seeking help and support when required
  - Informed decision making
  - Self-respect and empathy for others
  - Recognising and maximising a healthy lifestyle
  - Managing conflict
  - Discussion and group work

## **Content**

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care from them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Physical health and mental wellbeing**

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and

that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **Managing difficult questions**

It is inevitable that controversial issues may occur as part of RSE, the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

### **Monitoring, evaluation and review**

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice □ Whole class discussions

This policy will be reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.

### **Confidentiality and child protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be

followed up with the pupil concerned, that same day and referred to the designated safeguarding lead through CPoms. They will deal with these disclosures or suspicions in line with the child protection policy.

### **Links with other policies**

The RSHE policy should be read in conjunction with the following policies;

- Safeguarding
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Sex Education
- Inclusion
- Equality and Diversity
- Complaints Procedure

### **Useful documents**

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- SEND Code of Practice
- Relationships Education
- Safeguarding: NSPCC PANTS rule with film.
- Relationships and Sex Education
- Consent: PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- Example model primary curricula from Catholic education.
- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.
- Online safety
- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child

- Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.
- PSHE Association Programme of study for KS1-5
- Drugs and alcohol
- Extremism and radicalisation
- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation
- Data to understand the health and wellbeing needs of the local school-age population
- Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.
- It includes school-age health profiles and young people's health profiles.
- The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.
- There are also early years health profiles.