



EDMUND WALLER PRIMARY SCHOOL

## RSHE POLICY

Approved by the Governing Body on (date):	30 <sup>th</sup> March 2021
Signed (Headteacher):	Anne Rennie
Signed (Chair of Governors):	Arjun Medhi
Signed (Link Governor):	Djaffar Ziriati
Next Review Date (term/year):	Summer 2022

## **Relationships, Sex and Health Education (RSHE) Policy – January 2021**

### **Introduction**

At Edmund Waller Primary School we consider Relationships and Sex Education an essential part of our Personal, Social and Health Education (PSHE), and Citizenship curriculum. The programme reflects the school's ethos and values. It closely links to and complements our Science curriculum, whereby pupils learn about human development in a safe environment. Our carefully planned programme enables children to make and maintain respectful, loving relationships with others and to feel good about themselves and the choices they make. Relationships and Sex Education is a life-long learning process and the school encourages parents/carers to be partners in their child's learning. This policy reflects the requirements of 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.

### **Aims for pupils**

- To develop confidence in speaking, listening and thinking about feelings and relationships.
- To understand the range of relationships, including the importance of family for the care and support of children.
- To have the confidence and self-esteem to value themselves and others.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to name parts of the body and describe how their bodies work.
- To be prepared for puberty, understand sexual development, reproduction and the importance of health and hygiene.
- To understand how safe routines can reduce the spread of viruses.
- To recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To examine and challenge gender stereotypes and celebrate differences and diversity.

### **Objectives**

Relationships, Sex and Health Education (RSHE) supports the promotion of the spiritual, moral, cultural, mental and physical development of our pupils, and prepares them for the opportunities, responsibilities and experiences of adult life. It helps to answer concerns and correct any misunderstandings that children may have gained. The RSHE aims to equip our children with information, skills and values to have safe, fulfilled, enjoyable relationships and to take responsibility for their sexual health and well-being.

### **Teaching and Learning**

At Edmund Waller we believe it is important that learning is linked to the broader curriculum. Therefore, RSHE is taught mainly through our PSHE, Science, PE, and RE frameworks. Pupils are given accurate information and helped to develop their skills across a wide range of contexts, enabling them to understand respect, differences, prevention, prejudice and wellbeing. There will be a focus on positive relationships and mental/physical health in all year groups.

The RSHE overview begins to prepare our pupils for adult life. It teaches them the skills needed to fully manage the physical and emotional changes they embark on through their primary career and beyond.

In PE, a child's understanding of how their body works during exercise is important. They also need to understand the enormous benefits for their mental health and wellbeing. In RE children talk about their own family/friend relationships. They learn about traditions associated with birth, marriage, death and discuss the emotions involved.

RSHE is taught through all aspects of school life, including assemblies.

## **Science Curriculum**

Some aspects of the RSHE are taught through the Science curriculum.

### EYFS

Children learn to:

- Show care and concern for living things.

### KS1

Children learn 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.
- Notice that animals, including humans, move, feed, grow, use their senses and reproduce.
- Understand humans and animals can reproduce offspring and these grow into adults.
- Recognise similarities and differences between themselves and others.
- Find out about and describe the basic needs of animals, including humans, for survival.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### KS2

Children learn to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Describe the changes as humans develop to old age.
- Identify the different types of teeth in humans and their simple function.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

## **Delivery of the RSHE Curriculum**

- Lessons are taught by teachers in their classrooms, sensitively.
- The teacher will create an atmosphere where pupils feel comfortable to discuss their concerns and feelings.
- Pupils will use anonymous question boxes to ask questions. The questions will be answered by the teacher, ensuring the information is accurate and based on the English Law.
- Topics will be presented using a variety of views and beliefs so pupils are able to make informed opinions but also respect others that may have different opinions.
- The teacher will ensure posters on display in the classroom are positive images to celebrate difference and diversity.
- All RSHE lessons will start with the Ground Rules. These rules are established in partnership with the class and are essential when discussing sensitive subject matter.
- Children are taught in mixed gender groups. However, some content is covered in single sex groups e.g. menstrual products. Where possible these will be delivered by a teacher of the same sex.
- Content, language and resources are age-appropriate.
- Correct terminology is always used.
- Initially resources are evaluated by the RSHE coordinator and then further checked by the teacher to ensure the elimination of racism, sexism and stereotyping. Resources to support learning have been selected directly from the PSHE Association or from organisations that carry the PSHE Association's Quality Mark.
- All pupils, regardless of gender, race or disability will be allowed to participate in RSHE lessons fully, with a differentiated programme/resources if needed. Our RSHE programme is inclusive, relevant and appropriate, giving equal opportunities to all our pupils.

### **Sex Education Policy**

Sex Education comes under the umbrella of RSHE. In Year 6, children will learn 'How a baby is made?' We will use the Medway Primary Relationships and Sex Education scheme of work. Children will have an opportunity to ask questions on sex and reproduction and these will be answered by the teacher using scientific knowledge. Parents/carers have a right to withdraw their children from Sex Education lessons.

### **The Role of the Governing Board**

To approve the RSHE policy.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about the RSHE policy.
- The policy is implemented effectively.
- Ensure that staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy regularly and report to governors on the effectiveness of the policy.

### **The Role of Parents/Carers**

We wish to build a positive and supportive relationship with our parents/carers through mutual understanding, trust and co-operation. In promoting this objective we will:

- Inform our parents/carers about our RSHE policy and practice.
- Answer all questions.
- Advise parents/carers by letter about Sex Education lessons. Provide lesson plans/ resources to parents/carers upon request.
- Parents/carers have a right to withdraw their children from Sex Education lessons.
- Parents /carers cannot withdraw their children from Relationship and Health Education or the Science Curriculum.
- Parents/carers wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore their concerns and discuss any impact that withdrawal may have on their children.
- If the parents/carers still wish to withdraw their children, requests for withdrawal should be put in writing and addressed to the Headteacher. The children will be provided with alternative work and invited to join another class for that session. A register of all pupils removed will be kept and distributed to all teachers involved.

### **Monitoring and Evaluation**

The RSHE/ PSHE Coordinator will be responsible for:

- Ensuring the policy and programmes are implemented as agreed.
- Monitor the content, involving the views of pupils, staff and parents/carers to inform changes and developments to the programme regularly.
- Support staff to assess pupil's progress in their learning of RSHE.
- Evaluate the RSHE programme, which will involve assessing the attitudes of pupils, development of their skills and the knowledge and understanding they have gained.

### **External visitors**

External speaking visitors to the school are given the School's Policy on RSHE before they attend. The teacher is present at all times and familiar with the RSHE policy.

### **Safeguarding**

We consider RSHE to be an important part of our school's approach to safeguarding. Children will learn about appropriate touching, boundaries, consent and healthy relationships, so that abuse can be recognised. If a child refers to being involved in any type of abuse, the teacher will deal with it as a matter of child protection and follow the school's safeguarding procedures. The school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to

Speak to their parents/carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the Designated Safeguarding Lead throughout the whole process.

### **Dissemination**

Copies of this policy will be provided for:

- \* Governors
- \* Head Teacher
- \* SLT
- \* Teachers
- \* External visitors
- \* Parents/carers upon request
- \* School website

### **School policies**

In conjunction with this policy, please also refer to:

- \* Anti-bullying policy/ procedures
- \* Behaviour policy/ procedures
- \* PSHE policy
- \* Safeguarding policy
- \* Wellbeing policy

### **Government policies**

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Myself and others	Physical, mental and emotional wellbeing	Groups and communities	Family and communities	Internet safety	Being safe	Living a balanced and healthy lifestyle
Family	How we change as we grow?	Being safe	Friendships	Online relationships	Drugs, alcohol and tobacco	Physical, emotional & mental wellbeing – media influences
My body	Friendships	Friendships	Respectful relationships	Physical and mental wellbeing	Basic first aid	Respect differences
Hygiene	Family	Respectful relationships	Taking responsibility	Growing and changing	Internet safety and harms	Valuing differences and similarities – consequences of discrimination
	Bullying	Bullying	Respect differences	Puberty	Different types of relationships	Puberty and reproduction
	Communities	Healthy lifestyle	Online relationships	Families	Friendships	Being safe
	Healthy lifestyle	Family and communities	Bullying	Friendships	Bullying	Responding to an emergency
	Body parts	Being safe	Healthy lifestyle	Respectful relationships	Online relationships	Internet safety and harms
		Internet safety and harms	Managing risks	Respect differences	Respect differences	
		Mental wellbeing	Peer pressure	Bullying	Growing and changing	
		Differences ourselves & others			Plants & animals reproduction	
					Puberty	

