St Mary's CE Primary School

N8 7QN

RSHE Policy

(Relationships, Sex & Health Education)

Jesus said, "Love one another as I have loved you." (John 15:12)

<u>Our Vision</u>

As we love, we flourish

As we flourish, we aspire

As we aspire, we achieve

Together, we are a family.

Friendship, Compassion, Hope, Wisdom, Community, Endurance.

Statement of intent

Through our daily school life at St Mary's Church of England Primary School we encourage our children to build respectful friendships and demonstrate compassion towards others. Through this we build a strong community spirit, as together we are a family. Our teaching and learning provides the children with the wisdom and endurance they need to expand their minds socially, morally and academically so allowing them to achieve and flourish so living out the Church of England's belief of 'Life in all its Fullness' (John 10:10). We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope and aspire to be the best they can possibly be.

1. **Rationale and ethos**

   At St Mary's Primary School, we believe that RSHE assists in providing children with the knowledge, understanding and practical skills to flourish, live safe, healthy and productive lives, while enabling them to confidently face the challenges presented by modern day Britain and to become successful adults. We have aspirations and dreams for our children and will continue to do all we can to help each and every one of them know and understand what success feels like.

   RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

   As a church school and as stated in our school ethos, our Christian values are embedded into the fabric of every aspect of school life. We define 'relationships, sex and health education' as lifelong learning about physical, moral and emotional development. We present our Relationships, Sex and Health Education programme within a moral, family orientated and Christian framework whilst also demonstrating a fully inclusive approach to the nine protected characteristics.

   "The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity." (Valuing All God's Children, Church of England 2017 p11)

2. **The aims of RSHE at St Mary's are to**:

   - Provide a framework in which sensitive discussions can take place
   - Promote safety in forming and maintaining relationships
   - Help pupils develop feelings of self-respect, confidence and empathy
   - Allow children to acknowledge and appreciate difference and diversity
   - Promote spirituality, and the moral, and cultural, and mental and physical development of all pupils
   - Teach pupils the correct vocabulary to describe themselves and their bodies
   - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
   - Create a positive culture around issues of sexuality and relationships
   - Provide children with a toolkit for understanding and managing their emotions
   - Encourage children to value themselves and others

3. **Statutory requirements**

   We have a legal duty under the Department for Education (DfE) statutory guidance that from the beginning of the summer term 2021, all schools must deliver Relationship, Sex and Health Education. While the sex element is compulsory in secondary schools and not in primary schools, the DfE recommends however that

sex education should also be taught. In light of this, at St Mary's we will continue to teach aspects of sex education in an age-appropriate manner in line with DfE guidance.

Additional documents that also inform our policy are as follows:

- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2020
- Working together to safeguard children 2018
- Children and Social Work Act 2017

4. **Policy development**

This current draft policy is being developed in consultation with staff, parents/carers and governors. The school is consulting with all groups and their views will be taken into account.

1. Review – Collation of all relevant information including national and local guidance relating to RSHE

2. Staff and governor initial consultation – all school staff and governors to review the draft policy and made recommendations

3. Parent and carer consultation – parents and carers to be invited comment on the draft policy and scheme of works via an online survey, and to attend a meeting and discuss the policy

4. Ratification – once all views are heard and amendments are made, the policy will be ratified by governors

5. **Delivery of RSHE**

The RSHE curriculum is taught as part of the personal, social, health and economic (PSHE) education. There are certain biological aspects of sex education that are taught within the science curriculum.

At St Mary's, we use the Jigsaw scheme of work. Included in this scheme is a teaching and learning programme that includes the statutory RSHE elements. The programme has a strong focus upon themes such as relationships, living in the wider world, health & well-being and emotional and mental health; these will change termly. It also offers us a comprehensive and carefully thought out scheme of work which brings consistency and progression to children's learning. Lessons will follow a theme set across six puzzles (units) which are as follows:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

An overview of the programme can be seen on the school website.

In addition to science, RSHE will follow a spiral curriculum which will see this subject supported and revisited throughout other subjects. It will be incorporated into other areas of the curriculum such as RE, computing and Philosophy for Children. As a 'Rights Respecting' school, we are advocates in educating our children about their rights both in school and as citizens of the wider world around them. These subjects and areas are designed to foster respect for one another and to embrace difference while educating children about healthy relationships.

We have developed the curriculum taking into account the needs and feelings of children. If children ask questions outside the scope of our curriculum, teachers will respond in an age-appropriate manner, so that children are fully informed and do not seek answers online.

For more information about our curriculum (scheme of works), see Appendix 1.

6. Pupils with SEND

In line with our SEND Policy at St Mary's and with particular reference to children with special needs, we encourage the same RSHE programme to be taught as far as possible and appropriate. It is important that RSHE is fully inclusive, with careful consideration given to differentiated needs and content delivery. In light of this it is also important that reasonable adjustments to teaching are informed by parents and children themselves. For those children with significant needs, their particular RSHE may need to be assessed as part of their Education Health Care (EHC) needs and incorporated in their EHC plan.

7. Sensitive Issues

When dealing with questions, teachers will establish clear boundaries about what is deemed both appropriate and inappropriate in a whole class setting through the implementation of ground rules. It is important for children to feel comfortable enough to ask questions. They will be informed that they are welcome to ask further questions or to address any concerns they may have. Teachers will aim to respond to questions in a concise and relevant way, using the correct terminology and giving factual information appropriate to the age and maturity of the children.

Teachers will make professional judgements about the appropriate way to answer children's questions, such as the use of an anonymised 'question box'. There may be some instances where the teacher liaises with the parents to encourage discussions to be had with their child. If a teacher is unsure about how to answer a question appropriately, they should make it clear to the child that they are going to source information and get back to them at a later time with an answer to questions raised. The teacher should then gain answers from a reliable source such as other staff (e.g. RSHE lead or the headteacher) or external providers (e.g. school nurse). Teachers should not attempt to answer questions that they do not know the answer to as this in turn may lead to misinformation or teaching that is not in-line with this policy.

8. Confidentiality and child protection

Teachers are aware that through the effective teaching of RSHE, which brings an understanding of what is and what is not acceptable in a relationship, this can lead to a child protection disclosure. However, staff cannot offer or guarantee absolute confidentiality: children should be made aware of this. However, children will be reassured that the school will provide a safe and secure environment and that any fears or worries they bring into the classroom will be listened to. Pupils will also be encouraged to talk to their parents or carers. There may also be rare occasions when a teacher is directly approached by a primary aged child who is sexually active or is contemplating sexual activity, or who has experienced some form of sexual abuse, Female Genital Mutilation (FGM) or Child at Risk of Sexual Exploitation (CSE). The teacher must pass on the concern to the Designated Safeguarding Lead (DSL) as soon as possible. The DSL will then decide how to proceed, and where appropriate, advise the teacher of the next steps to be taken. Please see the Safeguarding and Child Protection policy for further information.

9. Roles and responsibilities

The governing board is responsible for approving the RSHE policy. The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress of the children they teach
- Responding to the needs of individual children

- ▪ Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE
- ▪ Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Children

Children are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

10. Child withdrawal procedures

At St Mary's, we understand that parents and carers are the prime educators of their children and we remain fully committed to working in strong partnership with them to support their children's learning. This will be built on the foundation of mutual understanding, trust and co-operation. This objective will be met in the following ways:

- ● The RSHE policy and scheme of work will be readily available on our school website.
- ● Maintaining our 'open door' policy to answer questions or queries related to the RSHE education of their child.
- ● Take seriously any issues that parents may raise with any member of staff or governor regarding this policy or any aspect of the RSHE curriculum at our school.
- ● Encouraging any teaching at home to support our learning in school. We believe that through a mutual exchange of knowledge and information, children will benefit from the provision of consistent messages about their changing body and their increasing responsibilities.

Following our commitment of parents' right to withdraw, children will be able to be excused from sex education within RSHE (this excludes any aspects of sex education that is taught within the science national curriculum)**.** With regard to Relationships Education, the statutory guidance states that there is no right to withdraw children.

If a parent wishes for their child to be withdrawn from any aspect of the sex education elements of RSHE, they should discuss this with the class teacher and write to the school. The headteacher or RSHE lead will discuss such requests with parents. Should a child be excused from sex education, they will work in a different class with work to complete. Whilst we will do all we can to protect an 'excused child' from aspects of sex education, we will not be able to guarantee that taught content is not subsequently shared with them via their peer group.

11. Training

Staff will receive training on the delivery of RSHE as part of their induction by the subject lead and this is included annually as part of our continuing professional development. There may also be occasions where we have external organisations such as school nurses or sexual health professionals to provide support and training to school staff.

12. Monitoring and Assessing RSHE

The delivery of RSHE is monitored by the RSHE lead, through lesson observations, learning walks and book-looks. Pupils will also have opportunities to review and reflect on their learning during lesson time through questioning and responding to marking from their teacher. The views of children, parents, governors and staff will be influential in helping our school to continually respond to and review the quality of our RSHE provision.

Jigsaw RSHE Curriculum Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition