

# Elstow School



## RSHE policy

Approved by:

Date:

Last reviewed on:

Next review due by:

## **1. Aims**

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of conception and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues in connection to relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **2. Statutory requirements**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Elstow School we teach RSHE as set out in this policy.

## **3. Definition**

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

#### **4. Curriculum**

Our RSHE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

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

#### **Relationships Education**

Relationships Education puts in place the building blocks needed for positive and safe relationships, including with family, friends and online. Our pupils will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, our pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

#### **Health Education**

Health education aims to give our pupils 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.

By the end of primary school, our 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

#### **Sex Education**

We provide our Key Stage 2 pupils with a sensitive, age-appropriate curriculum which contains the following components through the Growing and Changing units of study. We consider this part of the Health Education element of RSHE as it focusses on the changing

adolescent body and is underpinned by Scientific information on reproduction in living things.

| Growing and changing |         |            |
|----------------------|---------|------------|
| Year 4               | Year 5  | Year 6     |
| Appropriate touch    | Puberty | Conception |

We lay the foundations for these units of study in Key Stage 1 where the focus is on simply on age-appropriate relationships:

| Relationships |               |        |
|---------------|---------------|--------|
| Year 1        | Year 2        | Year 3 |
| Friendships   | Body Language | Touch  |

## 6. Delivery

At Elstow School, we deliver the PSHE (Personal, Social and Health Education) curriculum through Idecision. This is a comprehensive online programme, linked to the PSHE association and fully compliant with the Statutory RSHE and RE guidance updated in July 2020.

The PSHE lessons have been carefully written to help pupils develop confidence, enable pupil discussions (particularly on topics that may be potentially sensitive or controversial) and ensure they are equipped to deal with unexpected disclosures or inappropriate comments should they occur.

RSHE, as part of PSHE, is taught by each class teacher. This promotes a feeling of safety and ensures that children are taught in the same way as in their other curriculum lessons. This enables children to value the information as a valid part of their education and to feel able to ask questions to a familiar and trusted member of staff, not just within the lessons but also afterwards if necessary.

Establishing a safe learning environment for both pupils and staff in the classroom is especially important for PSHE lessons. A classroom with a safe learning environment protects pupils from any possible distress; enables them to feel comfortable about sharing feelings; able to explore values and attitudes; express their own opinions and consider the views and opinions of others, without the fear of negative feedback.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can

include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **The governing board**

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

### **The Principal**

The Principal is responsible for ensuring that RSHE is taught consistently across the school and for responding to concerns from parents/carers from components of RSHE, in liaison with the PSHE lead.

### **Teaching Staff**

Staff are responsible for:

- Delivering RSHE in a professional and sensitive way
- Modelling positive and confident attitudes to RSHE
- Monitoring progress of pupils within the learning
- Responding to the needs of individual pupils and ensuring reasonable adjustments are in place for pupils with barriers to learning, to enable them to access the lessons appropriately
- The PSHE lead is responsible for ensuring that staff are well-resourced and supported in order to ensure comprehensive delivery of the RSHE elements of the PSHE curriculum.

## **8. Parents' right to withdraw**

Whilst parents/carers do not have the right to withdraw their children from relationships education we are committed to responding sensitively and swiftly to any queries, concerns or requests that are made in relation to our RSHE and wider PSHE curriculum. We believe that through mutually respectful discussion and sharing of teaching content our parents/carers will be reassured and confident that we are offering our pupils important, age appropriate learning.