



Relationship, Sex and Health Education (RSHE) Policy

Our mission statement is: "Teamwork Towards Targets In Faith, Hope and Love"

A girl was walking along a beach, there were thousands of starfish, when she came to each starfish she picked it up and placed it back into the sea. A man observed the girl and said "You can't begin to make a difference ". The little girl replied as she placed a starfish in the sea "Well, I've made a difference to that one!"

That is our objective at St Paul's Peel C of E Primary School - to make a difference to each and every one of our children.

St Paul's Peel C.E. Primary School is a community and, as such we establish the following core values:

- Tolerance
- Respect
- Personal responsibility
- Recognition of the contribution that everyone makes
- Fairness and justice
- Willingness to acknowledge others' points of view
- Empathy; cooperation; consideration for other people

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. The first of our Golden Rules reads: I will be respectful and polite.

This is our school.
Let peace dwell here.
Let the rooms be full of contentment.
Let love abide here.
Love of one another,
Love of mankind,
Love of life itself,
And love of God.
Let us remember
That, as many hands build a house,
So many hearts make a school.



How this Policy was developed?

This policy is being developed in consultation with pupils, parents, staff and governors. The consultation and policy development process will involve the following steps: Review, Staff Consultation, Parent/stakeholder consultation and Pupil consultation.

Once all feedback is collated the finalised RSHE Policy will be uploaded onto the school website.

Requirements for schools in law

The Department for Education has announced changes to relationships and sex education following nationwide consultation. From September 2020, Relationship Education and Health Education became compulsory for all pupils receiving primary education. Due to COVID-19, schools have been able to delay this until September 2021.

- Our school's Relationships, Sex and Health Education policy is based on the statutory Relationships education and Health education guidance - RHE (DfE, 2019)
- It is statutory for schools to deliver Relationships Education in primary schools. Schools are also required to cover the key facts about puberty and the changing adolescent body through Health Education.
- Although Sex Education is not a statutory requirement in primary schools, schools are required to teach the elements of sex education contained in the Science Curriculum (which is statutory) which looks at the human life cycle (this is set out further in our RHE curriculum map).
- The Education Act 2002/Academies Act 2010 sets out the requirement for all schools to provide a balanced and broad 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.'*
- Our responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, education needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children; means our RSHE curriculum, teaching and learning needs to be sensitive to the different needs of individual pupils and take into account their differing beliefs and experiences. To this end our RSHE needs to incorporate the flexibility to adapt and change as the pupils of the school change.

The PSHE Subject Leader and members of the Senior Leadership Team reviewed all relevant information including relevant national and local guidance.



What is Relationships (and Sex) Education?

Our school community, in line with the Sex and Relationship Education Guidance on curriculum and Standards for Head teachers, Teachers & School Governors (Status: good practice, Date of issue: July 2000 Ref: DfEE 0116/200), has a robust desire, when implementing Sex and Relationships Education in school, to deliver teaching, *'that will help and support young people through their physical, emotional and moral development'* in every aspect of, and throughout the entirety of their school life at St Paul's Peel C of E Primary School and beyond.

The outcomes and objectives of the statutory RSHE curriculum, as well as being embedded in our PSHE curriculum, will also underpin the teaching of specific topics taught in Science, R.E and P.E.

The Department for Education (2019) states that Sex and Relationships Education can be defined as *'teaching the fundamental building blocks and characteristics of positive relationships,'* and should refer in particular to *'to friendships, family relationships and relationships with other peers and adults'*. The St Paul's Peel C of E family, as a whole, will work to further an ethos where RSHE is defined as nurturing an understanding of relationships that will enable pupils to negotiate and sustain long- term relationships that are safe, respectful of difference and build their own and others self- esteem.

St Paul's Peel C of E Primary School will help and nurture pupils, through the delivery of RSHE, so that they will develop the skills and understanding they need to thrive and live confident, healthy and independent lives. Our Senior Leadership Team, teachers and pastoral staff will implement their training in safeguarding, RSHE, and Mental Health and Wellbeing to constantly support and reassure pupils as they deal with the difficult moral and social questions they encounter so the pupils can learn in a safe, caring and positive environment which respects their individual needs and experiences.

We acknowledge that external organisations can enhance delivery of RSHE as they bring in specialist knowledge and different ways of engaging with young people. The resources that will be drawn from and implemented to provide direction and a foundation for curriculum planning and delivery are;

- The Coram Life Education SCARF scheme of learning
- The Jigsaw scheme of learning (including the assessment materials integral to the programme/s)
- The PSHE's Association's resources, accredited materials and Topic Hub
- The 'Mapping the PSHE Association Programme of Study to the new statutory guidance on Health Education and Relationships Education/RSE' document (Updated July 2019)
- 1decision's progression route for Year 1 - Year 6.

Parents and carers are the primary teachers of RSHE and it's crucial areas and so as a school we will work closely in partnership with the wider community to promote a deeper



understanding of the curriculum by informing parents and carers of the content covered in the teaching of RSHE at St Paul's Peel C of E Primary. This curriculum map can be viewed on our school website.

St Paul's Peel C of E Primary School provides a safe learning environment across all subjects where pupils can feel confident and have their contributions heard with respect and patience by their peers and staff. We fully acknowledge that the teaching of the RSHE statutory curriculum will involve the exploration of some sensitive issues. In order to ensure that every pupil feel safe, comfortable and confident in sharing their ideas and opinions, we will begin every lesson establishing (and continuing to establish throughout the lesson) a whole class agreement that sets acceptable boundaries, promotes respect for each other's views and supports anti-discriminatory practice. The specifics of this agreement will be decided and agreed upon by the pupils in the class, the class teacher and/ or higher-level teaching assistants (HLTAs).

Where possible, consideration will be given on how best to address issues before they arise. An 'ask-it-basket' may be used, where pupils can ask anonymous questions prior to the lesson. It will then be decided if these are questions that are best met in whole class teaching, on a one-to-one basis with pastoral staff and support or need to be directed to the parent to address at home. Pupils who may be particularly sensitive to the topic to be addressed will be informed (along with parents/carers) of the lesson content prior to the lesson being taught and an unobtrusive method of providing the pupil with a means of signalling their wish to leave the lesson under adult supervision will be discussed and agreed on with the pupil. The pupil will then have additional support from a pastoral member of staff.

Every pupil's privacy will be respected but they will be made aware that staff cannot offer or guarantee pupils unconditional confidentiality. This should be understood by all staff and pupils. Staff should follow the school procedures as set out in its Safeguarding and Child Protection and Early Help Policy if they feel that a pupil is at risk or in danger.

How Relationships (and Sex) Education is monitored and evaluated

The Senior Leadership Team and PSHE lead are responsible for the monitoring of this subject and the implementation of this policy. We allocate special time for this vital task.

It is the responsibility of our governing body to agree and then monitor the school RSHE policy. The committee of the governing body that deals with curriculum issues does this. Parents complete a questionnaire each year and we pay careful consideration to any concerns raised. Curriculum reporting is covered through the relevant Governor sub-committee meetings.

The monitoring will be undertaken through lesson observations, book scrutiny, pupil voice (age appropriate questionnaires, feedback from school council meetings, class discussions) and parental feedback (questionnaires, scheduled group and private meetings with parents and carers of pupils in individual cohorts).

At the start of each half-termly unit, pupils will complete a baseline assessment activity. This assessment activity will then be completed again at the end of each unit to provide a



comparative assessment of the knowledge and understanding gained by pupils. This approach to assessment will be topic specific and will identify any gaps in teaching and learning and so facilitate targeted teaching of topics for the whole class and individual pupils. The assessment outcomes will be reported back to the SLT and the subject lead. This evidence of learning and attainment will inform our maintaining excellence in planning and delivering RHSE.

An overarching assessment of pupils' understanding of their own emotional and physical wellbeing will also be conducted using Jigsaw's assessment tool and will support and direct the planning of PSHE half termly units.

The topics covered in our PSHE curriculum that link directly to statutory RSHE are:

- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online relationships
- Being Safe
- Mental wellbeing
- Internet Safety and Harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic first aid
- Growing and changing and the Changing adolescent body.

These are covered at key stages within primary school as and when age-appropriate, which is outlined on our curriculum map and progression documents.

How the delivery of the content will be made accessible to all pupils

It is crucial that Relationship Education and Health Education, as a statutory curriculum area, is accessible by all pupils. As a result, we have undertaken the following to ensure accessibility:



If required, individual support will be planned for and provided by the class teacher, HLTA and TA.

Pupils may come from a variety of family situations and home backgrounds and so we acknowledge this within our planning and delivering the RSHE curriculum.

We recognise that some pupils define themselves or go onto define themselves as gay, lesbian or bi-sexual (GLB) or transgender, we therefore adapt our programme and teaching styles carefully to ensure sensitivity and inclusion for all pupils, with reference to guidance provided on Government recommended websites for example, <https://www.stonewall.org.uk> and using specifically targeted materials where age appropriate for example, Alien Nation Book and Resources produced by the Proud Trust <https://www.theproudtrust.org.uk>

We recognise that pupils may also have GLB parents/carers, brothers or sisters, other family members and/or friends. Our RSHE school curriculum acknowledges this and includes sensitive, honest and balanced consideration of sexuality.

Our school understands the importance of different faiths and community groups in the teaching of all aspects of RHSE and will deliver the teaching of RSHE in collaboration with all stakeholders using meeting with stakeholders as a platform for open discussion whilst, reiterating how vital RSHE is to pupils' safety and wellbeing.

The religious backgrounds of all pupils and pupils' community groups will be taken into account when planning and teaching RSHE, and this information will be updated regularly.

St Paul's Peel C of E Primary school complies with its duties under the Equality Act 2010, and this policy should be read in conjunction with our Safeguarding and Child Protection policy September 2020, our Peer on Peer Abuse policy, our Child Friendly Safeguarding and Child Protection, our Safety and Mobile Technology policy September 2020 and our EYPP policy.

St Paul's Peel C of E Primary School fully recognises that Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. We believe that high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when planning and teaching RSHE to those with SEND.

Parental concerns and withdrawal of students

Parents have the right to withdraw their children from the non-statutory components of RSHE and those that go beyond the science statutory curriculum. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.



This policy should be read in conjunction with the following policies in school;

- DfE Keeping children safe in education (2021)
- Safeguarding and Child Protection Policy (September 2020)
https://www.stpaulspeellh.co.uk/serve_file/771339
- Equality Policy https://www.stpaulspeellh.co.uk/serve_file/285735
- Anti Bullying Policy (July 2020) https://www.stpaulspeellh.co.uk/serve_file/743211
- Behaviour and Discipline Policy (May 2020)
https://www.stpaulspeellh.co.uk/serve_file/659653
- SEN Policy https://www.stpaulspeellh.co.uk/serve_file/285749