

RHE and RSE Policy



Wheatley Hill Community Primary School

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Rationale and Ethos.

This policy is a working document, which provides guidance and information on all aspects of RHE/RSE in the school for staff, parents/carers and governors.

At Wheatley Hill Primary, Relationship and Health Education (RHE) is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE). It aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing.

The curriculum, reflecting local needs, is also designed to build students understanding of how to keep themselves safe both now and in the future. The curriculum encourages students to develop their own ideas, opinions and beliefs whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time. The biological aspects of Relationship and Sex Education (RSE) are taught within the Science curriculum, where there is no parental right to withdraw. Other elements of the curriculum are addressed through specific RHE/RSE lessons, assemblies and Focus Weeks.

We believe Relationship and Health Education (RHE) and Relationship and Sex Education (RSE) is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, providing them with the skills and knowledge to prepare them for decisions that they make throughout their lives. Relationship and Health education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

RHE/RSE at Wheatley Hill Primary, lays the foundations for factual knowledge and the more sexually explicit information required by young people in later years (secondary education). Effective RHE/RSE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing

positive mental health and emotional well-being and develop the skills to be digitally safe.

RHE/RSE, as taught at Wheatley Hill Primary, does not encourage sexual experimentation, the taking away of a child's innocence, over-ruling the wishes or rights of parents or imposing ideas onto young people.

RHE/RSE is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching. It is important for our pupils and our schools to ensure students can reflect upon their own beliefs, values and ideas in an age and developmentally appropriate way and to develop an understanding of other's ideas, beliefs and values.

Wheatley Hill Primary recognises that effective RHE/RSE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals; local faith communities and (where relevant) the voluntary sector. All those who teach aspects of RHE/RSE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

The outcomes, intentions and values underpinning Relationship and Health Education are;

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils' develop skills (including language development associated with RSE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.

- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way which does not instil fear in children).
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.

To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.

- To respect and care for their bodies including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, reproduction and associated emotional changes in an age appropriate manner.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RHE/RSE will not influence the teaching of Relationship and Health education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Equal Opportunities Statement

Wheatley Hill Primary School is committed to the provision of RHE/RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

Legislation including statutory regulations and guidance.

Documents which inform the schools RHE/RSE policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000) - Equality Act (2010)

- The PSHE Association supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated)
- The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)
- Subject specific research: Ofsted.

Related school policies include:

- School Curriculum.
- Safeguarding and CP Policy
 - Behaviour Policy
- Inclusion policy
- Anti-Bullying Policy
- Health and Safety
- External Visitors Policy
- Equality Statement
- E-Safety Policy
- Prevent Policy

Curriculum Design

Our RHE/RSE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out in the National Curriculum for Relationships Education, Relationships and Sex Education and Health Education (2018 and 2020) and Science. The curriculum model we use is based upon best practice as established by leading subject organisations including the online programme of Lifewise, which has a developed age-appropriate and inclusive approach to teaching RHE/RSE. We encourage collaboration with the School Nursing Team approved by the local authority who deliver age appropriate classroom lessons in primary schools and other agencies such as NSPCC "Pants" Talk delivered by senior staff from Reception to Year 6.

Year 1 uses a fairy story to discuss TRUST and talks about who pupils can trust in their family and in their own lives. It also gives guidance about what happens if this trust is broken. Pupils discuss how parents/carers can protect them by reinforcing rules around ROAD SAFETY and WATER SAFETY. They discover how to contact the EMERGENCY SERVICES if they or anyone in their family needs them and learn how parents/carers should look after them, knowing, however that MY BODY BELONGS TO ME; they can ascertain who they can

trust and who they can talk to as well as what to say if they feel they need extra support. Being able to talk to a trusted family member/adult/friend is a skill that is developed so pupils should know who these are and appreciate that A PROBLEM SHARED IS A PROBLEM HALVED.

Year 2 considers how pupils can be reassured by families/carers and be kept safe if they understand FIRE SAFETY. They find out how families can support them in difficult times, and they are helped to build resilience by refining THE ART OF FAILURE. MY BODY IS GROWING has an appreciation of how appropriate love and care is a characteristic of healthy lives.

Year 3 talks about the qualities of good relationships, unpicking the characteristics of a good relationship and recognising that there are different types that make up the happy, loving and caring families in our society. In RELATIONSHIPS WITH OTHERS, we see that sharing interests is important. They look at what a relationship is and understand that there are different types of relationships recognised in law, including marriage and civil partnerships. They can discuss having a duty of care towards their family and being active in HELPING OTHERS TO GET HELP where they learn who to ask and how to do so if they are feeling unsafe or unhappy. They understand how they can help others who may be having these feelings too. MY BODY YOUR BODY promotes how keeping a body safe is important for security and to feel comfortable in protecting their bodies and being able to express if they feel unsafe.

Year 4 uncovers the importance of showing, and being treated with, RESPECT in their families and society and why, in a family, it is important for everyone. It raises awareness of different relationships including same sex marriage or partnerships. They discuss becoming independent learners but know that there is a support network if needed in PROBLEM SOLVING AND RESOURCEFULNESS. Discussions about how families are there to protect and be responsible for KEEPING MY BODY SAFE and the lessons teach pupils to know what to do if they need help with this. FAMILY RELATIONSHIPS highlights how families may look different but that the characteristics of solid relationships are love and care.

Year 5, in KEEPING MY BODY THE SAME, look at who to talk to inside or outside of the family about concerns for personal safety. They think about who else cares for them and decide who to trust. They learn how families can support them to make responsible decisions about how their body should be cared for and protected. They know that parents/carers have a responsibility to keep them healthy and that too much JUNK FOOD is harmful, and they go on to appreciate how THE NHS can support parents/carers with looking after their health. Discussions about what they may be LEARNING when spending time with the family as well as in other settings investigates how spending time with family is often beneficial and helps them understand that YOU GET OUT OF LIFE WHAT YOU PUT IN. RESPECTING OTHERS - BOUNDARIES AND BELIEFS looks at differences in religion, gender, culture, relationships etc and that families all look different in their society. but that care, love and happiness in relationships are important for all families and children. They learn how we might respect others' beliefs but recognise when laws are being broken or when to seek help if they or someone else feels afraid or unsafe. Different types of partnerships and relationships are explored, and they look at arranged marriage, same sex and civil partnerships and marriage and how respect is essential to maintain happy relationships. Opportunities to discuss how to practise RESILIENCE in relationships and how to keep working at them leads to COMMUNICATING EFFECTIVELY, thinking about how communication is important to staying safe.

Year 6 look at loving and caring partner relationships in MY AMAZING BODY and appreciate how these are important for all families and children in society. Thinking about intimacy, it

reminds pupils about talking to someone they trust if they feel uncomfortable or afraid about what they are being asked to do. Children examine what consent is and what it means. They consider how family and friends might offer useful guidance in HOW TO WRITE A CV, preparing them for career searching and potential job aspirations.

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe. Wherever possible, this information will be shared with parents.

Relationship & Sex Education

Wheatley Hill Primary School has made the decision to teach Relationship and Sex Education content but not including sexual intercourse in Year 6.

Therefore, we will be covering 'Body Changes' and 'Puberty' in Years 5 - 6 during Relationship and Sex Education lessons.

Teaching the correct names of our external body parts is an important aspect of sex education, appropriate for young children, and it need not be done with stigma or embarrassment. From a safeguarding point of view, it is vitally important for young children to know what their body parts are called. No one wants to introduce fear and worry for young children where it was not previously felt, but it is equally important to build confidence and 'a voice' so that all children can lead healthy and safe lives. (please see RSE Overview for full details and content covered).

Wheatley Hill Primary School uses the Lifewise programme to deliver these sessions and class teachers/PSHE lead will tailor the programme to the needs of their class ensuring that the content is delivered sensitively and in an age appropriate way.

These sessions will take place during the summer term and families will be notified by letter when these will be occurring. The specific content of these sessions will also be provided as Parents and Carers continue to have the right to withdraw their children from RSE lessons only and when the content is not covered in the National Curriculum for Science.

Where a Parent or Carer wishes to withdraw their child, this should be communicated in writing to the school. Wheatley Hill Primary School would encourage parents considering doing this, to contact the school to discuss their concerns further.

Where a child has been withdrawn from the RSE curriculum, they will be taught elsewhere in the school. Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or part of Relationship and Health Education coverage.

Safe and Effective Practice including answering sensitive questions.

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions anonymously such as using an anonymous question box in class. All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations including, but not limited to, the PSHE Association.

During PSHE lessons and discussions, staff will establish clear ground rules in conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, School Nurse Service, the child/young person's doctor or to an established external organisation; it is important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

Safeguarding

All staff are trained in safeguarding. Teachers are aware that effective RHE/RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the

designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RHE/RSE in school. We actively work with the School Nursing team and NSPCC approved providers to supplement the teaching of the subject.

All visitors will be familiar with and understand the school's RHE policy and work within it as they will be sent a copy of the overview will be available for them to see prior to their visit.

As per Safeguarding policy, visitors are supervised/supported by a member of staff. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary. The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

Engaging Stakeholders (including parents/carers/guardians and pupils).

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Wheatley Hill Primary School believe in the

importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body in a safe, age and developmentally appropriate way.
- Talking with their children about feelings and relationships

Parents are encouraged to support the school's RHE/RSE approach and have access to this policy.

Parental Right to Withdraw.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationship or Health Education content. Wheatley Hill Primary School, would encourage parents with concerns around Relationship or Health Education content, to contact the school to discuss this further.

Student voice in determining curriculum.

Throughout PSHE and RHE/RSE lessons, students are encouraged contribute to class discussions and to reflect upon their own ideas and opinions, in a safe and tolerant environment.

As part of the PSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns (in lessons or through the medium of the Pupil Voice meetings with SLT).

Monitoring and Evaluation

In the first instance, the lead teacher for PSHE and RHE/RSE will be responsible for monitoring and evaluating the subject who will monitor the impact of the policy on children's learning, subject development, report to SLT

and assist the Headteacher to report to the Governing Body. All monitoring in the subject will be in accordance with school policy.

Policy Review Date.

This policy will be reviewed in 2023 to ensure compliance with new statutory guidance, Department for Education advice and guidance, and to ensure it continues to meet the need of pupils, staff, parents and the wider community.

Date: Review July 2023