Temple Herdewyke Primary School and Nursery

PSHE and RSE Policy

2021

Chair of Governors signature

Headteacher's signature

Ratified:

Review:

Person responsible for overseeing the implementation: Headteacher

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Introduction

This is the policy of Temple Herdewyke Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the governors April 2021 following a consultation with parents and carers.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017).*

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Science
- Anti-bullying
- Safeguarding
- Behaviour – Relational
- SEN

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RSHE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

The Role of the Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
  Dealing with parents and carers who wish to withdraw a child from sex education.

The Role of the Subject leader

- Leading the development and delivery of effective RSHE.
- Keeping up to date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up to date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

The role of all staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.
We believe that the best practice approach is for RSHE to be covered as part of a wider programme of PSHE education including additional topics such as citizenship and economic wellbeing which also contribute to personal development.

Lessons will be delivered across KS1 and KS2 weekly

- for KS1 – lessons should be 40 - 45 minutes long;
- for KS2 – lessons should be 50 - 60 minutes long.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
-

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school may decide to use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The Kapow Primary lessons that are deemed to be sex education are:

- *Year 6: Safety and the changing body, Lesson 5: Conception*
- *Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth*

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- In advance the teacher will advise parents as to when the sex education sessions are going to be delivered in school.
- Parents/carers should contact the head teacher by email prior to the day of the lesson.
- Parents/carers will be invited in for a meeting. The meeting will give an opportunity for the school and the parent/carer to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
- Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the RSE / PSHE curriculum independently.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day. RSE lessons will not take place on a Friday afternoon.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The need to talk posters around school will be highlighted to children as appropriate.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Appendix **A**

TEMPLE HERDEWYKE PRIMARY SCHOOL
PART OF STOWE VALLEY MULTI ACADEMY TRUST

Long Term Plan 2020-21 Plan A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	**Family and Relationships** Introduce RSE and setting the ground rules Talk about members of their immediate family and community Name and describe people who are familiar to them.	**Safety and the Changing Body** Know and talk a being a safe pedestrian Pantosaurus NSPCC Talking PANTS teaches children important messages, like their body belongs to them and they should tell an adult if they are upset or worried	**Health and Wellbeing** Know and talk about the different factors that support their overall health; healthy eating – toothbrushing Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - having a good sleep routine - Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. See themselves as a valuable individual.	**Citizenship** Recognise that people have different beliefs and celebrate special times in different ways.	**Family and Relationships** Talk about the lives of people around them and their roles in society **Health and Wellbeing** Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. **Safety and the Changing Body** Explain the reasons for rules, know right from wrong and try to behave accordingly.	
Year 1/2	**Family and Relationships** Introduction to RSE and setting the ground rules. What is family? What is friendships? Recognising other peoples' emotions Working with others Friendship problems and how to overcome them. Healthy friendships Stereotyping - gender	**Safety and the Changing Body** Communication safely and effectively with adults at school Communicating safely and effectively with adults outside of school. What to do if I get lost Making a call to emergency services Appropriate contact – acceptable physical contact Safety with substances – what should and shouldn't go on or in our body Safety at home – potential hazards in the home. People who help keep us safe in our local community.	**Health and Wellbeing** Understanding my feelings What am I like? – identifying strengths and qualities? Ready for bed – effects of good quality sleep Relaxation – laughter and progressive muscle relaxation Handwashing and personal hygiene Sun Safety Allergies People who help us stay healthy.	**Citizenship** Rules Caring for others: Animals The need of others Similar, yet different Belonging Democratic decisions	**Economic wellbeing** Introduction to money Looking after money Banks and building societies. Saving and spending Jobs in school	

Year 3/4	**Family and Relationships** Introduction to RSE and setting ground rules. Healthy families Friendship- conflict and resolution Friendship – conflict v bullying Effective communication to support relationships. Learning who to trust Stereotyping – in everyday life Where so stereotypes come from?	**Safety and the Changing Body** Emergencies and calling for help. Basic first aid – bites and stings Communicating safely online Cyberbullying Fake emails Making choices for myself Who can influence my decisions and how to make the right choices for me Road Safety	**Health and Wellbeing** Me healthy diary – physical activity, rest and diet. Relaxation – stretches. Wonderful me! My superpowers Breaking down problems Diet and dental health	**Citizenship** Rights of the child Rights and responsibility Recycling Local community groups Charity Local democracy Rules	**Economic wellbeing** Ways of paying. Budgeting How spending affects others Impact of spending Jobs and careers	

Year 5/6	**Family and Relationships** Introduction to RSE and setting ground rules Build a friend – what makes a good friend. Friendship skills Marriage – different types of marriage and the history of marriage Respecting myself Family life *Bullying – the effect of bullying and what might motivate a bully Stereotyping – how attitudes to gender have changed over time. Stereotyping and discrimination	**Safety and the Changing Body** Online friendship Staying safe online Puberty Menstruation Emotional changes in puberty First Aid – bleeding Drugs, alcohol and tobacco – understanding the influence others can have on us.	**Health and Wellbeing** Relaxation – yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun Safety	**Citizenship** Breaking the law Rights and responsibilities Protecting the planet Contributing to the community Pressure groups Parliament	**Economic wellbeing** Borrowing Income and expenditure Risks with money Prioritising spending Stereotypes in workplace

Appendix **B**

TEMPLE HERDEWYKE PRIMARY SCHOOL
PART OF STOWE VALLEY MULTI ACADEMY TRUST

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	**Family and Relationships** Introduce RSE and setting the ground rules Talk about members of their immediate family and community Name and describe people who are familiar to them.	**Safety and the Changing Body** Know and talk a being a safe pedestrian Pantosaurus NSPCC Talking PANTS teaches children important messages, like their body belongs to them and they should tell an adult if they are upset or worried	**Health and Wellbeing** Know and talk about the different factors that support their overall health; healthy eating – toothbrushing Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - having a good sleep routine - Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. See themselves as a valuable individual.	**Citizenship** Recognise that people have different beliefs and celebrate special times in different ways.	**Family and Relationships** Talk about the lives of people around them and their roles in society **Health and Wellbeing** Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. **Safety and the Changing Body** Explain the reasons for rules, know right from wrong and try to behave accordingly	

Year 1/2	**Family and Relationships** Introduce RSE and setting the ground rules Families offer stability and love Families are all different Other peoples' feelings How to deal with unhappy friendships Introduction to manners and courtesy Introduction to change and loss Stereotyping - gender	**Safety and the Changing Body** Introduction to the internet Communicating online – not sharing personal information The difference between secrets and surprises My private parts – correct vocabulary My private parts are private- safe and unsafe touches. Road safety Safety with medicines	**Health and Wellbeing** Experiencing different feelings Being Active Relaxation- breathing exercises Steps to success – setting achievable goals Growth mindset- overcoming difficulties Healthy diet Looking after our teeth	**Citizenship** Rules beyond school Our school environment Our local environment Job roles in the community Similar yet different – my local community School council Giving my opinion	**Economic wellbeing** Where money comes from Needs and wants. Wants and needs. Looking after my money Jobs	
Year 3/4	**Family and Relationships** Introduction to RSE and setting ground rules Respect and manners Healthy friendships – physical and emotional boundaries How my behaviour effects others Bullying – the effects and responsibility of the bystander Stereotypes – in fictional characters Stereotypes – negative effects of Families in the wider world – respecting differences Change and loss - bereavement	**Safety and the Changing Body** Internet safety- age restrictions Internet safety – share aware. Basic first aid – asthma Privacy and secrecy – the difference about the two Consuming information online – being a discerning consumer. Growing up – that the changes from being child to adult is called puberty. Introduction to puberty Tobacco – the risks of smoking	**Health and Wellbeing** Looking after our teeth Relaxation – visualisation Celebrating mistakes My role – my strengths and helping others My happiness Emotions Mental health	**Citizenship** What are human rights? Caring for the environment Community Contributing Diverse Communities Local councillors	**Economic wellbeing** Spending choices Keeping track of money Looking after my money Influences on career choices Jobs for me	
Year 5/6	**Family and Relationships** Introduction to RSE and setting ground rules. Respect – how this can be gained and lost Developing respectful relationships Challenging stereotypes Different types of stereotypes Resolving conflict Change and loss	**Safety and the Changing Body** The risks associated with alcohol. Critical digital consumers Social media Physical and emotional changes – puberty Conception (Parents can withdraw) Pregnancy and birth (Parents can withdraw) First Aid - choking Basic life skills	**Health and Wellbeing** What can I be? Setting long term goals Relaxation – mindfulness Taking responsibilities for my health Resilience toolbox The facts about immunisation Physical health concerns – where to get help Habits – positives and negative	**Citizenship** Human rights Food choices and the environment Caring for others Prejudice and discrimination Valuing diversity National democracy	**Economic wellbeing** Attitudes to money Keeping money safe Gambling What jobs are available? Career Routes	**Identity** What is identity? Gender identity? Identity and body image

Appendix **C**

Primary Parents & Carers' guide for Relationships, Sex and Health Education (RSHE)

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education, but it is up to schools to decide how they will teach this. Schools will discuss their approach with parents and carers.

There is no legal requirement for schools to teach sex education, but the government recommends children learn about some key areas before they leave primary school.

Many schools will have been teaching these topics for a number of years. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

What will my child be learning about?

Your child's school has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups.

This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

· Families and relationships

· Health and wellbeing

· Safety and the changing body

Below is a summary of some of the areas within each theme:

Families and relationships

· How to form and maintain friendships.

· Importance of family

· Different types of families

· Dealing with problems in friendships.

· Online relationships, including staying safe.

· Stereotyping

Health and wellbeing

· Mental health and wellbeing

· Healthy eating

· Physical activity

· Dental health

· Importance of sleep

· Medicines

· Tobacco

· Alcohol

· First aid

Safety and the changing body

· Online safety

· Safety around adults

· Understanding their body

· Physical changes during puberty

· Emotional changes during puberty

· Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that thy want children with special educational needs (SEN) to be included in these lessons.

As a parent you do not have the right to withdraw your child from any statutory context on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

We will be very happy to share more information with you on how they approach these topics.