

# Relationships Education, Relationships and Sex Education & Health Education Policy

## (RSHE)

Silver Tree Primary School and Nursery



**Updated in line with current DfE RSHE statutory guidance.**

Date policy approved/adopted	<b>November 2023</b>
Next review date	<b>November 2024</b>
Approved by:	<b>Head Teacher and Governing Body</b>
Head teacher	<b>Helen Grainger</b>
Governor responsible for RSHE	<b>Marion Wilson</b>
RSHE lead	<b>Emma Peverall</b>

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## Primary Relationships, Sex Education & Health Education Policy Guidance

### 1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2020)
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- **New** - Keeping children safe in education (KCSIE) (DfE, 2023).
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021

This policy should be read in conjunction with:

- Online safety Policy (see DCC template)
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours) See DCC template.
- Equality and Inclusion Policy
- PSHE Policy (Including the Physical and Mental Wellbeing requirements of the statutory guidance and the wider non statutory elements)
- Personal Development (Strong links must be evident with all PD areas)
- Promoting Mental Health and Resilience Policy
- Drugs and Alcohol Policy RE curriculum and policy

## **2. The engagement and consultation process has involved:**

- Review of RSHE curriculum content with staff in relation to the statutory curriculum
- Consultation, agreement and implementation of policy by school governors
- Discussions with members of our senior leadership team to plan next steps for parental involvement in the delivery of RSHE and the policy will be reviewed, if required, following this consultation
- Parent/Carer consultation completed and information gathered to inform planning
- Family Groups focus sessions
- Consultation with wider school community e.g., Family Health Nurses, Education Durham
- Consultation, agreement, and implementation of policy by school governors

## **3. Define your RSHE Programme**

**Relationships Education** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes.

### **Health Education – Physical Health and Mental Wellbeing**

#### **‘Changes to the Adolescent Body’**

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstrual well-being should be covered in Health Education and addressed before the onset of puberty. This should ensure all pupils (regardless of gender and identity) are prepared for changes they and their peers will experience. Enabling pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, to tackle and reduce stigma.

There is clear whole school plan which shows how and when the objectives will be taught in each year group. This provides a clear progression structure for the children.

#### **Pupils with special educational needs and disabilities (SEND)**

We have clear strategies and support systems in place to tailor the content and teaching of RSHE to meet the specific needs of the SEND children in our school. We ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law to meet the varied needs of the children.

## **4. Principles and Values**

In addition, Silver Tree Primary School and Nursery believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.

- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents/carers, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, informing them about the content of programmes at the appropriate times.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

### **RSHE has three main elements:**

#### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

#### **Personal and Social Skills**

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict resolution, with families, people they care for and those who care for them and friendships
- Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers and adults, interacting online.
- How to report concerns or abuse, including \*'child on child' abuse, and the vocabulary and confidence needed to do so.
- Learning to actively request consent in online and offline situations and be able to communicate, withdraw or refuse consent
- Learn and understand the role of a friend, understand how to form, maintain and have positive healthy friendships (on and offline)

\*From September 2022 the term 'peer on peer' abuse will be replaced with 'child on child' abuse, see KCSIE 22

## Knowledge and Understanding

- Should know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact
- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- Learning about human reproduction\*, sexuality, gender identity, personal health, emotions and relationships. (\*Human reproduction is non statutory 'sex education')
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies including online.

## 5. Aims and Objectives

At Silver Tree Primary School and Nursery, we have designed our curriculum to centre around our school values. We ensure links are made to these in all subjects and this is particularly evident in our RSHE and PSHE curriculum.

<b><u>High Aspirations</u></b> <ul style="list-style-type: none"><li>• Have a clear path that I want to tread</li><li>• Know what to do to reach my potential</li><li>• Open your heart and mind – never settle</li><li>• Recognise the opportunities that I can seize</li><li>• See the possibilities beyond my doorstep</li></ul>	<b><u>Pride in our Community</u></b> <ul style="list-style-type: none"><li>• Knowing our village story</li><li>• Having a sense of pride, place and belonging</li><li>• Look after my community and the people within it</li><li>• Give back to my community and help it to shine</li></ul>	<b><u>Resilience and Determination</u></b> <ul style="list-style-type: none"><li>• Success isn't always about getting it right, it's about having a go</li><li>• Never let a stumble in the road end my journey</li><li>• Don't say 'I can't do it', say 'I can't do it yet'</li><li>• Remember, feedback helps me to learn and achieve</li></ul>	<b><u>Respecting our Rights</u></b> <ul style="list-style-type: none"><li>• I know my rights and how they keep me safe and healthy</li><li>• Everyone has the right to be heard, no matter how small their voice</li><li>• I show respect, I can accept and I will listen</li><li>• Always celebrate the diversity of the people around me</li></ul>
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The aim of RSHE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- Understand and recognise seeking permission a refusal and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- Challenge discrimination, sexism and prejudice, which is inclusive to all children and young people

- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.
- or dangerous situations, including online sharing.
- Understand and recognise seeking permission, a refusal and consent.
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- develop awareness and understanding of their evolving sexuality and gender identity.
- challenge discrimination, sexism, and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## 6. Roles and Responsibilities

RSHE & PSHE Lead – E Peverall

RSHE (PSHCE) lead governor – M Wilson

ICT and E-Safety lead – E Harvey

Pupil Welfare Officer – S Nicholson

## 7. Organisation and Content of RSHE

Silver Tree Primary School and Nursery specifically delivers RSHE through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2. We have chosen to adopt the PSHE association thematic approach and planning for our RSHE and PSHE curriculum. This provides a consistent whole school theme for each term which is divided in to individual units of work within each class. The suggested planning has been adapted to meet the individual needs and drivers of our school. We have ensured where other subjects linked to RSHE and PSHE, this is identified on our planning for the school year and links are made during lessons and it is also supported by our status as an Educate and Celebrate School.

Our themes are planned as follows:

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe

Our RSHE and PSHE lessons are completed weekly in all classes. School staff are aware of the individual needs of the children and can therefore support the children in particular aspects and discussions with sensitivity and consideration. Lessons are set within the context of focus RSHE and PSHE lessons as well as the wider context of curriculum and specific topics are through other subjects such as physical aspects of puberty and reproduction are taught as part of National Curriculum Science.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE programme.

At Silver Tree Primary School and Nursery, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicles, scrotum, breasts, and pubic hair, all in an age and stage appropriate way. The correct terms help children to report abuse and as a school using the correct terms for the parts of the bodies listed strengthens our approach to safeguarding children and links strongly with our RSE.

### **Open and positive school culture**

Our school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and our children experience positive healthy relationships in our school with their peers and school staff. We recognise the important of role modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive environment for all with a consideration for those with a protected characteristic.

### **Child on Child abuse/sexual harassment and violence and RSHE**

Our school recognises that children are vulnerable to and capable of abusing their peers, including sexually. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up'. Please see our **Safeguarding Policy and Part five of the KCSIE 2023**. This school is committed to taking a proactive and preventative approach to all abuse in schools and protect pupils from serious harm. Teaching staff will maintain an attitude 'it could happen here'. In an age and stage appropriate way topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful relationships and appropriate language, communication and behaviour are covered through a spiral curriculum. This school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

## **8. Inclusion**

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feels like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the interactions and relationships within our school must be considered for a true inclusive environment. Please see our Equality policy for further information.

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural, and religious groups. We encourage parents/carers /carers to discuss any concerns with the Head teacher.

## *Pupils with Special Needs*

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence. Where possible the RSHE curriculum will be adapted to suit, 'not changed' to ensure all pupils can have access to the same curriculum.

## *Gender, Identity and Sexual Orientation.*

We aim to deal sensitively and honestly with regard of sexual orientation, gender or trans identity and answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

No one is treated in any way less favourably on the grounds of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief, or political/ other personal beliefs.

## **9. Working with parents/carers and the wider community**

Here at Silver Tree Primary School and Nursery, we believe the role of parents/carers in the development of their children's understanding about relationships is vital. We will engage with parents/carers to help make certain they understand the RSHE provision taught. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access. We encourage parents/carers to view resources and access the links provided on our school's website to support their child's learning and development, for example NHS choices page.

Some ways in which we will continue to work with parents/carers in addition to the above include:

- Our long-term planning overview will be made available on our website
- A class topic web will be sent home on a half termly basis which gives details of the RSHE and PSHE aspects being taught in each year group.
- An RSHE and PSHE specific termly newsletter will also be sent home to give parents/carers further details.
- A parent/carer online consultation will be completed in the summer term

## **10. Right to be excused from Sex Education**

Alongside many schools, we will choose to cover some additional content on sex education which is tailored to the age and the physical and emotional maturity of our pupils. We will make it clear what will be taught and consult with parents/carers on what is to be covered before the final year of primary school. We will offer parents/carers support in talking to their children if requested. We hope to empower parents/carers to support the understanding of their children.

Parents/carers have the right to request that their child can be withdrawn from some parts of sex education, delivered as part of the RSHE programme, however there is no right to withdraw from the statutory relationships or health education.

Alternative arrangements and purposeful education would need to be made in such cases. Parents/carers will be encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and encouraged to ask questions to gain clarity



when needed. Please see the school website to access further RSHE information and websites to support any discussions at home.

## **11. Safeguarding reports of abuse and confidentiality**

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures <https://durham-scp.org.uk>*

## **12. Monitoring and Evaluation of RSHE**

Assessment is carried out where appropriate, for example, at the start, to gather the baseline knowledge and at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Half termly assessments are completed against key skills and knowledge taught over that period of time. As a school we will monitor progress and impact throughout the delivery of the RSHE

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

Monitoring and evaluation will be completed by the subject leader on a half termly basis. This may involve learning walks, book looks and parent/pupil voice.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.