

Athelstan Primary School Relationships, Sex and Health Education (RSHE) Policy

This policy covers Athelstan Primary School's approach to relationships, sex and health education (RSHE). These subjects meet statutory obligations as outlined in revised Department for Education statutory guidance (2020). The guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

We define relationships sex and health education as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of friendships and family life, stable and loving relationships, respect, love and care and at the appropriate time, physical development. This includes the importance of treating ourselves and others with kindness, consideration and respect.

We believe relationships, sex and health education play a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Ultimately, helping our young people to be happy, healthy and safe now and in the future.

Teaching and Learning

Athelstan Primary School follows the Sheffield Primary scheme of work for RSHE. Biological aspects of RSHE are also taught within the science curriculum. RSHE will be taught across the curriculum in regular sessions. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity. Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils. All lessons are delivered by appropriate staff, teachers, HLTAs and support staff. The delivery of RSHE is monitored and evaluated regularly by curriculum leaders, SLT and governors.

Language and terminology has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. Vocabulary used within lessons will be shared with parents through our N2Ks.

The scheme has recurring pedagogical themes that are used throughout: high quality stimuli, discussion, flexibility, diversity and inclusion. Lessons are inclusive, ensuring that children of all ability and needs can access both content and resources.

The six half-termly units are designed so the whole school can study the same learning themes at the same time, each year group at its own appropriate level. Units are sequential and developmental throughout each key stage and cover six basic themes;

1. Mental Health
2. Online safety
3. Physical Health
4. Friendship
5. Family
6. Community (Living in a wider world)

Extra units taught across the year are Anti-Racism and First Aid.

Inclusivity

All pupils, whatever their experience, background and identity, are entitled to quality RSHE that helps them build

confidence, a positive sense of self, and the knowledge and understanding to stay safe and healthy. Our school's RSHE programme is underpinned by a good understanding of pupils' backgrounds and positive relationships between the school, parents and the local community; these form the foundations for the teaching of these subjects.

All classes include pupils with different abilities and aptitudes, experiences, home structures, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes, but is not limited to, awareness and consideration for; faith perspectives in the context of balanced debate, cultural diversity, disability, varied family structures and home backgrounds, gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At Athelstan Primary School we commit to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBT+ people.

Sensitivity, confidentiality and handling disclosures

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE.

To support a safe learning environment:

- Teachers will set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting.
- Teachers and pupils will agree to ground rules by discussion. These will be explained and be visible in the classroom. Teachers will refer back to these rules during discussions as appropriate.
- Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Teachers will answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- Teachers will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a verbal question is too personal, staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- Staff will not provide more information than is appropriate to the age of the pupil.
- If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSHE leader or a member of the safeguarding team. Questions may be referred to parents

/ carers if it is not appropriate to answer them in school.

- Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.
- All staff teaching RSHE will be supported by the designated person for safeguarding and child protection if they have any concerns, as well as the RSHE lead.

Assessment and review of learning

Assessment plays a key role in effective RSHE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Pupils' development in RSHE focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through the use of questioning, discussion and marking. Each term each child will be assessed as working above, within or working towards expectations for their year group.

Pupils will be encouraged to reflect and self-assess their own learning and progress through careful questioning. The following are examples of questions that may be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

- What do I know already?
- What new information have I learnt?
- What do I now think and believe?
- How did I feel about what I found out?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- What do I now need to learn?

Roles and Responsibilities

RSHE Leaders – Lauren Rodgers

Safeguarding and child protection leaders - Fiona Barry and Alicia Pollard

Named governor(s) responsible for RSHE - Derek Thompson and Nicola Glover

Governing Body

Overseeing the provision around RSHE is the responsibility of the governing body, who will provide appropriate challenge and agree on the content of this policy. The governing body will liaise with senior leaders to access appropriate training to fulfil the role.

Senior Leaders and RSHE Leaders

The lead members of staff will:

- Develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure appropriate training is offered to members of the governing body.
- Ensure that all staff are given regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to RSHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils.
- Ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a

comprehensive way.

- Support parent/carer involvement in the development of the RSHE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.
- The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSHE.
- Ensure that any external sources/visitors are credible, evidence based and enhance learning.

All Staff

Teaching and support staff will:

- Ensure that they are up to date with this RSHE policy and curriculum requirements regarding relationships, sex and health education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision.
- Attend and engage in professional development training around relationships, sex and health education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.
- Deliver RSHE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- Model positive attitudes to RSHE.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in RSHE.
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents/carers

Athelstan Primary School recognises the primary role parents and carers have in the RSHE of their children. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. To support this parents/carers;

- Should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the schools policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the RSHE education of their child.
- Will receive information about RSHE so they can support their child's learning at home in the form of a half termly N2K.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Training

It is important that all school staff feel comfortable and confident in planning and delivering RSHE. We will make available regular professional development training in how to deliver relationships, sex and health education. Identification and provision for the continuing professional development (CPD) needs of staff, including non-teaching staff where appropriate, are described in our CPD policy.

Working together with parents/carers

At Athelstan Primary School our aim is that every parent/carer will have full confidence in the school's RSHE programme to meet their child's needs. As outlined in the Teaching and Learning section, selected resources, such as books and film clips, will be used which support and promote understanding. Parents may ask to view these materials and resources. Parents/carers will be informed when the more sensitive aspects of RSHE will be covered (upper KS2) in order that they can be prepared to talk and answer questions about their children's learning.

Right to withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE (other than sex education in the National Curriculum as part of science), as currently, but **not** from relationships or health education.

If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the headteacher. A member of staff will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RSHE.

Please note: the DfE are clear that SEND should not generally be a consideration for withdrawal. As outlined previously, learning will be tailored to be inclusive of the needs of all pupils.

Policy development, monitoring and review

This policy has been developed by all members of the school community including governors, staff, parents and pupils. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team pulled together all relevant information including relevant national and local guidance and existing school policies.
2. Consultation – with staff, pupils, parents and governors. The process included parent consultation meetings, governor meetings and staff training.
3. Ratification – the policy was approved by the full Governing Body.

Athelstan Primary School are committed to monitoring and evaluating the effectiveness of this policy. Specifically, important to the RSHE Programme are:

- pupil feedback,
- staff review and feedback
- parental feedback
- further guidance and legislative changes.

Policy availability

- The Policy is shared on our website.
- Parents/guardians and all staff members will be notified of any updates.

Policy development date: September 2020

Last Review Date: November 2024

Next Review Date: November 2025

Template used in development of RSHE policy: www.healthylearningdoncaster.co.uk