



Wilkinson
Primary School

Wilkinson Primary School

Relationships, Sex and Health Education Policy

Wilkinson Primary School
RSHE - Contents

Introduction	Page 1
Intent	Page 1
Implementation	Page 3
Roles and Responsibilities	Page 4
Curriculum Design	Page 5
Safeguarding	Page 7
SEND	Page 8
Engaging parents and carers	Page 8
Complaints	Page 8
Monitoring and Evaluation	Page 8
Student Voice	Page 8
Impact	Page 1

Policy for Relationships, Sex and Health Education

Introduction:

This policy expresses the purpose for the teaching and learning of Relationships, Sex and Health Education (RSHE) at Wilkinson Primary School. It sets out the Intent, Implementation and Impact of the mandatory statutory requirements covering the teaching of RSHE

Written By	PSHE Team
Date Written:	September 2020
Approved (governors) on:	
Review Date:	July 2021

INTENT and IMPACT

Wilkinson Primary School has a strong motto which you will see in evidence in all classrooms and learning spaces in the school. It is integral to every aspect of life in school and also underpins the teaching and learning of Relationships, Sex and Health Education.

“Show pride and respect in all that we do”

This starts with having pride and respect for ourselves, then extends to having pride and respect for other people and for property. It forms the basis of our learning, attitudes and behaviours, giving guidance for a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about ourselves including aspect learning about sexuality, relationships and feelings.

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. This has been identified by our Health Survey 2018 in our top three priorities; Emotional wellbeing, smoking prevention and obesity prevention.

This policy aims to offer additional support on new issues not included within existing guidance; will provide advice which reflects updated legislation, including the Equality Act 2010 and the RSHE Health Education Statutory guidance for September 2020.

Other related School policies and documents include:

PSHE policy

Behaviour policy

Anti-bullying policy

RE policy,
DT policy,
Science policy,
PE policy,
EYFS policy,
Safeguarding and child protection policy,
Digital safeguarding policy
Computing policy
Equality policy.
Complaints Policy

This policy should be read in conjunction with “An Introduction to PSHE at Wilkinson”. Which sets out the aims and objectives of PSHE and how the curriculum is organised. All of these can be found on the school website or by contacting the school directly.

At Wilkinson Primary School we believe that Relationships, Sex and Health Education (RSHE) should be set in the context of clear values, including the value of family life, and of different models of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSHE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, being respectful of the rights of both themselves and of others. Our pupils need to be informed of and comfortable the changes during puberty, and to keep emotionally safe. We teach pupils to be digitally safe with e-safety being a vital message throughout the school.

Effective RSHE at Wilkinson Primary School is dependent on partnerships at many levels; between our parents and carers, the children and young people – and at a more strategic level between the local authority, local faith communities, Health professionals, partners in children’s services and the voluntary community. We aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

IMPLEMENTATION

Wilkinson Primary School believes that Relationships, Sex and Health Education (RSHE) has these main elements:

Learning the importance of values, individual conscience and moral considerations.

Learning the value of family life and stable and loving relationships, including marriage for the nurture of children, while recognising the diversity of family groups.

Learning the value of love, respect and care; honesty and loyalty in relationships.

Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes and by being sensitive to the needs of culture and religion.

Exploring, considering and understanding moral dilemmas.

Developing critical thinking as part of decision making.

Personal and social skills – important life skills

learning to manage emotions and relationships confidently and sensitively

developing self-respect, and empathy for others

learning to make choices based on an understanding of difference and with an absence of prejudice

developing an appreciation of the consequences of choices made

taking responsibility for one's own actions and learning

Communication skills

Listening sensitively to others' opinions

Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment

Reflecting and evaluating information and opinions, and understanding the impact of external factors, such as the media, Internet and peer pressures.

Being assertive and an independent decision maker

Negotiating with friends and others

Practical skills

Caring for oneself and others

Being confident to access support and advice when needed

Decision making skills – making sensible choices in the light of relevant information

Making moral judgement about what to do, and acting accordingly

Solving problems

How to be respectful of the opinions and beliefs of others when these are different to their own

Managing conflict

Learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

Learning and understanding physical development through age appropriate information

Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.

Develop understanding of important knowledge, so correcting misconceptions and misinformation.

Knowing what is and what is not illegal in matters relating to sexual activity.

Roles and Responsibilities

Those involved with the development of this policy and in management of the PSHE and RSHE curriculum include:

Mrs C Meredith and Mr P Smith – Curriculum Leads organise training for relevant staff members and manage resources. They are responsible for designing the curriculum and monitoring its effectiveness, responding to this accordingly. All this they report to the Governing Body and the Senior Management Team.

Mrs Foster, Inclusion Manager and SENCo – works as part of the PSHE /RSHE team and supports on the delivery of PSHE and RSHE. Mrs Foster also sits on the Pastoral Team.

Teaching staff and support staff are responsible for the delivery of lessons and key RSHE messages, alongside the school nurse. They also participate in and facilitate the pupil review process integral to assessing children's response to the learning sessions. Teaching staff will receive ongoing training as required to support with delivering the curriculum.

Miss C Duffield and Miss E Lane - Family Liaison Officers and Designated Safeguarding Lead - responsible for checking policy for safeguarding compliance and deal with SG matters should they arise. Miss Duffield also contributes to enrichment opportunities provided for children and parents by organising visitors coming into school as well as signposting parents to support services. Miss Lane works alongside Miss Duffield to facilitate and support her training for this role. Miss Duffield and Miss Lane also sit on the Pastoral Team.

Miss D Brittain –is the Emotional Wellbeing Practitioner. Long with the pastoral team, she co-ordinates and delivers emotional support for the children who need it, signposting families and class teachers to the best support. She supports identified children on a daily basis.

Mrs J Thomas - School Governor with responsibility for PSHE and RSHE and school nurse. Nurse Julie also delivers parts of the curriculum.

Mrs C Gibbon - Head Teacher – responsible for oversight curriculum/policies, deals with issues concerning withdrawal.

Ms Amanda Evans - Local Authority advisor supporting with subject development, sharing best practice, updating any national guidance/training, LA trends.

Parents and Carers – supporting school in the delivery of RSHE and in underpinning the attitudes and values promoted in the curriculum. Responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

Children – The children have a responsibility to be mindful and respectful of the views and opinions of the other children in their class. AT the start of the year they agree a set of protocols for RSE sessions and these are re-visited throughout the year.

Legislation (statutory regulations and guidance)

We are required to teach Relationships Education/RSHE as part of current curriculum. From September 1st, 2020 we will be teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary guidance SRE for the 21st Century (2014)

Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)

Children and Social Work Act (2017)

Curriculum Design

Our RSHE program is an integral part of our whole school PSHE provision. It also is supported by statutory requirements as set out in the National Curriculum for Science and Computing. Details of our curriculum can be viewed via our school PSHE at Wilkinson document on the school website. In line with the Peacemakers “Learning for Peace” programme, our children look inwardly at themselves, reflecting on their own thoughts and developing a strong set of skills of guidelines for themselves. Parallel to this, they look at developing relationships with those close to them and to how they become an integral part of their community.

We use a variety of well researched resources and external visitors to deliver our RSE Health & Relationships curriculum. The curriculum model we use is based upon best practice as established by national organisations such as PSHE Association, Peacemakers “Learning For Peace” programme and SUMO, this ensures that our delivery is age and stage relevant. Our approach ensures inclusivity as part of our school ethos. We ensure differentiation within delivery. Pupils are encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These vary depending on topic and year group.

Under the ASPIRE banner children in each year group will be taught the three core PSHE themes across the three terms of the school year. These are:

Health and wellbeing
Relationships
Living in the wider world

Alongside these, and part of PSHE, the children will be taught the core themes of the RSHE scheme of work (Please see “RSHE at Wilkinson” for more details). These are:

Relationships Education
Families and People Who care for me
Caring Friendships
Respectful relationships
Online Relationships
Being Safe

Physical Health and Mental Wellbeing Teaching at Wilkinson Primary School

Mental Wellbeing
Internet safety and harms
Physical Health and fitness
Healthy Eating
Drugs, alcohol and tobacco
Health and Prevention
Basic First Aid
Changing adolescent body

Sexual Education

Sexual Education is taught wholly through the science curriculum. This includes:

Main external body parts

The human body as it grows from birth to old age (including puberty)

The lifecycle of plants and some animals, including amphibians, birds, insects and mammals

Life processes and reproduction in some plants and animals.

Safe and Effective Practice

We ensure a safe learning environment by following our school policies and procedures in relation to keeping children in education safe and being sensitive to the individual needs and circumstances of the children in our classes. We follow the guidelines suggested by The PSHE Association in their advice “Handling complex issues safely in the PSHE education classroom” (PSHE Association 2018, www.pshe-association.org.uk). Staff are accordingly trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around

confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students are given the opportunity to raise questions anonymously in classes. All staff have access to pre-prepared resources (although they can create their own bespoke resources) and have the opportunity to plan alongside a member of the PSHE team, training in the delivery of resources, supported by internal and external staff e.g. PSHE Leads, Inclusion Manager, Safeguarding Lead, SMT, LA advisor.

Teaching staff endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision is made to meet the individual child/young person's needs. This may involve referring the child/young person back to their parent/carer or other internal support. The teacher will refer any concerns regarding safeguarding to the DSL via CPOMS and by personal conversation if urgent. Any referral to an external agency such as the School Nurse, a young person's health drop-in service, Walk in Centre or their Dr is done via the child's parent /carer. The teacher can access support from the Inclusion Manager, Emotional Well-being Practitioner and the Family Liaison officer to facilitate this.

The purpose of the agreed protocols is to establish clear ground rules with pupils to ensure pupils feel safe, listened to and supported.

We address gender issues to reduce gender stereotyping and broaden views of gender roles and expectations, e.g. it is acceptable for boys to show emotion and cry, and girls to have high job aspirations.

Safeguarding

All staff are continually trained in current safeguarding regulations. Teachers are aware that effective RSHE 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 follow internal safeguarding policies including informing the safeguarding lead via CPOMS and in person if the matter is urgent. Staff are kept up to date on a need to know basis of issues surrounding the children in their care/. In addition to this, prior to teaching specific sessions, teachers consult with the Designated Safeguarding Lead to check whether issues addressed may be of particular relevance to individual children in their class and appropriate differentiation can be made.

Where appropriate, suitably experienced and/or knowledgeable visitors from outside school (such as the school nursing team) may be invited to contribute to the delivery of RSHE in school.

All visitors will be familiar with and understand the school's RSHE policy and work within it as they will be sent a copy as part of the teaching agreement. 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 DSL / Headteacher 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 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. 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, Sex 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.

SEND

RSHE must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. At Wilkinson we are mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be a particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing learning opportunities.

For individual children, there may be a need to tailor content and teaching to meet the specific needs of these pupils at different developmental stages. As with all teaching for these subjects, we ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

Engaging Parents and Carers

The school recognises that the parents and carers 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. Parents and carers are encouraged to support the school's RSHE and have access to this policy in line with proposed government statutory guidance.

Parents and carers are key partners in supporting the school by:
Maintaining the culture and ethos of the family
Teaching their children about Relationships and Sex

Helping their children cope with the emotional and physical aspects of growing up
Preparing them for the challenges and responsibilities that sexual maturity brings
Identifying issues

As part of the RSHE curriculum we will support our parents and carers to:

- Help children to learn the correct names of parts of the body
- Talk with their children about feelings and relationships

We endeavour to make as much information as possible available to support parents in to encourage full involvement. We will consult parents on issues which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty.

The RSHE programme and policy are available to parents/carers on the school website. Information will be available at parents' evenings and through termly curriculum letters to ensure that all parents /carers are kept up to date with course content.

We also recognise that previously, parents (had) the right to withdraw their children from RSHE apart from content covered in the national curriculum for science. It is NOW the case that parental rights have changed with the introduction of the 2020 guidance on Relationships and Health education. As a school we have taken measures to ensure that by developing sensitive, inclusive policies and practices, and teaching within the agreed framework of our policy, we aim to reassure parents and prevent children from missing aspects of the work. Should any parents request the right to withdraw their child from RSHE education we encourage them to make an appointment with the Headteacher to discuss any concerns they may have with the curriculum. For a parental request that has been approved, the student will be withdrawn from the programme and will be taught elsewhere in the school. Personal and/ or specific issues relating to individual students will be referred to his/her teacher and dealt with on a one to one basis considering confidentiality and child protection procedures.

As of the 1st September 2020 parents no longer have the right to withdraw their children from Relationships & health Education in primary schools. This includes topics that cover same sex marriage, puberty and LGBT for example. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faith, ethnicity and culture of our community. Parents will have the right to withdraw children from any sex education that is not part of the national Curriculum Science programme. A breakdown of which parts of the RSHE curriculum are covered in the science curriculum, or those

covered by the Equality Act (2010), and therefore cannot be withdrawn from, are available on the school website.

Complaints

Any complaints about the content or delivery of RSHE should be addressed to the Head teacher. Please also refer to the Wilkinson Primary Complaints Policy available on the website.

Monitoring and Evaluation

This will in the first instance be undertaken by the Lead Teachers with responsibility for coordinating RSHE, (part of the PSHE Lead role), who will monitor the impact of the policy on children's learning, and report to SMT, who will assist the Headteacher to report to the governing body.

Student voice in determining the curriculum and in assessment.

Throughout RSHE lessons, pupils have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down to ensure inclusion of all pupils, although as part of the Pauses and Stops planning, there is opportunity for pupils to do this. Assessment is self-reflective and the teachers will guide the children through this, enabling them to reflect on their own beliefs and practices.

Pupils are 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 can be adapted where relevant to ensure concerns raised can be addressed as when and they voice concerns.

Policy review date

This policy will be reviewed in the summer term of the academic year 2020/2021 to ensure compliance with statutory guidance. Following this review, it will be reviewed biannually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.

Signed by:

PSHE Leads:

Headteacher:

Governing body representative: