

Keyingham Primary



RSHE Policy

Introduction

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life.

Definition

Sex and Relationship Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE, children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupils will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at Keyingham Primary, any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils involved and delivered by our school nurse. No information will be discussed with the children around sex and how babies are made. These lessons will solely focus on the changing adolescent body.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

Key Objectives

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights, especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Explore a range of attitudes, values and faith perspectives around aspects of relationships.
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

In addition to Relationships and Health Education, a puberty and growing up talk is taught in year 6 (content delivered by the school nurse). Parents are able to withdraw their child from this learning if they choose to (see 'Parents' section below).

Implementation

We deliver our RSHE curriculum through a range of approaches within the school day. Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the School at any time they are dealing with children.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

Within RSHE, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health and puberty. To achieve this, a number of teaching strategies may be used.

Equality, Inclusion and Support

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic. In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

A range of different families, faiths and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the School community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

The Role of Parents

RSHE is a partnership between the School and families. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. To achieve this, we:

- Inform parents routinely about the school's RSHE policy and practice
- The curriculum content and organisation is shared and explained
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact the school for more clarification.

Right to withdraw from Sex Education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (these elements are solely related to the changing adolescent body). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Deputy Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

Resources

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are invited

(annually) to review these resources and familiarise themselves with anything which is used.

We contact parents each year where they can familiarise themselves with the resources to be used. If you would like to see these at other times of the year, please speak to your child's teacher. If you would like to discuss any of the resources in more detail, please contact the school to make this request.

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:

- . *Anti-bullying*
- . *Child protection and Safeguarding Policy*
- . *Equality of opportunities*
- . *Health and Safety*
- . *Curriculum*
- . *External Complaints Policy*

Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the school website.