

# Graiseley Primary School



## Relationship Sex and Health Education (RSHE) Policy September 2023

## Rational and Ethos

Relationships and Sex Education (RSHE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships, good physical and mental wellbeing.

Primary school education is designed to provide the building blocks for later development within secondary education and adulthood. 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 policy reflects updated legislation, including the Equality Act 2010 and the RSHE Health Education Statutory guidance September 2019. Other related documents include associated DfE and wider government department guidance and Ofsted guidance. School policies and documents include the PSHE & Science Schemes of work, Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, and Health and Safety, External visitor Policy, Equality Policy, e-safety policy Extreme radicalisation in schools (Prevent) Policy.

At Graiseley Primary School, Relationship, Sex and Health Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (RSHE), aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing, and relationships. The biological aspects of RSHE are taught within the Science curriculum, where there is no parental right to withdraw, and other aspects are supported through assemblies.

Our RSHE curriculum lays the foundations for factual knowledge and starts to support students to develop associated skills and attributes. Effective RSHE, set with RSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

RSHE, at Graiseley Primary School, does not encourage sexual experimentation, the taking away of a child's innocence or beliefs, or imposing ideas onto young people. RSHE is not about

the promotion of sexual orientation or sexual activity - this would be inappropriate teaching. It is about students understanding the law (including Protected Characteristics, associated safeguarding) and the intentions behind these laws. It is important for parents to understand that the ethos of RSHE is grounded in UK law and child safeguarding.

Effective RSHE at Graiseley Primary School is dependent on partnerships at many levels; between our parents & 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. At Graiseley Primary School, 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.

All those who teach aspects of RSHE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community. The outcomes, intentions and values underpinning Relationship and Sex Education are:

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge and safe space to discuss this.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to others and listening sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils understand their sexual feelings and behaviour (at an age appropriate time), so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills and attributes (including language development associated with RSHE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.

- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way which does not instil fear in children) and the confidence and language skills to report incidents where they feel uncomfortable/unsafe to appropriate adults.
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media, social media, internet, and other influences / influencers.
- To value and respect difference and commonly held beliefs associated with all Protected Characteristics whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, sexuality, reproduction, sexual health and associated emotional changes in an age appropriate manner.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of sex and relationships education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

## Equal Opportunities Statement

The school is committed to the provision of RSHE to all pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds who make up our community and beyond. Equal time and provision will be allocated for all groups, but there may be occasions where children with Special Educational Needs or additional needs are given extra support.

## Roles and Responsibilities.

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.

Senior Mental Health Lead	Responsible for monitoring and addressing issues arising mental health and wellbeing of staff and students, including associated whole-school activities, and accessing support from external agencies.
PSHE/RSHE Co-ordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RSHE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Pastoral Staff including Family Support Workers	Responsibilities can include arranging appropriate support for family members and students, events, and activities in school to support the wellbeing of all members of the school community.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the student voice programme), where they wish to.  Follow appropriate classroom rules linked to safe classroom practice and school rules.

## **Legislation including statutory regulations and guidance.**

Documents which inform the schools RSHE policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (2016)

- PSHE Education Programme of Study Key stages 1-5 (PSHE Association) (Advisory Guidance)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2000)
- Children and Social Work Act (2017)
- Statutory Guidance: Relationships Education, Relationships and Sex Education (RSHE) and Health Education (2019, updated 2021).
- Keeping Children Safe in Education Guidance (updated yearly).
- Subject specific research and guidance from Ofsted.

Graiseley Primary School here, along with all schools has undertaken parental consultation inline with the statutory guidance identified above, around the formation of this policy and associated schemes of work. As part of this process we have engaged with the students, staff and parents who make up the school community; we work in partnership with other neighbouring schools and local authority to ensure that best practice is implemented.

Related school policies include:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- PSHE Policy
- Computing Policy
- PE Policy
- Science Policy

## Curriculum Design

Our RSHE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out above. The curriculum model we use is based upon best practice as established by leading subject organisations including the PSHE Association and Kapow, which have developed age and developmentally appropriate and inclusive approach to teaching RSHE. Further detail of our curriculum or available on request.

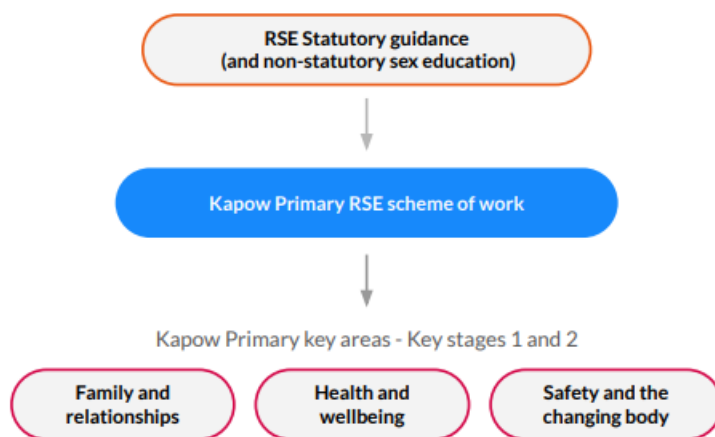
We use a variety of resources including:-

- School Nursing Service approved by the local authority who deliver age appropriate training in primary schools around various RSHE related themes.
- NSPCC "No Pants" Talk delivered by class teachers
- Picture News: A nationally recognised PSHE and Citizenship focused resource which provides weekly resources focusing upon an issue in the news.
- Kapow: A nationally recognised Local Authority quality assured curriculum package which provides complete RSHE curriculum resources.

- Dog, Duck and Cat Trust, a regional charity providing comprehensive resources linked to safeguarding and RSHE themes, for under 7's.

All external curriculum packages are reviewed and adapted to be in-line with the needs of the school community; this include removing some lessons from the taught package, adding extra sessions from other quality assured sources, or moving curriculum sessions to older year groups as required.

## *How Kapow Primary's RSE subject is structured*



Please see the mapped out long-term plan for each year group and the learning outcomes of what we currently teach in RSHE.

### Year 1

Families and relationships	Safety and the changing body	Health and Wellbeing
<ul style="list-style-type: none"> <li>• Exploring how families can be different.</li> <li>• Characteristics and impact of positive friendships.</li> <li>• Learning that issues can be overcome.</li> <li>• People show feelings differently.</li> <li>• Issues around stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to respond to adults in different situations.</li> <li>• Distinguishing appropriate and inappropriate physical contact</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring personal qualities</li> <li>• Strategies to manage feelings</li> </ul>

### Year 2

Families and relationships	Safety and the changing body	Health and Wellbeing

<ul style="list-style-type: none"> <li>• Learning that families are composed of different people who offer each other care and support.</li> <li>• How other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to online safety.</li> <li>• Distinguishing secrets from surprises.</li> <li>• Naming body parts and looking at the concept of privacy.</li> </ul>	See PSHE long term plan
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### Year 3

Families and relationships	Safety and the changing body	Health and Wellbeing
<ul style="list-style-type: none"> <li>• How to resolve relationship problems.</li> <li>• Effective listening skills and about non-verbal communication.</li> <li>• Looking at the impact of bullying and what action can be taken.</li> <li>• Exploring trust and who to trust and that stereotyping can exist.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a responsible digital citizen. Cyberbullying, identifying unsafe digital content.</li> <li>• Influences and making independent choices.</li> </ul>	See PSHE long term plan
Parent can not withdraw their children from any of the session covered within the Year 3 RSE curriculum.		

### Year 4

Families and relationships	Safety and the changing body	Health and Wellbeing
<ul style="list-style-type: none"> <li>• Learning that families are varied and differences must be respected.</li> <li>• Understanding physical and emotional boundaries in friendships.</li> <li>• The roles of bully, victim and bystander.</li> <li>• How behaviour affects others.</li> <li>• Appropriate manners and bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>• Building awareness of online safety and benefits and risks of sharing information online.</li> <li>• Difference between private and public.</li> <li>• Age restrictions.</li> <li>• Physical and emotional changes in puberty</li> <li>• <b>Menstruation talk delivered by the school nurse to girls only, at this point in KS2.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Developing emotional maturity.</li> <li>• Learning that we experience a range of emotions and are responsible for these.</li> <li>• Appreciating the emotions of others.</li> </ul>
Parent can not withdraw their children from any of the session covered within the Year 4 RSE curriculum.		



## Year 5

Families and relationships	Safety and the changing body	Health and Wellbeing
<ul style="list-style-type: none"> <li>Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family.</li> <li>Issues can strengthen a friendship.</li> <li>Exploring the impact of bullying and what influences a bully's behaviour.</li> <li>Learning to appreciate our attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the emotional and physical changes of puberty, including menstruation. <b>Delivered by the school nurse</b></li> <li>Learning about online safety, influence.</li> <li>Strategies to overcome potential dangers.</li> </ul>	See PSHE long term plan
Parent can not withdraw their children from any of the session covered within the Year 5 RSE curriculum.		

## Year 6

Families and relationships	Safety and the changing body	Health and Wellbeing
To resolve conflict, through negotiation and compromise. Respect. Understanding that everyone deserves to be respected. Grief.	The reliability of online information. The changes experienced during puberty. <b>Delivered by the school nurse</b>	See PSHE long term plan
Parent can not withdraw their children from any of the session covered within the Year 6 RSE curriculum.		

As part of our overall Safeguarding programme, on occasion lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe and awareness of national days of awareness and campaigns. Wherever possible, this information will be shared with parents.

### **Safe and Effective Practice including answering sensitive questions.**

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions anonymously through various methods. All staff are supported by pre-prepared resources, training and CPD in the delivery of resources and supported by internal and external staff including, but not limited to the RSHE Lead, Safeguarding Lead, Senior Mental Health Lead, SLT, LA Advisor, Public Health funded projects and resources.

During RSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present, although some lessons may be taught into split gender groups where appropriate.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, the School Nurse Service, the child/young person's doctor or to an established external organisation; it is important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

### **Safeguarding**

All staff will be trained in safeguarding. 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 should follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

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

There may be times when a child wishes to confide in a teacher or other school staff member. 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 Headteacher/DSL 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 nurse follows a separate code of practice linked with their professional regulations*

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 and Sex 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.

### **Engaging Stakeholders (including parents/carers/guardians and pupils).**

The school recognises that the parents 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. Graiseley Primary School believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships in all forms (for example friendships, acquaintances).
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues or concerns and sharing these with the school where appropriate.

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

- Help children to learn the correct names of the body
- Communicate with their children about feelings and relationships
- Work together around health-related behaviours.

As part of the RSHE curriculum, we will support students to actively talk to their appropriate adults (including parents), about their thoughts, feelings, beliefs, worries and concerns, and situations where they feel unhappy, unsafe, or uncomfortable.

Parents are encouraged to support the school's RSHE and have access to this policy via the School Reception and website.

Mrs Humphries (HT), Mrs Cartwright (DHT) and Mrs Weston (SENDco), have a duty to share RSHE materials with parents when asked to do so. Parents have the right to share these materials with anyone who needs to see the materials, for example other parents or carers, or to use as evidence if they wish to make a complaint about the materials. However, a parent should not publish materials online or use commercially in any way. Doing so, would make the parents liable for breach of copyright.

Parents have a right to request that their child is withdrawn from Sex education, but not from relationships education.

### **Parental Right to Withdraw.**

At Graiseley Primary School, we do not teach sex education content and, as set out in the RSHE guidance (2019), parents do not have the right to withdraw their children/child from Relationship or Health Education.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science.

### **Student voice in determining curriculum.**

Throughout RSHE and PSHE lessons, students can contribute to class discussions and to reflect upon their own ideas and opinions.

As part of the RSHE curriculum, pupils will be 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 will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns.

Students in older key stages will be able to voice opinions on resources / external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

### **Policy review date**

This policy will be reviewed in September 2024 to ensure compliance with appropriate 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:** *Mrs Cartwright*

RSHE Lead: Mrs Cartwright

Headteacher: Mrs Humphries



Governing body representative: