



## **Relationships, Sex and Health Education Policy (RSHE)**

**Date Reviewed by Full Governing Body: Summer 2023**

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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, 2022).
- 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
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- Mental Health and Wellbeing Policy
- Curriculum Strategy
- Bereavement and Loss Policy

## 2. The engagement and consultation process:

This policy will be evaluated and updated regularly with suggestions from:

- Pupil focus groups, including school council.
- Consultation and engagement with parents / carers
- Review of RSHE curriculum content with staff, pupils, and parents /carers
- Consultation with wider school community e.g., Family Health Nurses, Education Durham
- Department for Education guidance and updates
- Consultation, agreement, and implementation of policy by school governors

## 3. RSHE Programme definition

RSHE is the teaching of Relationships Education, Relationships and Sex Education and Health Education. It is about the emotional, social and physical development of our pupils and should equip children and young people with the knowledge, skills and values they need to develop safe, respectful and enjoyable relationships.

**Relationships Education** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online relationships. It provides children and young people with 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**

Is about 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 the changes that themselves and their peers will experience.



All RSHE sits within the wider programme of Personal Development and key links should be made to the other key areas.

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

We recognise that there may be a need to tailor the content and teaching in RSHE to meet the specific needs of pupils at different developmental stages. We ensure that, in accordance with our Special educational needs and disability (SEND) policy, all pupils will be supported to participate in activities and provided with opportunities to fulfil their potential, adapting resources and activities to ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## **4. Principles and Values –**

In addition, Edmondsley Primary School 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 a 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. Understanding that family is a broad concept; not just one model, e.g., children living with blended families; those living with same sex parents, 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. Showing awareness 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 in a safe environment 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 of family life, stable and loving relationships, marriage, and civil partnerships and how family dynamics may differ but the values remain the same.



- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including resilience, negotiation and decision making.
- the importance of permission seeking/consent and giving, in relationships including online and offline 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 online and offline.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for others regardless of age, disability, gender, race, religion or belief and sexual orientation.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and 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.
- understanding how to report concerns or abuse, including \*'child on child' abuse, and the vocabulary and confidence needed to do so.
- learning to actively seek, ask and recognise consent from others, including sexual consent. Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn
- 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**

- knowing and using the correct, anatomical language to address body parts.
- knowing that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact
- knowing the key facts about puberty and the changing adolescent body, which is relevant for all pupils, particularly from the ages 9 through to age 11.
- all pupils will 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 comes covered in '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**

The aim of RSHE is to provide balanced 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 have 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, both online and offline.
- understand and recognise the importance of seeking permission, refusal and consent.
- communicate and behave in a respectful manner towards people around them and the wider community which contributes to a safe, inclusive environment/community for all.
- develop awareness and understanding of their evolving sexuality and gender identity and that of others.
- 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**

All staff are responsible for the implementation of our RSHE policy across school. Teachers and HLTAs are responsible for the teaching of RSHE and for making adaptations where required for specific children in their class as well as those with SEND to ensure teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Laura Skidmore (PHSCE & RSHE subject leader) is responsible for the design and delivery of RSHE, ensuring it follows statutory guidance from the Department for Education and is up to date and relevant to the needs of the children at our school. She works with the staffing team and head teacher, to oversee the teaching and implementation of RSHE, coordinates and contributes to the in-service training of staff and liaises parents/carers and outside agencies.



The named governor responsible for RSHE (Leah Hogarth) regularly meets with the teacher responsible and reports to the Full Governing Body.

## Designated Child Protection Leads include

Angela Rees

Vicki Wood

Jennie Anderson (SENDSCO)

Computing co-ordinator, Alice Butler is responsible for the design and delivery of Computing, ensuring it follows statutory guidance from the Department for Education and is up to date and relevant to the needs of the children at our school. Computing teaches all children how to use technology safely knowing how to report content that makes them uncomfortable and understanding how to navigate relationships both online and offline.

## 7. Organisation and Content of RSHE

Edmondsley Primary School specifically delivers RSHE through its PSHE Programme (an overview of which is shown below), Computing, RE and Science lessons at foundation stage, Key Stage 1 and Key Stage 2. Long-term planning overviews for each subject are accessible via our school website.

	Relationships		Living in The Wider World		Health & Wellbeing	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and what is different about us?	Who is special to us?	What can we do with money?	How can we look after each other and the world?	What helps us stay healthy?	Who helps to keep us safe?
Year 2	What makes a good friend?	What is bullying?	What jobs to people do?	What helps us to stay safe?	What helps us to grow and stay healthy?	How do we recognise our feelings?
Year 3/4 Cycle A	How can we be respectful?	What are boundaries?	Why should we set goals?	What are rights and responsibilities?	How can our choices affect our feelings?	How can we stay safe in the community?
Year 3/4 Cycle B	How can we be a good friend?	What are families like?	What makes a community?	What keeps us safe?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4/5 Cycle A	How do we treat each other with respect?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	What strengths, skills and interests do we have?	How can we manage risk in different places?	How will we grow and change?
Year 4/5 Cycle B	What is a positive relationship?	How can we respect differences and similarities?	What are aspirations?	What makes us unique?	How can we develop healthy habits?	How can we stay safe at home?
Year 5-6 Cycle A	How can friends communicate safely?	What makes up a person's identity?	What decisions can people make with money?	What affects our mental health and how can we take care of it?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?
Year 5-6 Cycle B	How do friendships change as we grow? What will change as we become more independent?	How can we value diversity?	What jobs would we like?	How can we manage change?	How can the media influence people?	How can we keep healthy as we grow?

PSHE is split into 3 main components; Relationships, Living in the Wider World and Health and Wellbeing. Within these areas pupils will learn about developing healthy



relationships/friendships, resilience, personal hygiene, puberty, communication skills, assessing and taking risks, keeping safe at home and in the wider community, online safety etc.

Much of the RSHE at Edmondsley Primary School takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum, with support from professionals where appropriate, however it may also be taught by our highly qualified Higher Level Teaching Assistants. Our school staff are usually the best people to work with the pupils on many of the RSHE topics as they are aware of each pupil's individual circumstances.

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 year and referred back to at the start of 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 Edmondsley Primary School, 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.

### **Positive school culture**

Our school has a responsibility to help create and nurture a 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. Peer on peer abuse will not be tolerated or passed off as part of 'banter' or 'growing up'. Please see our Safeguarding Policy. This school is committed to taking a proactive and preventative approach to all abuse in schools. In an age and stage appropriate way topics such as **consent and permission seeking (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.

## **8. Inclusion**

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feels like they belong in our community. 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 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.*

The staff at Edmondsley Primary School are proud to have achieved the Rainbow Flag Award, which is a national quality assurance framework for primary schools, secondary schools and SEND schools. The award focuses on positive LGBT+, (lesbian, gay, bisexual, trans, plus other related identities), inclusion and visibility. The Rainbow Flag Award encourages a whole school approach to positive LGBT+ inclusion, as well as developing strategies to effectively challenge and combat LGBTphobic bullying.



As such, LGBT content is fully integrated into our RSHE provision and all pupils are taught LGBT content at timely points throughout their schooling, which is age and stage appropriate.

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 Edmondsley Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. We will engage with parents 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 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.

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

Edmondsley Primary School, consults with parents on what is to be covered externally by the School Nurse before the session is delivered.

Parents 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 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 with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'*

## **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. As a school we will monitor progress and impact throughout the delivery of the RSHE curriculum.

It is the responsibility of the Head Teacher/ Subject Lead 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 Subject Lead.



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.