

Relationships Education, Relationships and Sex Education & Health Education Policy

(RSHE)

Name of School: West Rainton Primary School

July 2023

Updated in line with current DfE RSHE statutory guidance



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Approved by:	Governing Body
Head teacher	Alison McDonough
Governor	Rev. Michael Beck



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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, 2023).
- 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:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Policy

- Personal Development policy
- Promoting Mental Health and Resilience Policy
- Drugs Policy
- Science Subject Policy
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2. The engagement and consultation process has involved:

- Pupil focus groups / school council
- Consultation and engagement with parents / carers – Remote or in person
- Review of RSHE curriculum content with staff, pupils, and parents /carers
- Consultation with wider school community e.g., Family Health Nurses, Education Durham
- Consultation, agreement, and implementation of policy by school governors

3. Define your RSHE Programme

In our school, this subject is known as **Relationships and Health Education (RHE)**. Whilst it still covers all age-appropriate objectives around sex education and the foundations of understanding and building sexual relationships, through consultation with parents and governors, this subject title was agreed.

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. 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

We focus on teaching the characteristics of good physical health and mental wellbeing. Puberty, including menstrual well-being, is covered in Health Education and addressed before the onset of puberty. This should ensure all pupils (regardless of gender and identity) are prepared for changes they 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. The subject leader is in regular contact with the lead for RSHE at our main secondary school, to ensure children are entering KS3 equipped with appropriate knowledge and skills.

Pupils with special educational needs and disabilities (SEND)

For some pupils with special educational needs, the RSHE curriculum can provide an additional support into personal and social development as it allows us all to explore our emotions and to verbalise our wants and needs. The curriculum in our school, fosters a safe forum and the opportunities to discuss our vulnerabilities, and our rights and responsibilities in staying safe and finding our voice. Some pupils may require additional support to understand some aspects of the curriculum and this

would be carefully planned through discussion with the school SENDCo and the parents/carers of the child.

4. Principles and Values –

In addition, West Rainton 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 the 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. 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. We are aware 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 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 and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- 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 negotiation and decision making.
- the importance of permission seeking/consent and giving, in relationships including online 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 off and online.
- 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 those who share the protected characteristics
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are 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.
- 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.
- 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)

* KCSIE 23

Knowledge and Understanding

- should know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact
- know 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 is 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 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, including online sharing.
- Understand and recognise seeking permission, a refusal and consent
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community
- develop awareness and understanding of their evolving sexuality and gender identity
- 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.

How RHE fits into our overarching curriculum key drivers:



Aiming high

We want our pupils to be inspired by our provision, and to ignite strong aspirations and high expectations of themselves and their future. Promotion of strong attendance is fundamental in this. Through the use of visits, visitors and enriching experiences, we will build knowledge and understanding of career possibilities as well as a hunger to embrace new and exciting opportunities. We will ensure we plan regular opportunities for children to develop self-belief and to see the benefits of taking risks and overcoming challenge. Our pupils will be supported to light up future pathways to fulfilling lives of employment choices, prosperity and future happiness. **In RHE, our curriculum is based around the values of empowering children to know what they want, need and deserve in life. They discuss the importance of striking a balance between holding high expectations of themselves and others, whilst managing feelings and knowing how, when and where to seek support in order to maximise their potential.**



Skills for learning and life

We want pupils to leave our school with a bank of knowledge and a skillset specific to each individual subject, whilst also making transferable connections across other areas of learning and life. Fundamental to this, is a curriculum rich in core skills of language, vocabulary, communication, literacy and numeracy. Our pupils will be taught to be inquisitive, follow a line of enquiry to reach answers, and to recall and present their learning in a vibrant range of ways. Opportunities to develop resilience, organisation, leadership, teamwork, adaptability, patience and initiative are all interwoven into our subjects and wider school life in order for our children to adjust to new learning situations. **RHE teaches us empathy, emotional intelligence, social communication skills as well as an abundance of knowledge around safety and wellbeing. Due to the nature of discussing our worldviews, in line with our class agreements, pupils are equipped with the confidence and skills to debate, challenge and support each other's' opinions. They invariably work with different people each session, which fosters adaptability and assertiveness.**



Growing healthily

Equally as important to us is the development of the whole child. Feeling safe, happy and valued is a fundamental right of all pupils. Our inclusive-rich ethos provides the backdrop to our personal development and wellbeing provision which is skilfully interwoven into all that we do. All pupils are supported to develop a strong understanding of the importance of good physical and mental health, whilst also learning a whole range of factors and influences that can have a negative impact on us. Making, nurturing and maintaining healthy relationships, both on and offline, equips children with the strength and security to recognise what they want and need in life. We believe a strong understanding of e-safety forms a crucial part of being a healthy, well-rounded 21st century global citizen. **We are proud that our RHE teaching and learning transcends the subject into our whole school ethos, underpinning all that we do. Pupils are taught about safety in the sun, water, at home, on the roads, online, as well as first aid, emergency situations, healthy relationships, consent in all forms, and sexual harassment.**



Knowledge of the world

When our pupils leave us at the end of Y6, we want them to feel so proud of themselves as people that they have the personal strength and self-confidence to find their place as positive global citizens. Through our carefully-planned provision, our pupils will experience a diverse and inclusive-rich experience that allows them to bank cultural capital as well as developing a secure understanding of the importance of equality. As well as a secure knowledge of British values, our pupils will have their minds and horizons broadened through diverse social, moral, spiritual and cultural experiences. Pupils will be regularly encouraged to revisit and extend their world-view, fostering tolerance, sensitivity and empathy to interact positively with others. **RHE experiences broaden our children's world view as we work through a diverse and broad curriculum built around the nine protected characteristics of the Equality Act of 2010, and the UN charter of children's rights. This fosters confidence to challenge discrimination, sexism, homophobia, prejudice, which is inclusive to all children and young people. Through this, pupils are able to see differences and similarities in how pupils of their age live all over the world. Our pupils also consider the global priorities which will impact and feature in any future career, such as the climate crisis and net zero targets.**

6. Roles and Responsibilities

Our headteacher, Mrs Alison McDonough is our RHSE lead in school, alongside our lead governor Rev. Micahael Beck. Both also hold the responsibilities of leading safeguarding in school, as well as championing attendance. Mrs McDonough is also e-safety lead alongside a second staff member, Mrs Claire Maddox.

7. Organisation and Content of RSHE

West Rainton Primary specifically delivers RSHE through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the RSHE at West Rainton Primary takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate.

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 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 West Rainton Primary, 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 and Behaviour Policy for more information. 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 this school. 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.

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 West Rainton Primary, we believe the role of parents in the development of their children's understanding about relationships is vital. We regularly engage with parents to help make certain they understand the RSHE provision taught. This is done through our newsletter, transition meetings, parents' evenings and specific RHE parent sessions. 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

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.

At West Rainton Primary School, there are no elements of sex education taught that are non-statutory, making it clear for parents regarding compulsory participation.

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

It is the responsibility of the Head Teacher/ Leadership Team 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 Leadership Team.

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.

Appendices:

To add and update frequently a sample or simplified Scheme of Learning - A request for resources or curriculum can be requested from parents and carers.