



# **Glebe** Junior School

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

<b>Review Date</b>	<b>Approved by</b>	<b>Minute Number</b>
2 December 2022	TLAC	TLAC06/12/22
20 November 2023	TLAC	TLAC06/11/23 v2
26 November 2024	TLAC	TLAC06/11/24 v2
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## **Excellence and Enjoyment**

'Helping children to develop as confident, enthusiastic and effective learners is a central purpose of primary education.'

## **Legislation**

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, (RHE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

## **Rationale**

At Glebe Junior School, we believe that Relationship, Sex and Health Education is lifelong learning about physical, moral and emotional development; it is about the understanding of the importance of loving and caring relationships which value honesty, respect and fulfillment; it is about the teaching of healthy relationships and health; it is about our core value of developing successful lives.

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the governors at Glebe Junior School have overseen the production and development of a RSHE policy which will be made available to parents on our school website and have decided to deliver a RSHE programme in addition to that which is part of the statutory Science Curriculum.

## **What is RSHE?**

Relationship education is learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and health. Some aspects are taught in science, and others are taught as part of personal, health, social and economic education (PHSE).

A comprehensive programme of RSHE provides accurate information about the body, reproduction, and health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

## **Aims**

The aim of RSHE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour and maintain positive and fulfilling relationships.

This should take place with consideration of the qualities of relationships within families. The objectives of Relationship, Sex, Health, Education are;

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area

- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
  - **To encourage pupils to** develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- Being prepared for puberty
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all students to learn appropriate to their needs

### **Morals and Values Framework**

Our approach to RSHE will be conducted within a clear morals and values framework based on the ethos of our school, and the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including appropriate relationships, based on mutual consent, rather than coercion.
- The right to be respected, not to be abused by other people or be taken advantage of.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSHE.
- Access to help from trusted adults and helping services.

### **Teaching and Learning**

As part of the 2014 National Curriculum in Science we will teach Year 5 pupils about “different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.”

The teachers will also deliver RSHE ‘Clued up for growing up which identify age appropriate:

Y3-

To identify and respect the differences and similarities between people

To use the correct vocabulary for parts of the body

To recognise that boys and girls are the same in many ways but we are all unique

To recognise increasing responsibilities as children develop

To explore the human life cycle

Y4-

To recognise increasing responsibilities as children develop into adults  
To explore human life cycle and name the different parts  
To explore the physical changes in puberty (using age appropriate resources)  
To explore emotional changes in puberty and how to deal with them

Y5 –

To explore the human life cycle  
To consider responsibilities of becoming a parent  
To explore a range of different families  
To identify professionals who can provide support for our families

Y6

To explore a range of different families  
To identify professionals who can provide support for families  
To explore emotional changes during puberty  
To understand the importance of hygienic habits and beyond puberty  
To recognise the traits of a healthy, positive relationship and explore aspirations for the future

These materials and resources used in school are available for parents to view.

### **Menstrual Well Being**

'The onset of menstruation can be confusing or even alarming for girls if they are not prepared.'  
Pupils should be taught key facts about the menstrual cycle. Glebe junior school covers this through our puberty RSHE lessons and have a wide variety of books the library to support their learning. Alongside this Glebe has the school website, RSHE section, which helps support parents with the curriculum and gives them websites they can access and books to read if they wish.

### **Inclusion**

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSHE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

### **Pupils with Special Educational Needs and Disabilities**

As with other subjects, pupil with SEND may need additional support to access the RSHE/PSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of

RSHE/PSHE – this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

### **Diverse Families**

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

### **Gender**

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

### **Delivery**

The planning and delivery of the programme is undertaken by teachers. Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, drugs and other issues. We carry out the main RSHE teaching through our Personal, Social, Health and Citizenship Education curriculum. PSHE/ RSHE will be delivered in weekly sessions for one hour.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSHE/PSHE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning RSHE, PSHE and related issues.

All teachers will deliver RSHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHE and RSHE sessions.

### **Answering Questions**

As with any topic pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents.

### **Governing Body**

- Nominate PSHE/RSHE lead in school
- Development and implementation of RSHE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSHE policy

- Ensure all staff comply with policy
- Make a copy of the policy available on the school website and to parents.
- Adequate resourcing available for subject ▪ Link governor to monitor RSHE/PSHE
- Monitoring, review and evaluation of this policy

### **Headteacher**

- Consult with key stakeholders about the RSHE policy
- Implement RSHE policy
- Monitor compliance to policy
- Work closely with the link governor and coordinator
- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSHE
- Undertake risk assessments when required
- Monitor the effectiveness of this policy and report annually to governors

### **Co-ordinator**

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Review and monitor RSHE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

### **Review**

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

### **Assessment**

As with all curriculum areas there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning at the end of each term. This assessment will be in different forms assessment wheel, involve quizzes, work samples, observation of role-play, pictures, and so on.

### **Confidentiality and Safeguarding**

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

## **Partnership with Parents**

We see parents as key partners in our provision of RSHE and PSHE. To support the important role of parents we provide regular information about the content of our curriculum and when topics are delivered. Parents are encouraged to talk with their child about the RSHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs.

## **Parental Consent We**

will:

- Consult with parents and carers on all matters of RSHE.
- Listen to the views of the children in our school regarding RSHE.

## **Role of Parents and Carers**

The school is aware that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents and carers about the school's RSHE policy and practice.
- Answer any questions that parents or carers may have about the RSHE education of their child.
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for RSHE in the school.
- Encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers do not have the right to withdraw their child from statutory elements which are taught through Science, health and relationships. If a parent wishes for their child to be withdrawn from the Sex element of RSHE lessons (how a baby is made and born) they should discuss this with the Head Teacher/PSHE lead, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers, when necessary, in this regard, however this will be noted and signed by the Headteacher and parent/carer.

## **Complaints**

If you have a complaint about the RSHE/PSHE policy or provision please follow the school's existing complaints procedure which can be found here:

## **Policy links**

Anti-bullying policy

Equality policy

Safeguarding policy

PSHE policy