



Relationships, Sex and Health Education (RSHE) Policy incorporating Personal, Social and Health Education (PSHE)

St Luke's Christian ethos underpins all aspects of its policy and practice

This policy outlines the purpose, nature and management of the PSHE taught at St Luke's CE Primary School. It was produced by the PSHE lead through consultation with SLT, governors, parents and pupils.

Definition of Relationships, Sex and Health Education

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

RSHE and PSHE Importance

Our Relationships, sex and health education (RSHE) program is compliant with statutory and our personal, social and health education (PSHE) program is compliant with both statutory requirements and non-statutory guidance. RSHE and PSHE at St Luke's promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. At St Luke's, children's wellbeing, happiness and safety are of high priority, and RSHE and PSHE are the key vehicles through which we share this with children. We regard RSHE and PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Aims

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area
- To offer all pupils a regular, sequenced program of age-appropriate education about physical and mental development, healthy relationships of all kinds, sexuality, families, keeping healthy and safe.
- To teach about sex and sexuality within the school's ethos and moral framework emphasizing the importance of commitment, stable relationships and family life.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- To celebrate diversity in people, families and relationships and promote tolerance
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- 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
- 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 ensure pupils know who can help them and how to access support
- To provide opportunities for all students to learn appropriate to their needs
- To help children grow into reliable, independent and positive citizens for the 21st century

Legislation

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) 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 Departments for education's guidance 'Personal, Social, Health and Economic (PSHE)' Updated February 2020, the Equality Act 2010 and Keeping Children Safe in Education.

Policy development, responsibilities, and review

The RSE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed annually and the responsibilities regarding the policy are outlined below:

Governing body

- Link governor to monitor RSE/PSHE
- Monitoring, review and evaluation of this policy

Head teacher

- Consult with key stakeholders about the RSE policy
- Implement RSE 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 RSE
- Monitor the effectiveness of this policy and report annually to governors

Co-ordinator

- Lead on curriculum development in line with the RSHE/PSHE policy
- Work closely with SLT and governors to implement the curriculum in line with the policy
- Provide appropriate support and guidance to staff, including training when needed
- Monitor new developments and keep informed of good practice
- Review and monitor RSHE/PSHE curriculum and implementation of RSHE policy and report 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.

Dissemination

We will raise awareness of this policy via:

- The school website
- Parent meetings
- Staff meetings
- Displays around school

Content of RSHE and PSHE

St Luke's will follow the 'SCARF' scheme to deliver RSHE and PSHE lessons. Areas not covered by the scheme will be covered in additional sessions, which may include celebration events, day to day teaching, specialist visitors and assemblies. This will be co-ordinated by the subject lead and will be developed from the government recommended 'PSHE Association'. Teachers may provide additional learning opportunities of these subjects through discussions where appropriate to a class circumstance or link with another subject.

See **Appendix 1** for 'SCARF' scheme yearly overviews

See **Appendix 2** for 'SCARF' links to statutory guidance

See **Appendix 3** for statutory guidance to be taught outside of the 'SCARF' scheme.

Early years (PSED)

Personal, social and emotional development (PSED) supports children to learn to get on well with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. At St Luke's, PSED is taught through a variety of means used on a daily basis. These are taught through both discrete learning opportunities and through focussed sessions. The 'SCARF' scheme is used to provide a basis of learning outcomes, however, lessons are adapted and taught according to the children's needs. This is implemented through modelling within play, discussions during circle times and relevant and appropriate day to day opportunities.

Sex Education

At St Luke's sex education is taught through the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Some aspects of the additional, non-compulsory sex education may be taught during Year 6 dependent on the needs of the children in that co-hort.

Inclusion

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and celebrate differences. 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 RSE 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 *all teaching staff and monitored by the RSHE/PSHE* Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues. We carry out the main RSHE teaching through our Personal, Social, Health and Citizenship Education curriculum.

RSHE/ PSHE is delivered weekly and 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. This may include *circle time, discussions, role-play, physical activities, written activities, assemblies, focused celebration days/weeks and art*. 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. All teachers will deliver RSHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. .

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.

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.

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.

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 half-term. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, question and answer 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. Teaching staff will endeavor 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 information about the content of our curriculum and when topics are delivered which can be found in the Appendix. 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. Parents can find useful links on our website to support these home discussions.

Our programme is reviewed regularly, and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher who may then refer you to the subject lead.

Right to withdraw

The Department for Education states that parents can not withdraw their child from Relationships Education due to its importance.

The Science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Date of policy: July 2020

Date policy to be reviewed: July 2021