

SHIREMOOR PRIMARY SCHOOL RELATIONSHIPS AND HEALTH EDUCATION (RSHE) POLICY



Introduction

The teaching of Relationship and Health Education at Shiremoor Primary School is an important aspect of pupils' education. Relationships and Health Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationships and Health Education should be shared with parents and be both mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. It is about understanding the importance of family life, stable and loving relationships, respect, self-esteem, love and care and promoting the British Value of tolerance.

The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Relationships and Health Education, and that the pupils receive their educational entitlement giving due consideration to DfE Relationships Education, Relationships and Sex Education and Health Education (2022).

Every child is entitled to receive Relationships and Health Education where the well-being of the learner is paramount. It is our intention that all children have the opportunity to experience a programme of Relationships and Health Education at a level which is appropriate for their age and physical development with differentiated provision if required. We firmly believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities and responsibilities of adult life, building healthy relationships and staying safe.

Key definitions

Relationships and Health Education is statutory in primary schools.

Relationships, Health and Sex Education (RSHE) is lifelong learning about physical, social, moral, and emotional aspects of growing up. 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. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships and supports children to be safe, happy and healthy in their interactions with others now and in the future.

Relationships Education, Health Education and Science work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, understanding of acceptable behaviour and right and wrong.

SHIREMOOR PRIMARY SCHOOL RELATIONSHIPS AND HEALTH EDUCATION (RSHE) POLICY

Overall Aims and Objectives We aim to achieve

this by:

- Providing PSHE Education that is dynamic, relevant and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children.
- Holding high expectations for all children and modelling our expectations at all times.
- Viewing Relationships and Health Education (within PSHE) as vital and a holistic part of our duty to safeguarding and child protection and promotion of outstanding behaviour within our PSHE Curriculum.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010) through dealing honestly and sensitively with sexual orientation, answering appropriate questions and offering support, without direct promotion of any orientation.
- Providing our pupils with Relationships and Health Education that is developmental and age-appropriate and contributes to lifelong learning and pupil well-being.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school and on our website and supporting them should they have questions or concerns about Relationships or Health Education.
- Involving our local community partners such as healthcare professionals to enrich and support pupil's learning in Relationships and Health Education where appropriate.

Aims of Relationships and Health Education

Taking account of the age, maturity and individual needs of our pupils, Relationships and Health Education aims to:

- Provide the knowledge and information to which all pupils are entitled.
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- Develop the confidence to be participating members of society and to value themselves and others.
- Prepare pupils for puberty (physical and emotional bodily changes) and encourage them to take responsibility for their own actions.
- Give children an understanding of reproduction.
- Give children an understanding of the importance of health and hygiene.

SHIREMOOR PRIMARY SCHOOL RELATIONSHIPS AND HEALTH EDUCATION (RSHE) POLICY

Confidentiality

At Shiremoor Primary School we believe that because Relationships and Health education works within pupils' real-life experiences, it is essential to establish a safe learning environment in which teaching will take place. We will create a safe and supportive learning environment by:

- Establishing ground rules for lessons agreed by pupils and teachers.
- Role modelling and teaching our high expectations of behaviour for learning.

Where pupils indicate that they may be vulnerable and at risk, they will get support by staff following our Safeguarding Policies and informing the Designated Safeguarding Leads.

Equality and Diversity

Shiremoor Primary school strives for the best outcomes for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation.

We ensure our Relationships and Health Education is sensitive to the needs of ALL our pupils and their families by:

- Being aware of each group of pupils' individual characteristics, backgrounds, attitudes and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Health Education for all our pupils.
- Valuing and respecting all pupils contributions and experiences by supporting them to articulate their perceptions.
- Ensuring freedom from all forms of bullying as is our duty within the Equalities Act (2010) through a zero tolerance approach within all our policies and practice.
- Promoting social learning and expecting pupils to show a high regard for the needs of others by following our Core Values: Aspire, Challenge and Respect.

Key Principles and Teaching Methodology

Our programme of study is taught by following the strands and themes outlined by the DfE's non-statutory and statutory guidance, in keeping with information from the National Curriculum and PSHE Association. We aim to give our pupils a comprehensive, balanced and relevant body of factual information to inform their present and future risk assessment, decision-making and management with teachers frequently acting as facilitators.

Relationships and Health Education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. Children learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. In the early primary school years, education about relationships focuses on friendship, bullying and the building of self-esteem, recognising and understanding how to manage emotions.

SHIREMOOR PRIMARY SCHOOL RELATIONSHIPS AND HEALTH EDUCATION (RSHE) POLICY

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage.

Cross Curricular Learning

Teaching and learning in Relationships and Health Education is delivered alongside statutory content in National Curriculum subjects e.g. PSHE, Science, Computing and Religious Studies to further develop and build on knowledge and skills across the curriculum.

In particular, there are many links between the statutory content of Relationships and Health Education and the Science curriculum in both Key Stages 1 and 2:

Key Stage 1

- ☒ Notice that animals, including humans, have offspring which grow into adults (lifecycle of mammals).

Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

*Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

Relationships and Health Education is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Foundation Stage

Children are introduced to their bodies and how to look after it e.g. how to wash hands correctly and the importance of basic hygiene.

Children learn the parts of their bodies that are private and are taught that they should only allow people they trust to touch their bodies (hand holding, cuddles, kisses) to keep themselves safe.

Children are taught skills to develop healthy friendships with other children and adults.

Children are taught to name and recognise their emotions, and begin to learn how their emotions affect their behaviours.

Key stage 1

Children learn about how humans grow and stay healthy (physically and mentally).

Children are able to name their body parts and our bodies and taught how to look after themselves (personal hygiene).

Children discuss differences and the importance of respecting others' families and relationships.

Children begin to think about growing up and how they have changed from a baby into a child and how they will continue to grow into an adult.

Children are taught skills to develop healthy friendships with other children and adults.

Key stage 2

Years 3 and 4

- Children develop skills to build healthy relationships and respect differences between friends.
- Children are taught to question stereotypes.
- Children continue to learn about their bodies, how to keep themselves physically and mentally healthy and keep themselves safe. Children are taught what to do or who to go to if they are feeling unwell physically or mentally.
- Children are taught about the importance of mutual respect in friendships and relationships and can talk about the importance of 'consent' and respecting others.

Years 5 and 6

- Children are introduced to puberty and the changes that occur to their bodies, including how to manage these emotionally and physically (the importance of quality hygiene).
- Children learn about building and maintaining healthy friendships and relationships and are taught when it is safe and unsafe to keep secrets.
- Children revisit the ways in which they can work to keep themselves physically and mentally healthy and discuss the importance of having hobbies, a balanced diet and sufficient sleep on their mental wellbeing.

- Puberty lesson content and teaching resources remain developmentally appropriate and include information on: hygiene, emotions, boy and girl changes and why they happen and pregnancy.

Teaching around Puberty in Primary School

We will teach about puberty in Years 5 and 6, in keeping with our Relationships and Health Education and PSHE Curriculum. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it.

Children with Special Education Needs

We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our Relationships and Health programme, we will be sensitive to the needs of those developing at different rates. We will ensure that our young people have different opportunities to learn about puberty and prepare themselves for it. Programmes will be tailored to individual needs. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is voluntary. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Relationships and Health Education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although some of the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion. Staff agreed to answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

Procedures for Withdrawal of Pupils

Parents do not have the right to withdraw their children from Relationships Education. Parents do not have the right to withdraw their child from the science curriculum.

Monitoring and Evaluation

At Shiremoor Primary School, the PSHE/RSHE Coordinator monitors assessments and the curriculum delivery.

Consultation

Parents are consulted on the curriculum on a yearly basis either via an open session in school with the PSHE lead and members of the SLT or digitally through email or questionnaire.

This policy is supported by the following statutory guidance documents or is underpinned by statutory guidance:

- DfE guidance June 2021 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', which is statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002.
- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Children Act 1989 and 2004
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice (January 2015)
- Safeguarding Vulnerable Adults Groups Act 2006
- Equality Act 2010