

# Laygate Community School



## RSHE Policy

Draft written: March 2021

Date for review:

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

## **Statement of Intent**

At Laygate Community School, our pupils' spiritual, moral, cultural, mental and physical development is at the heart of our school ethos and we aim to support pupils to prepare them for the opportunities, responsibilities and experiences of later life by underpinning learning in the classroom, whole school and in the wider community. This policy reflects Laygate's overarching aims and objectives in contributing to the achievement and mental and physical health of our children by encouraging mutual respect, resilience, pride, independence, confidence and self-esteem. Our aim is for children to develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form positive relationships with others in a happy and caring atmosphere, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need.

This policy has been produced in accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, 2019, and other relevant guidance documents and statutory requirements, alongside consultation with staff members, governors, pupils and parents within the school community. This policy will be reviewed regularly in line with government guidance.

## **Rationale and Ethos**

This policy outlines Laygate Community School's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. We view the partnership of home and school as vital in providing our pupils with a broad and balanced approach to developing positive relationships that keep them safe and supports them to maintain a healthy lifestyle, both physically and mentally.

Relationships Education is defined as the: *'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'* (Department for Education Statutory Guidance, 2019).

The intended outcomes of our RSHE programme are that pupils will:

- Know and understand positive and healthy relationships and the importance of commitment
- Understand their rights, especially in relation to their bodies
- Know that they have a responsibility to understand and explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Prepare pupils for the physical and emotional changes of puberty
- Develop the skills to recognise and manage their own emotions
- Develop the attributes to support the development of healthy bodies and minds

- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop the skills to assess risk and stay safe
- Provide pupils with the knowledge and skills to access appropriate support

## **Implementation**

Our RSHE programme is an integral part of our wider curriculum offer and is designed to meet the unique needs of our pupils appropriate to their age, ability and level of maturity. As a school, we are able to select content that is relevant to our children and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes to support a broad and balanced curriculum.

### **Legislation (statutory regulations and guidance)**

Current regulations and guidance from the Department for Education state that from September 2020, all schools **must** deliver relationships education. From this date, we are required to teach Relationships and Health Education. For aspects of sex education which are **not** part of the Science curriculum, parents have the right to withdraw pupils **but not** from Relationships or Health Education.

The RSHE teaching in our school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. Teaching of RSHE takes into account the age, ability, special educational needs and/or disabilities (SEND), readiness and cultural backgrounds of all children to ensure that all can access RSHE provision delivered to them through a curriculum which is age and developmentally appropriate.

### **The Curriculum**

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover the following topics:

- British values
- Careers
- Citizenship
- Coping strategies
- Democracy
- Diversity
- Emotional health
- E-safety
- Financial education
- Healthy eating
- Healthy relationships/bullying
- Physical activity
- Puberty/Growing up
- Risk taking/safety
- Substance misuse
- Tobacco

All teachers have responsibility for planning and delivering RSHE using a factual, balanced and non-judgemental approach. Teaching assistants may provide additional support, in particular for children with special educational needs and/or disabilities.

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age appropriate, progressive and builds on children's knowledge, understanding and skills year on year. We work on objectives in each year group that support the outcomes outlined in the government RSHE guidance.

The RSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education and Health Education Guidance 2019.

RSHE is delivered through the PSHE curriculum using a whole school approach which includes:

- Discrete curriculum time;
- Teaching RSHE through other curriculum areas, for example, Science, Computing (*E-safety*), Geography (*recycling*), PE (*leading healthy, active lives*);
- RSHE activities and school events, e.g. Anti-bullying week, Healthy Eating week;
- Pastoral care and guidance.

At Laygate Community School, we acknowledge that there must be a flexible approach to RSHE teaching as some objectives for RSHE are met outside of the RSHE curriculum. And so, as the world continues to change, we are able to respond to emerging issues at a local, national and global level in an age appropriate way. This will allow our children to explore their attitudes, values and beliefs about events which they encounter in their own lives.

Provision for PSHE, Relationships Education and Health Education will also be delivered through assemblies, extra-curricular activities, visits, visitors, school council meetings, healthy schools initiatives, playtimes and special events in school.

### Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Examples of resources which may be used by class teachers include: 1decision, PSHE Association programmes of study, Teaching Drug and Alcohol Education with Confidence in Primary Schools etc. We also access resources from organisations such as the NSPCC, RSPCA, MoneySense (NatWest Bank) and other reputable organisations. Some teaching is also outsourced to other professionals, e.g. The School Nursing Service.

### Sex Education

In addition to Relationships and Health Education, we also cover sex education in Year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents are able to withdraw their child from this learning if they choose to.

## Safe and Effective Practice

Within RSHE, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used:

- establishing ground rules with pupils
- using 'distancing' techniques, e.g. stories, scenarios, clips from TV programmes
- provision of a question box during each planned session
- dealing with children's questions in an appropriate manner
- using discussion, role-play and appropriate materials
- encouraging reflection

We will ensure a safe learning environment by enabling pupils to have discussions and engage in learning activities in a safe climate of trust, cooperation and support. A safe learning environment will be created by:

- working with pupils to establish ground rules about how they will behave towards each other in discussion
- provide opportunities for pupils to discuss issues in small groups as well as sharing their views with the whole class
- make boxes available in which pupils can place anonymous questions or concerns
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making it clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)

Teachers will be:

- cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and law
- sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link RSHE education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school

N.B. At Laygate Community School, we have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils. If a teacher is posed with a question from children with regards to RSHE, the teacher will answer this question as factually as possible, drawing on their knowledge from the curriculum. Teachers and HLTAs have had training from the Local Authority on how to answer difficult or sensitive questions.

## Safeguarding

At Laygate Community School, we understand that by nature certain subjects may carry an increased risk of pupil disclosure. In cases where there is a safeguarding risk, the school Safeguarding Policy, in line with Keeping Children Safe in Education (2019), will be followed. However, we also recognise that there may be disclosures that are not safeguarding issues but opportunities to support the child. In these cases, concerns will be recorded on individual pupil Running Records and pupils will be supported by the Inclusion Manager, Mental Health Champion, Child and Family Welfare Officer, Deputy Head Teacher or Head Teacher. Staff may also refer or suggest local or national support services or information for pupils and their families. All external contributors will be informed of our Safeguarding Policy prior to working with the children.

Along with Local Authority training for Teachers and HLTAs/TAs on answering sensitive and difficult questions, if the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Safeguarding Lead or Safeguarding Deputies by replying in the first instance: *'That is a really interesting question and I need time to think because I want to give you a proper answer.'* Parents can find further information by visiting GOV.UK.

## Engaging Stakeholders

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be informed via letter when children receive certain aspects of the RSHE programme of study, e.g. *'to name the main parts of the body including external genitalia'* in KS1 and *'to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction'* in KS2. Parents will be informed of the age appropriate objectives which will be delivered to their children.

We are committed to working with parents and carers to ensure that they are fully aware of what is being taught and provide additional resources and support through the school website, letters home, consultation and parent information sessions with opportunities to view the materials and resources being used in school.

## Right to withdraw from sex education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which is covered within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in year 6 by informing their child's class teacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

## **Impact**

### **Monitoring, Reporting and Evaluation**

Whilst we understand that RSHE cannot be assessed in the same way as traditional subjects, we still believe it is important to monitor pupil progress. Monitoring of RSHE is carried out by the PSHE Co-ordinator through learning walks, evidence in books, staff questionnaires, pupil discussions and questionnaires.

RSHE is reported to parents in end of year reports through the 'Foundation Subjects' section.

RSHE has a designated Co-ordinator and Link Governor who will regularly monitor the subject on a termly basis and attend CPD and Network Meetings from the Local Authority. The PSHE Co-ordinator will ensure there is appropriate and regular INSET for all teaching staff and HLTAs/TAs.

The RSHE policy supports the following policies:

- PSHE
- Religious Education
- Science
- PE
- ICT
- Healthy Schools

### **Links to Government and Other School Policies**

This policy should be read in conjunction with the following guidance/policies:

- Keeping Children Safe in Education 2019
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019
- Equality Act 2010
- Child Protection and Safeguarding
- Online safety
- Drug education and the management of drug-related incidents
- Attendance
- Behaviour
- Inclusion
- School visitors

**RSHE Policy Review Date – May 2021**