



# Horsley C of E Primary School

## Relationships and Health Education Policy (RSHE)

A statutory policy

Effective date 1<sup>st</sup> April, 2021

Signed, Head Teacher Gary Price

Signed, Chair of Governors Mags Ratford

Date of next review 1<sup>st</sup> April, 2023

**Please read in conjunction with the**  
Safeguarding and Child Protection Policy  
Accessibility Policy  
Anti-Bullying Policy  
Attendance Policy  
Behaviour Policy  
E-safety and Acceptable User  
Special Educational Needs Disabilities Policy

**Equality Act 2010 [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)**

## **A Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RHSE) and Health Education (RSHE)**

At Horsley C of E Primary we seek to provide Relationships Education and Health Education (RSHE), which will enable all pupils to flourish.

- 1. We commit: To work in partnership with parents and carers.** This will involve dialogue with parents discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of R.S.H.E.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and R.S.H.E. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our community.** It will not discriminate against any of the protected characteristics in the Equality Act 2010 and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
- 7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## **Curriculum Statement of Intent**

R.H.S.E offers learning opportunities and experiences that enable children and young people to grow and develop as individuals and as valuable members of families and communities. The R.S.H.E programme alongside our school values, help children to empathise with others, develop healthy relationships and support their emotional and physical well-being. R.S.H.E provides children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. We want to inspire our children to be enterprising and to support them in making effective transitions, positive learning and career choices. It gives children and young people the skills to reflect on and analyse their own values and equips them to face difficult and sometimes conflicting attitudes they may face in the future.

### **RSE**

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing

In line with the DfE 2019 Guidance, the focus of RSE at Horsley C of E Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2020 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RSE curriculum at Horsley Primary School is key to this provision. This curriculum plays an important preventative role.

### **Health Education**

We aim to equip children with knowledge to make good choices in the future around mental health and wellbeing, internet safety and harms, physical health and fitness, healthy eating and drugs, alcohol and tobacco. It will equip them to take responsibly their own health and understand and manage changes during adolescence. In addition, they will learn basic first aid skills.

## **Implementation of the RSHE Curriculum**

The statutory Relationships and Sex Education and the Health Education guidance released in September 2019 is used to inform our planning and objectives are taken from the online SCARF Curriculum. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020. This date was reviewed by the DfE as a result of the COVID pandemic.

At Horsley, R.S.H.E is taught predominately in mixed age groups (EYFS, Y1/2, Y3/4 and Y5/6. This ensures good coverage of topics and means that the children are able to access knowledge and understanding at an appropriate depth and that there is clear progression of knowledge and skills across the school. As a result of mixed age learning, R.S.H.E content is taught on a two-year rolling programme unless the topic is not deemed age appropriate. Where relevant, it may be appropriate to separate year groups. This may apply when learning has been missed due to school closure due to the COVID pandemic. For some parts of the curriculum it can be helpful to separate girls and boys.

The school has an age appropriate, scheme of work for the delivery of our drugs and alcohol education, which forms part of our SCARF curriculum. In addition, 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.

Alongside theoretical and practical lessons in the classroom, we use a range of visitors and outside agencies to support learning such as the local police officer and charities such as Infobuzz.

## **Relationships and Sex Education**

Age appropriate lessons are delivered on a programme from Reception up to Year Six and links are made to the Science curriculum where appropriate.

The key elements of Relationship Education include the following:

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

## **Health Education**

Health education is a skills and knowledge based curriculum embedding life skills to help children make good choices about how they live their lives. The key elements of the Physical Health and mental wellbeing curriculum include the following:

- ▶ Mental Health and Wellbeing
- ▶ Internet Safety
- ▶ Physical Health and Fitness
- ▶ Healthy Eating
- ▶ Drugs, Alcohol and Tobacco
- ▶ Health and Prevention

- ▶ Basic First Aid
- ▶ Changing Adolescent body

## Ground Rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

## Answering Difficult Questions

When delivering the RSHE objectives teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Horsley Primary School we believe that individual teachers must use their skill and discretion in these situations and could refer to the R.S.H.E subject leader Mr Price.

## Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child. The Scarf Curriculum has supporting information which is of use to teachers in this regard.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.

- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse, the school's Designated Safeguarding Lead (DSL), Mr Price, or Deputy Designated Safeguarding Lead (DDSL), Mr Feldon, should be informed, in line with the schools Safeguarding and Child Protection Policy.

## **Impact**

- Our children have the necessary knowledge about drugs, alcohol, healthy diet, sleep and other areas to help them begin to make healthy life choices.
- Children have the skills, knowledge and understanding to develop healthy, fulfilling relationships
- They have the skills and knowledge to become successful citizens in the future and to contribute fully to their communities.

## **Progression**

The RSHE curriculum is delivered in a progressive and age appropriate manner. Key aspects such as forming positive friendships and staying safe online will be revisited over time to ensure that the approach is progressive and appropriate for those children at that point in time. There is a clear pathway of progression across the school to ensure that skills are built on and constantly further developed.

## **Inclusion**

### **Differentiation and Additional Educational Needs**

RSHE will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. For pupils with SEND the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

## **Equality of Opportunity**

All children have equal access to the RSHE curriculum. All staff at Horsley C of E Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used. All children have equal access to the RSHE Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance and understanding throughout the school to ensure that there is no disparity between groups.

## **Assessment and Feedback**

### **Assessment**

Throughout the school, when appropriate, teachers will assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content. The children's progress and attainment are reported to parents through parents' evenings and end of year reports.

### **Marking and Feedback**

Much of the work done in R.S.H.E lessons is of a practical or oral nature and, as such, recording will take many varied forms thus making marking and feedback will vary. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work. Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus move their learning on.

## **Subject Monitoring**

### **Role of the Subject Leader**

R.S.H.E will be led by the Subject Leader Mr Price who will monitor progression and impact through:

- monitoring and evaluation of pupils' work
- lesson observations
- discussions with the children
- use of end of year attainment

Standards of teaching and learning will be monitored using work sampling, observations, learning walks and data review. The policy will be amended and renewed by the subject lead as appropriate and shared and reviewed during a staff meeting.

## **Resources**

Resources for teaching the SCARF RSE/PSHE Curriculum are available via subscription online. The website also provides useful information for parents and governors. <https://www.coramlifeeducation.org.uk/scarf/>