



Welton Primary School

RELATIONSHIPS, HEALTH AND SEX EDUCATION (R.S.H.E) POLICY

This Policy has been drawn up in consultation with:

N. Pidgeon (head teacher)

M. Saleh (deputy head teacher)

J. Franklin (PSHE/RSHE governor)

B. Dixon (PSHE/RSHE subject coordinator)

INTRODUCTION

This statement sets out the legal framework, the definitions, and our policy expectations. Welton Primary School requires this policy to be implemented by all members of staff delivering any lesson containing RSHE content. (For guidance on this please see RSHE coverage documents)

Welton Primary School's ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

While multiple materials have informed this policy as well as discussions between the aforementioned, the responsibility for implementation of the policy rests with B Dixon (PSHE/RSE coordinator).

This policy outlines the 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. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements. ***The Relationships, Sex Education, and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education.***

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout the school, mostly through following Jigsaw (current PSHE scheme).

DEFINITION

Sex and relationships education within primary education is about learning the emotional, social and physical aspects of growing up, relationships as well as physical and mental health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides an age-appropriate spiraled curriculum for children to access. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Sex Education for primary age pupils is not compulsory. However, at Welton Primary School we ensure that any sex education programme, which is implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils. This

includes our 'changing me' unit delivered to all children at the end of the academic year where children are taught how to deal with changes to their body in a positive way.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (aforementioned – 'changing me unit').

OUR RSHE CURRICULUM

The RSHE has been developed in consultation with parents, pupils and staff and will be taught in each year group throughout Welton Primary School. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE will be delivered mostly within PSHE (but not exclusively), and parents/carers can view what will be delivered each year below.

AIMS

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents.

ROLES AND RESPONSIBILITIES

The Governing body will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

COVERAGE & CONCEPTS COVERED

As in the RSHE guidance published in June 2019 by the DfE, the following concepts will be delivered to children by the end of their educational career at Welton Primary School:

CONCEPTS WITHIN OUR RSHE CURRICULUM	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health and prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (and people who care for me)
Online relationships	Caring friendships

Parents/Carers can also request a copy of the physical wellbeing/mental health and Relationships, sex and health education coverage documents to see specifically when children will be explicitly learning about the above concepts.

In addition to Relationships and Health Education, sex education is taught in years 1-6. Parents are able to withdraw their child from this learning if they choose to (see 'Parents' section below).

IMPLEMENTATION

We deliver our RSHE curriculum through a range of approaches within the school.

These include:

- Assemblies (pre-recorded due to social distancing restrictions)
- Personal, social and health education lessons
- Science Lessons
- Computing lessons

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. All staff understand they have a responsibility to

implement this policy and promote the aims of the school at any time through the school values 'ready, respectful, safe' and using a restorative approach.

TEACHING & LEARNING

The personal beliefs and attitudes of adults delivering RSHE will not influence the teaching. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. This is something that has been explored during professional development sessions. A balanced and non-judgmental approach will therefore be taken.

Strategies may be used within RSHE, including:

- *Establishing ground rules with pupils*
- *Dealing with children's questions in an appropriate manner*
- *Providing a safe and appropriate forum for children to discuss important and pertinent issues. Some of these will be sensitive.*
- *Using discussion and the appropriate materials*
- *Encouraging reflection*
- *Using worry boxes within classrooms for children who may not wish to raise suggestions in front of others.*

EQUALITY, INCLUSION & SUPPORT

Welton Primary School's RSHE is delivered in line with the Equality Act 2010. We value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief or sexual orientation).

RSHE will be accessible to all regardless of their gender or background. Through the delivery of PSHE, adults will explore gender stereotypes and how they may limit a person's potential.

Parents and carers are key to delivering effective RSHE and are best placed to support their children to understand how their learning at Welton Primary School fits with their family's faith, beliefs and values. To support this process parents can request what will be taught and when and be provided with the relevant school RSHE and PHMW documents.

SPECIAL EDUCATIONAL NEEDS & DISABILITY

As with the rest of the curriculum, teachers will use a range of strategies to ensure all childrens' individual needs are being met.

For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met. This will mostly consist of careful questioning within discussion-based learning.

SAFE LEARNING IN RSHE

It is important that children feel safe and listened to within RSHE. This is especially important when children are participating in discussion-based learning or asking questions.

Adults will use the following strategies to deal with unexpected questions:

- Children will be encouraged to ask questions personal to them at a separate time to the lesson.
- If the adult delivering RSHE does not know the answer to a question, the adult will acknowledge this and will research the question and provide an appropriate answer later.
- If a question is too explicit/not appropriate for a whole class setting, the adult will aim to 'catch up' with individual children to address. This strategy will also be used for any questions children ask which indicate abuse or neglect of any form.

STAFF TRAINING & CPD

Teaching staff within Welton Primary School will have training regarding this policy and effective teaching of RSHE. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals., to provide support and training to staff teaching RSE.

MONITORING OF RSHE

RSHE will be monitored by the SLT alongside the PSHE/ RSE leaders as part of the whole school monitoring procedures.

This may include:

- Lesson observations

- Book walks with pupils and advice on ways forward (although as a school we recognise that the effectiveness of RSHE delivery may not be fully seen within books).
- Pupil interviews
- Cross curricular subject monitoring
- Planning discussions to identify where children have opportunities to develop RSHE within other areas of the curriculum.

The RSE leader will also meet regularly with the governor with responsibility for PSHE / RSE.

THE ROLE OF PARENTS/CARERS

As a school, we understand that children learn about RSHE primarily from parents/carers, with RSHE learning with school acting as a top up / place to forward learning and understanding.

Parents can help the delivery of RSHE by sharing with teachers any sensitive questions children ask within the home. This will help adults to carefully surround individuals in appropriate, safe RSHE learning.

It may also be appropriate for parents/carers to disclose any sensitive information regarding children's lives or their living situations with the school so as not to offend, upset or discourage individual children from RSHE.

Parents do not have the right to withdraw their children from the statutory relationship education in primary schools. Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal must be put in writing to the headteacher using the form within the appendix of this policy. Alternative work will be provided to pupils who are withdrawn from sex education.

Parents/carers wanting more information regarding the RSHE curriculum can contact the headteacher.

CONCERNS AND COMPLAINTS

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher or Mr B. Dixon. If concerns remain, then they should be addressed via the head teacher Mrs N. Pigeon by telephoning 01482 667222.



PARENT WITHDRAWAL REQUEST FORM

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education with relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher Signature	