



# Relationship, Sex, Health Education (RSHE)

Date approved by governors	14 <sup>th</sup> October 2021
Review date	October 2022

## School Vision

At Henry Bradley Nursery & Infant School our children sit at the heart of everything we do. By working together as a whole school community we encourage and guide everyone to become life-long learners and **Reach for the Stars**.

We expect our children to achieve their maximum potential through:

### **Respect**

Being considerate towards everybody and everything

### **Responsibility**

Making the right choices in and out of the classroom

### **Aspiration**

Aiming high; being aspirational in their goals and achieving all they want to achieve

### **Confidence**

Having the confidence to **Reach for the Stars** and realise their full potential in a supportive and safe environment

### **Kindness**

Supporting and helping one another demonstrating kindness to everybody in our Henry Bradley family

## Policy Statement

### Introduction

At Henry Bradley Nursery & Infant School we value the unique contribution that Relationship, Sex and Health Education (RSHE) makes to safeguarding and its role in helping us fulfil our duty to teach children to keep themselves safe.

This policy outlines our commitment to provide effective RSHE for all pupils in support of that offered by parents. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education Guidance 2019 and statutory requirements. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for children in Key Stage 1.

### Legal Framework

Updated guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>.

The school needs to have regard of DfE's statutory guidance on RSHE. The school has a duty to promote wellbeing (Children Act 2004) <http://www.legislation.gov.uk/ukpga/2004/31/contents>

Please note: This policy should be read in conjunction with our policies on Safeguarding and Child Protection, Special Educational Needs and Disabilities (SEND) and Equality.

## Definition

RSHE is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain.

Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation skills and knowledge that will be developed further at Junior school, then further still at Secondary level.

## Our intent and aims

Our key aim in providing RSHE is to safeguard our pupils at Henry Bradley Nursery & Infant School. They will learn key knowledge and skills to help keep them safe and prepare them for adult life. Sex Education for primary age pupils is not compulsory. However, we will ensure that any RSHE programme designed and implemented is age appropriate and is tailored to the physical and emotional maturity of the pupils.

We use a scheme of work called 'PSHE Matters' for RSHE, Personal, Social, Health, Economic Education (PSHE) and Citizenship. PSHE Matters has three core themes and aims:

1. To enable our children to be able to express themselves, work co-operatively with and listen to others (Relationships)
2. To develop an understanding of how to keep safe and health (Health and well-being)
3. To contribute to school life (Living in the wider world)

## Subject content

The statutory subject of Relationship Education includes coverage of: families and people who care for me, caring relationships, respectful relationships, online relationships and being safe.

The statutory subject of Physical Health and Mental Well-being includes coverage of: mental wellbeing: internet safety and harms; physical health and fitness; healthy eating, Drug, alcohol and tobacco; health and prevention; basic first aid and changing adolescent body.

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity.

## Our implementation

We deliver our RSHE curriculum through a range of approaches within the school day. These include:

- two weekly PSHE lesson
- assemblies
- Science lessons
- Story time
- following children's interests
- continuous provision activities to allow children to develop a range of skills
- conflict resolution between pupils
- application of the whole school values in the Relationship and Behaviour Policy

As RHSE incorporates the development of self-esteem and relationships, pupils' learning through all aspects of school life, including when children are at play. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any

time they are dealing with children. This is firmly embedded within our school vision, within our school values and is upheld by all stakeholders.

### The structure of RSHE modules

At Henry Bradley Nursery and Infant school we define learning as a change to long term memory. With that in mind, the PSHE Matters Modules are taught in a cyclical programme with all Key Stage 1 children following the same theme so that assemblies can consolidate and build upon learning. The modules are distributed to allow for repetition and consolidation.

1 <sup>st</sup> Year of cycle	Being Responsible  (Theme: R & LITWW)	Difference & Diversity  (Theme: LITWW)	Being Healthy  (Theme: HWB)	Relationships  (Theme: R)	Being Safe  (LITWW & HWB)	Exploring Emotions  Theme: HWB & R)
2 <sup>nd</sup> year of cycle	Being Me  (Theme: LITWW)	Money Matters  (Theme: LITWW)	Bullying Matters  (Theme: R)	Drug Education  (Theme: HWB)	Growing Up  (Theme: LITWW, R, HWB)	Changes  (Theme: LITWW)

In Key Stage 1 children will learn about recognising, naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about their families; how families are different; life cycles; about changes and how they have changed since they were babies; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

RSHE is also taught as part of the statutory science curriculum where the children in Key stage 1 are taught to identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense and that animals, including humans have offspring that grow into adults.

Keeping safe is taught in a variety of subjects, both planned and incidental. There are also specific lessons on keeping safe at home, at school and online in both RSE and PSHE lessons. Online safety is also taught in the Computing curriculum and we hold an annual online safety week in school.

In EYFS we use Birth to 5 Matters and the Prime Area of PSED throughout the curriculum, these ensure the children have the foundations for their Relationship, Sex, and Health Education that is then built on throughout their time at school.

### The Role of Staff

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

- To ensure teachers are provided with adequate resources to support teaching of the subjects.
- To ensure the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- To ensure the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- To monitor and evaluate the effectiveness of the subjects and provide reports to the headteacher.

### **Role of parents/carers**

- To support the school in the delivery of the subject as required
- Parents do not have the right to withdraw their children from relationships education.

### **Role of the headteacher**

- To support all staff to ensure that the school R.S.E. policy is implemented consistently throughout school and to liaise with children, staff and parents regarding the policy.
- To ensure staff are suitably trained to deliver the subject
- To ensure that parents are fully informed of this policy.
- To report to the governing board on the effectiveness of this policy.
- To review this policy on an annual basis.

### **Role of the governors**

- To review the RSE policy annually ensuring that the head and staff are supported with the implementation.
- Governors will also review any complaints made in terms of the RSE policy.
- To monitor the effectiveness of the policy

### How we teach

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

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Using distancing strategies such as a worry monster in all classes and/ or a question box for pupils who may not wish to raise suggestions or express concerns or worries in front of others

### Equality

RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of protected characteristics. In complying with the requirements of 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, gender identity or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages, facing those with a particular characteristic.

Through the delivery of RSHE, teachers will explore gender stereotypes and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support children to understand how their learning in school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school's population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued. A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both our school community and wider society where possible.

### Special Educational Needs and Disability (SEND) and vulnerable pupils

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with SEND, a tailored approach may be necessary to ensure learning outcomes are met. This will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session. Please refer to our SEND Policy.

**Vulnerable Pupils** Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

### Impact

#### How we monitor and evaluate

Teachers use a range of assessment strategies to track pupils' progress towards learning outcomes. These may include floor books, photographs, annotated planning, self-assessment and peer assessment. Governors will monitor pupil achievement in RSHE.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced, and age-appropriate way. Pupils will have a 'Worry or Question Box' in class, into which they can place their written questions or their name on a note to indicate that they would like some individual time with an adult. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant procedures if a question raises concerns of this nature.

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

- If a question is too personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

- if the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to an individual basis which may involve informing parents.
- Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE subject leader as part of the evaluation and monitoring process.

Any parents/carers wanting more information about our RSHE curriculum can contact the child's class teacher or the RSHE Leaders, Miss Dickens and Mrs Foster, via telephone or email ([info@henrybradley.derbyshire.sch.uk](mailto:info@henrybradley.derbyshire.sch.uk))

#### Right to withdraw

There is no right to withdraw from Science, Relationship Education or Health Education.

#### Policy

This draft policy has been produced by the PSHE leaders and will be outlined and shared with the relevant stakeholders and parents. The policy will be updated when stakeholders and parents have had the opportunity to access and time to share their thoughts.

The governors will approve the policy at the end of this process.

The policy will be reviewed annually.