

Primary RHSE Policy

PURPOSE

This document is a statement of the aims, principles and strategies for teaching Relationships, Health and Sex Education - RHSE at Ark Kings Academy Primary.

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POSITIONING WITHIN ARK OPERATIONAL MODEL

<i>Component</i>	<i>Element</i>
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	<i>Academic and personal development and welfare.</i>

Ark Kings Primary Academy

RHSE Policy

This policy covers our school's approach to the teaching of Relationships, Health and Sex Education (RHSE), which is underpinned by our school values and context.

Definition

Relationship, Health and Sex Education (RHSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their sexual health and well-being (Sex Education Forum 2019).

Purpose and rationale.

Relationship, Health and Sex Education (RHSE) aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and to help acquire life skills that will help them make good use of this knowledge. It will also give pupils the opportunity to explore and respect their own and others' opinions, attitudes and values. All pupils will revisit themes, so they build upon their existing knowledge and skills throughout the school. A full curriculum programme is available for parents to view upon request.

We teach RHSE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some RHSE through other subject areas (for example Science and PE) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing.

Our RHSE curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. The table below outlines the topics taught by the end of each phase through our PSHE curriculum.

EYFS
Living and non-living Males and females Keeping bodies safe Correct terminology Families and relationships (including same-sex) Growing from young to old New babies
Key Stage 1
Recognise a range of feelings in others; and how other people's feelings can be hurt. Appropriate/inappropriate touch; who helps keep us safe; asking for help. Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities. Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; Keeping safe online. Different kinds of feelings; strategies to manage feelings; change and loss, recognising how others are feeling; sharing feelings. Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices. Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment.

Hurtful teasing and bullying are wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens.
Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups.
Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency.

Lower Key Stage 2

Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe.
Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe.
Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others.
Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings.
What makes a balanced lifestyle; balanced diet; making choices; what influences choices.
What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets.
Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes.
Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback.
Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice.
Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe.

Upper Key stage 2

What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world.
Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities.
About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality.
What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe.
Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries.
Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society.
Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction.
Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence.
Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues.

What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing. Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours.

RHSE will be coordinated by the Deputy Headteacher: Pastoral and subject lead and will be delivered by Class Teachers or external trained professionals (always accompanied by a member of academy staff).

Impact

Pupils will be able to engage in mature discussions about their current and future development. They will have a firm understanding of sex and relationships and will know avenues to take for further information and advice.

Monitoring is the responsibility of the Headteacher, named Governor and Deputy Headteachers. The effectiveness of the RHSE programme will be evaluated by assessing children's learning and implementing change if required.

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1. Aims

The aim of Education about Relationships, Health and Sex Education (RHSE) is covered through many aspects of our primary PSHE curriculum, this includes the new statutory guidance 2020. RSE is enhanced by learning about three themes which are revisited in each year group. These three themes are Health and Well-being, Living in the wider world and Relationships.

The aims of Relationship, Health and Sex Education (RHSE) at our school is to:

- Create a positive culture around the concepts of healthy relationships, sexuality and equality.
- Enable pupils to develop and understand a range of emotions including, self- respect, confidence, tolerance, empathy and resilience.
- Teach pupils the relevant and correct terminology to describe themselves and their bodies.
- Provide an environment where pupils feel comfortable to discuss sensitive issues.
- Prepare pupils to understand changes in their own bodies including puberty and give them the knowledge and understanding of sexual development including the importance and staying healthy.
- Pupils will develop their knowledge and capacity of how to make sound decisions and put this into practice when facing risks, and challenges including those on and off line.

2. Legislation and statutory requirements.

The Relationship 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, made Relationships Education compulsory for all pupils receiving a primary education.

Current regulations and guidance from the Department for Education states that RHSE will be statutory in all primary schools from September 2020. Please see point 7 for parent withdrawal information regarding the Sex Education aspect of RHSE.

The RHSE policy supports the following polices:

- Education Act 1996
- Equality Act 2010
- Keeping Children Safe in Education – Statutory guidance 2019
- Working together to safeguard children 2018
- SEND code of practice: 0-25 years – Statutory guidance 2015
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools including advice on cyber bullying)

3. Policy development

This policy will be developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties are invited in to school to discuss the policy.
4. Pupil consultation – we investigate what exactly pupils want from their RHSE.
5. Ratification – once amendments are made; the policy is shared with governors and ratified.

4. Safe and Effective Practice – Safeguarding

Through Relationship Education, pupils will be taught the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. This will be delivered in a sensitive way focusing on boundaries and privacy, ensuring young people understand they have rights over their bodies. This will include understanding boundaries with their peers, friendships and families in all contexts including online. Pupils should know who to report concerns and seek advice when they suspect or know something is wrong.

5. Curriculum design – Delivery of RHSE

RSE is an integral part of our personal, social, health and economic (PSHE) education provision, this is a whole school approach covering three key themes, Healthy relationships, Health and Well-being and Living in the wider world. As these themes are revisited in each year group it allows for pupils to build on prior knowledge whilst giving pupils the opportunity to gain deeper thinking about key attributes and issues. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions, which may be delivered by a trained health professional, in the presence of academy staff.

Across all Key Stages, pupils will be supported with developing the following skills that strengthen our school values of aspire, expect, achieve, together.

- Communication, including how to manage changing relationships and emotions. Develop the skill of emotional regulation.
- Recognising and assessing potential risks including how to react when facing challenges.
- Respect, tolerance, aspiration, resilience, self-regulation and managing risks.
- Seeking help and support when required.
- Informed decision-making.
- Recognising the importance of a healthy lifestyle.
- Discussion/ debate and group work.

These skills are taught within the context of different environments.

All schools must teach the following as part of the National Curriculum for Science.
[Non-statutory guidance shown in brackets.]

Key Stage1 National Curriculum:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- [They should also be introduced to the process of reproduction and growth in animals.]

- [The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.]

Key Stage 2 National Curriculum

- Describe the difference 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.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.]
- [Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.]
- [Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.]
- [Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.]

All schools must teach the following as part of the National Curriculum for Physical Education (PE).

[Non-statutory guidance shown in brackets.]

Physical Education National Curriculum

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RHSE policy and hold the headteacher to account for its implementation.

6.2 The headteacher

The Headteacher and Deputy Headteachers: Academic and Pastoral are responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- 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 Deputy Headteacher: Pastoral or Headteacher.

6.4 Pupils

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

7. Parents' rights to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of RHSE. We advise that parents who wish to withdraw their child/ren, this must be put in writing to the headteacher. A meeting will then be arranged with the Deputy headteacher: Pastoral to discuss the request and share the aspects of the Sex Education curriculum before taken is taken. A copy of the decision will be placed on the child's educational record.

Alternative work will be given to pupils who are withdrawn from RHSE.

8. Training - CPD

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The subject lead and other members of the curriculum team may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff delivering the teaching RHSE.

9. Monitoring arrangements

The delivery of RHSE is monitored by the Deputy Headteacher: Pastoral through, Planning scrutinies, progression maps, workbook scrutinies, pupil voice questionnaires and learning walks.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems. Pupils will reflect on their own work and their voice will be influential in adapting and amending planned learning activities.

This policy will be reviewed by R. Brown and J. Taylor, Deputy Headteachers: Academic and pastoral on an annual basis. At every review, the policy will be approved by the Headteacher, and where appropriate, the governing body.