



*Aim high and shine*

## **RHE POLICY**

### **Rationale and Ethos**

From September 2020, Relationships Education became compulsory for **all** pupils receiving primary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

As a school, we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently **not** compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

As a school we comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). As a school we ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

At John T. Rice Infant School we aim to give the knowledge, skills and understanding that the children need to be confident, independent and responsible citizens. We aim to provide the children with a wide range of experiences in which they contribute fully to the life of the school and the community.

We aim for the children to have:

- A positive attitude to themselves and others
- The ability to manage their own feelings
- The social skills needed to develop good relationships
- The confidence to give their own opinions and the ability to listen effectively to the opinions of others
- The motivation to succeed in their learning
- The knowledge to lead a healthy lifestyle and to keep themselves safe, including e-safety
- Their own moral values
- Respect for themselves and others in order to become a good citizen

### **Policy development process**

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through regular agenda items at staff meetings
- Governors – discussions at governor’s meetings, training
- Parents/carers – parents will be encouraged to contribute by taking part in written consultations via the website and school Facebook page
- Children – pupils contribute to the development of the policy through the school council and circle time discussions
- Other partners – visiting external providers in school; health, police, wider community, faith groups

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance

The Policy is available

- On our school website [www.johntrice.sch.notts.uk](http://www.johntrice.sch.notts.uk)
- From the school office

### **Parental rights to withdraw**

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

As an Infant school, we cover recognising differences between boys and girls bodies and during these lessons we introduce the children to the correct terminology for their body parts (vagina, vulva, penis, testicles, anus)

If parents/carers have any concerns around this we would encourage them to speak to the class teacher or Head teacher prior to this unit of work commencing. (This is covered in the 'Changing me' unit in Summer 2).

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to the Head teacher, we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

### **Roles and responsibilities**

**The Head teacher** – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

**The Lead teacher** will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

### **Aims and objectives**

The aim of RSHE is to help children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes, which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged

in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSHE will look at aspects of diversity in an inclusive and non-judgemental way.

### **Staff training**

RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

### **Curriculum design**

The RSHE curriculum will be taught through:

- RSHE lessons (following the Jigsaw 2<sup>nd</sup> edition programme)
- Weekly assemblies based on the Jigsaw programme.
- Links to other curriculum area – PE, Science, Religious Education etc

The programme will be delivered to all students by;

- Dedicated staff (teachers and TAs) supported by a variety of professionals, including where appropriate, the school nurse, police etc, with expertise in specific topic areas.
- The RSHE curriculum is organised in a progressive format which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as the children get older
- The RSHE curriculum is delivered through the Jigsaw 2<sup>nd</sup> edition programme:  
There are 6 half termly themes, which are visited at a Foundation or Year 1 & 2 level.  
The themes are as follows:  
Autumn 1 – Being Me in My World  
Autumn 2 – Celebrating Difference  
Spring 1 – Dreams and Goals  
Spring 2 – Healthy Me  
Summer 1 – Relationships  
Summer 2 – Changing Me
- Lessons are delivered to mixed-ability teaching groups
- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- The teacher will discuss and establish ‘ground rules’ at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement
- All teachers will endeavour to create a supportive environment for all pupils
- Local data will be used to inform priorities for the school’s RSHE programme – such as schools health profile.
- Across all key stages, students will be supported with developing the following skills;
  - Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
  - Recognising and assessing potential risks

- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

### **Content – Primary**

Through an effective and creative curriculum and by the **end of primary school**, pupils should know about;

- Families and people who care from them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### **Physical health and mental wellbeing**

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (Y3-Y6 content)

### **Managing difficult questions**

It is inevitable that controversial issues may occur as part of RSHE. The issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Children will be made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

### **Monitoring, evaluation and review**

To ensure the RSHE programme is effective in meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Monitoring by the subject leader
- Monitoring of the policy by Governors

### **Confidentiality and child protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. Those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse are followed up with the pupil concerned that same day and are referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

### **Links with other policies**

The RSHE policy should be read in conjunction with the following policies;

- Whole school child protection policy
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Inclusion
- Equality and Diversity
- Complaints Procedure

### **Useful documents**

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- SEND Code of Practice
- Relationships Education
- Safeguarding: NSPCC PANTS rule with film.
- Example of model primary curricula from Catholic Education.
- Relationships and Sex Education
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- Example model secondary curricula from Catholic education.
- Mental health
- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.
- Online safety
- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child
- Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.
- PSHE
- PSHE Association Programme of study for KS1-5
- Drugs and alcohol
- Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons
- Extremism and radicalisation
- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.
- Curriculum
- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).
- Schools may wish to draw on the Citizenship programme of study in their planning.
- Data to understand the health and wellbeing needs of the local school-age population
- Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.
- It includes school-age health profiles and young people's health profiles.
- The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

This policy was agreed by staff and the Governing Body in Autumn 2022 and will be reviewed in 2023