

Relationship Education

Relationships and Sex Education

Health Education

– Collectively Known as RSHE



Barkisland CE (VA) Primary School
WE BELIEVE, WE NURTURE, WE SUCCEED!

Rationale and Ethos:

This policy covers Barkisland Primary School's approach to delivering a developmental and age/stage appropriate and effective RSHE; it is embedded within the overall teaching of our existing PSHE (Personal, Social, Health and Economic) curriculum. The policy has been developed through consultation with staff, parents and governors to ensure all parties are clear about the statutory requirements, the contents of the school's provision and that pupils receive their educational entitlement.

We believe RSHE is important for all of our pupils because it is part of their lifelong learning about emotional, moral, social and physical aspects of growing up, relationships, sex, and human sexuality. Through equipping pupils with the necessary skills, they will be able to build positive, enjoyable, respectful and non-exploitive relationships. We ensure RSHE fosters gender and LGBT+ equality, through a Different Families, Same Love approach, by exploration of attitudes and values, and that it promotes the British Value of tolerance. We do not use Relationship and Sex Education as a means of promoting any form of sexual orientation.

As a school we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between adults and pupils, and are wholly supported by our own Core Values.

Barkisland School will ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through differentiation of work, adult support and mixed ability groups.

Relationship and Sex Education will be taught in a faith-sensitive and inclusive way, understanding and appreciating differences within and across the teachings of the Christian faith and of other communities Barkisland School serves. It will afford dignity and worth to the views of pupils from all communities represented in the school as part of ensuring that the Equality Act of 2010 is applied.

Children learn about moral values through all aspects of school life and in all curriculum areas. The intended outcomes specifically are:

RSHE in general!

Taking account of the age, maturity and needs of the pupils, RSHE aims to provide the knowledge and information to which all pupils are entitled in a friendly and caring environment, enabling them to make responsible and informed decisions about their lives;

- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves, others and the environment;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.

The following indicates at what stage specific aspects of RSHE will be covered:

- Year 1: about growing from young to old. Naming body parts correctly (including external genitalia)
- Year 2: no coverage
- Year 3: naming body parts correctly (including external genitalia)
- Year 4: changes that happen at puberty (Appendix C).
- Year 5: menstruation talk (girls and boys separately) (Appendix C)
- Year 6: Sex Education Talk (including wet dreams, conception and pregnancy, human reproduction, the risks of STDs, contraception and answering each other's questions about sex and relationships) (girls and boys together) (Appendix C).

Relationship Education (Statutory Requirement)

Aims to help pupils develop sensitivity and respect for themselves and others:

- Families and people who care for me,
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe.

Health Education (Statutory Requirement)

Aims to promote a physically and mentally healthy lifestyle:

- Mental wellbeing,
- Internet safety and harms,
- Physical health and fitness,
- Healthy eating,
- Drugs, alcohol and tobacco,
- Health and prevention,
- Basic first aid,
- Changing adolescent body (Appendix C).

As a school we will not cover Female Genital Mutilation (FGM) but have a duty to report concerns about pupils who we feel are at risk or we suspect that FGM has been performed.

Relationship and Sex Education (RSE) (Optional)

Aims to prepare young people for the progression to secondary school and to make links between human reproduction, relationships and changes during adolescence:

- give them an understanding of reproduction and sexual development;

The learning outcomes of RSHE, PSHE and science have shared elements and will not necessarily be taught in isolation but may become part of a wider lesson exploring that topic.

Roles and Responsibilities:

The RSHE policy will be co-ordinated, developed, monitored and evaluated by the current PSHE Subject Leaders. The Head, who has oversight, is Becky Schofield. The subject will be taught by class teachers who are responsible for following the school's long term PSHE programme of work. Teaching staff will receive on-going training around areas of the curriculum (such as An Introduction to Mental Health) to support pupils confidently throughout this exciting learning journey. Parents and carers are reminded once again that they are also part of this journey.

We view the partnership of home and school as vital in providing meaningful and crucial learning and knowledge to your children. Parents and carers are first educators within this area of our curriculum and we welcome your involvement in helping to shape the lives of every young individual who we teach at Barkisland School.

Legislation:

Revised Department for Education statutory guidance states that from September 2020, all primary schools must deliver Relationship Education and Health Education. It is recommended that Relationship and Sex Education also be delivered in primary school, although this is not compulsory¹.

The parental right to withdraw pupils from Relationship and Sex Education remains in primary schools for aspects which are not part of the Science curriculum. We teach Relationship and Sex Education during a Sex Education event in Year 6. All other topics taught at Barkisland School are compulsory.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements and through implementation of this policy the school will meet specific aspects of the legal and statutory requirements.

Curriculum Design:

Our PSHE programme (including RSHE) is an integrated and consistent approach and is firmly rooted as part of our whole school; it is an important entitlement of pupils' education. It will cover a full range of topics delivered through an embedded, spiral and developmental approach in Years 1 to 6 (see Appendix A). Groups are mixed sex with exception to specific talks, eg menstruation in Y5. It will be taught through a range of teaching methods and interactive activities, including: working individually, in pairs and groups; role play; discussion; research; games; quizzes; circle time; and visiting speakers.

The curriculum is inclusive of faith or belief; culture or ethnicity; ability or disability; gender identity/sexual orientation; and age. Learning will be differentiated to meet pupils' needs at the discretion of the class teacher, and teachers' personal beliefs, values and attitudes will not impede their teaching.

High quality resources including books and film clips, will be used which support and promote learners understanding. Resources will be reviewed continually ensuring use of up to date, relevant material is always used.

Learning will be delivered at an age and maturity appropriate level (e.g. specific sex education to be taught in year 6, unless withdrawal from a parent/carer is received).

¹ The closing of schools in March due to coronavirus resulted in a postponement of this requirement. The new statutory guidance must now be implemented by the beginning of the Summer 2021 term at the latest.

All pupils are expected to reflect upon their learning and progress through continuous assessment of termly topics; during weekly lessons; and through off-timetable focus weeks/days such as Diversity & Inclusion, Keeping Safe and Better Living. Some children from each year group will be selected to take part in pupil interviews throughout the academic year.

An overview for learning for each year group can be found on the school's website, in the front of individual class PSHE curriculum folders and in the front cover of the class PSHE book.

Safe and Effective Practice

Teachers will ensure a safe learning environment by agreeing ground rules and boundaries for discussion and confidentiality with the pupils at the beginning of each topic and/or lesson if necessary. Each year group will have its own rules about how to behave in order to learn – these will be set at the beginning of the academic year and displayed as part of the PSHE display.

Distancing techniques are used such as role play, third person case studies and anonymous question boxes, when teaching sensitive subjects. Pupils' questions will be answered and sensitive issues will be addressed by the class teacher, unless there is a need to refer to the Pastoral Support Worker. Pupils have access to an anonymous question box in their class where they can raise questions. All staff teaching PSHE have the support of the Senior Leadership Team, the Subject Leaders and the PSHE Association.

Safeguarding and Confidentiality

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child, and that upon such a disclosure the teacher will consult with the Designated Safeguarding Lead (or the deputy in their absence). Staff cannot offer confidentiality of information if thought that a child is at risk. The protocol for inviting visitors into lessons is that they too are bound to the same conditions.

Lessons will enable pupils to:

- Keep safe, understanding potential dangers, dealing with risk sensibly
- Know their rights (including human rights)
- Be encouraged to assume safe and sensible practice
- Develop personal skills to keep themselves and others safe, including from physical and emotional harm
- To know who to ask for help from and when

Some issues covered are:

- Bullying, including cyber bullying
- Diversity (prejudice-based bullying, racism, disability, homophobic/transphobic abuse)
- Substance misuse and habits (including those used in everyday life – caffeine, medicines, alcohol...)
- Different types of relationships
- Local issues e.g. youth crime, gangs
- Child safety (NSPCC, what constitutes a positive and healthy relationship)
- Keeping safe on-line (when using a mobile phone, sharing pictures, right to privacy)

We provide information to pupils and their parents/carers about useful support services.

RSHE in the main will be taught by trained teachers under the overall umbrella of PSHE, however on occasion external health professionals/agencies may be used to support this. Visiting speakers will be used to offer a different prospective and/or reinforce existing classroom teaching and will be expected to work within the guidelines of this policy and on the instruction of the headteacher.

Visitors to Barkisland School might be: NSPCC, Fire Service, Road Safety Team, Better Living Team, Bikeability and Sex Ed (this list is not exhaustive).

Working With Parents and Carers

The school is well aware that the primary role in children's Relationship, Health and Sex Education lies with parents/carers. Barkisland School is committed to working with parents/carers, encouraging them to view the school's PSHE and RSHE policies, consult the school's planned overview of the scheme of work (including materials and resources) and make suggestions around tailoring the PSHE programme. A curriculum event will be held every two years (or sooner if necessary) in line with policy review. Here, parents/carers will view what is being taught and when and can put forward suggestions for consideration.

Events which will take place to support parents/carers:

- Curriculum implementation meeting
- Information on the school website and newsletter
- Talking homework
- Assemblies
- Displays
- Class PSHE book (available at parents evening unless asked for otherwise)

- Before menstruation and Relationship and Sex Education lessons (in Year 5 & 6) a letter to parents/carers is sent detailing the topics their children will cover
- Parents are encouraged to come in to school should they have questions about how to talk confidently to their children about sex and relationships

Parents have the legal right to withdraw their child/ren from all or any part of Relationship and Sex Education provided, with exception to biological aspects included in the national curriculum for Science (see Appendix B). Withdrawing from Relationship and Sex Education can be arranged via a meeting with a member of the Senior Leadership Team/Pastoral Worker. Parents/carers will be reminded of the Science National Curriculum is and if they still decided to withdraw their child/ren, arrangements for their child will be agreed and made for them during this time. Parents/carers will be informed that impromptu discussions around Relationship and Sex Education may take place.

Governors will be informed about this policy and the programme of work in a Full Governing Body meeting.

In relation to this policy and the arrangements for RSHE within school, parents and governors are encouraged to raise any issues or concerns and ask questions. Such concerns or questions should be directed to the Senior Leadership Team who are committed to taking them seriously.

Assessment (including monitoring and evaluation)

Pupils' learning and achievement are measured against learning objectives.

Lessons are planned so that teachers can establish what pupils already know about a topic, thus allowing for learning to be tailored to the individual and classes needs and for misconceptions to be addressed.

Pupils' existing knowledge will be collected via:

- Mind mapping
- Brainstorm/discussion
- Draw/write activities
- Diamond 9 style activities

In addition, pupils will be asked to write down what they would like to know more about in relation to the new topic, so that teachers can plan (intent), resource and deliver (implementation) and have an effective outcome (impact).

Pupil feedback and off-script questions will also be collected via anonymous question boxes.

At the end of each unit of learning, pupils will be assessed through:

- revisiting their original pre-existing knowledge piece of work
- quizzes
- one to one discussions (pupil interviews)
- written/oral assignments
- pupil self-evaluation

Pupil voice will be influential in adapting and amending planned learning activities through reflection upon their learning, progress and next steps.

Monitoring and Evaluation – Monitoring will ensure that lessons are taught in line with school policy and what is planned for different year groups. Through evaluation, teachers can review lessons so as to improve teaching and learning.

The PSHE Subject Leader is responsible for monitoring and evaluating RSHE. This will be carried out through:

- PSHE book scrutiny
- Pupil interviews
- Lesson observations
- Annual PSHE and RSHE review
- Data collection from initial learning assessment and same assessment at the end of topic

	Relationships		Health and wellbeing				Living in the wider world	
TEACHING PERIOD	AUTUMN 1	AUTUMN 2	SPRING1		SPRING 2		SUMMER 1	SUMMER 2
FOCUS EVENT	Diversity Week Mid-Nov (including Odd Socks Day) and Children in Need			<i>Keeping Safe Week Mid-Feb (including Internet safety day)</i>		<i>Better Living Day End-Mar</i> Focus varies year to year		
TOPIC	Family, Relationships, Friendships	Respect, Bullying, Identity	Safe Relationships, Privacy, Secrets	<i>Online safety, Safety in and out of home, Independence/Responsibility</i>	Healthy body, healthy mind		Money/ Jobs/independence/catch up on other areas	Community and Growing Up
YEAR 1	Who is special to us?	What is the same and different about us?	Who helps to keep us safe?	<i>Internet safety, safety in home and outside, stranger danger</i>	What helps us stay healthy?		What can we do with money?	How can we look after each other and the world?
YEAR 2	What makes a good friend?	What is bullying?	What helps us to stay safe?		What helps us grow and stay healthy?		What jobs do people do?	How do we recognise our feelings?
YEAR 3	How can we be a good friend?	What are families like?	What keeps us safe?		Why should we keep active and sleep well?		Why should we eat well and look after our teeth?	What makes a community?
YEAR 4	How can we manage our feelings?	How do we treat each other with respect?	How can we manage risk in different places?	<i>Archie Bishop Project</i>	How will we grow and change?		What strengths/skills/interests do we have?	How can our choices make a difference to others and the environment?
YEAR 5	What jobs would we like?	What makes up a person's identity?	How can friends communicate safely?	<i>Online safety, drugs (leading into next topic)</i>	How can drugs common to everyday life affect health?		What decisions can people make with money?	How can we help in an accident or emergency?
YEAR 6	What will change as we become more independent? How do friendships change as we grow? (friendships, diversity). (Growing up, parts of this in Summer)		How can the media influence people (safety elements)? (influence/fake bits in Summer)	<i>Media/online safety</i>	How can we keep healthy as we grow?		Media influence	Puberty/growing up/reproduction Managing change/secondary school

Relationship and Sex Education in the National Curriculum Science programme of study.

Key Stage 1

YEAR ONE

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

YEAR TWO

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

YEAR FIVE

Living things and their habitats

- Describe the life process of reproduction in some plants and animals
- (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.) Describe the changes as humans develop to old age
- (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

Joint briefing by the Association of Science Education and PSHE Education (Appendix 4)

Teaching about puberty

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer

HMI (OFSTED's PSHE lead) has said:

"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."

"Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Relationships and Sex Education (RSE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in RSE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from RSE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

"Pupils should be taught to describe the changes as humans develop to old age"

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

"Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty."

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.