

Sherington Primary School

Relationships, Sex and Health Education Policy



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

Aspire

- Motivating and exciting all to become life-long learners

Believe

- Developing the skills and confidence to foster self-belief

Create

- Engaging all learners through creative practice and personal reflection

Achieve

- Experiencing success and embracing future challenges

Our Aims

To place the child at the centre of all that we do.

To foster positive, supportive relationships with families and the wider community.

To provide models of excellence drawing on the expertise of our highly skilled team.

To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.

To promote life-long learning through developing a whole school culture of challenge and growth.

To prepare learners for a future in an increasingly interconnected global economy.

Policy reviewed:	June 2020
Approved by governors	
Date due for review:	June 2022

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Aims and Objectives

The Children and Social Work Act 2017 includes legislation on Relationships and Sex Education in schools. This policy sets out how the school meets the subsequent, statutory requirements of the Department For Education, '*Relationships Education, Relationships and Sex Education (RSHE) and Health Education*' June 2019.

Relationships, Sex and Health Education (*referred to in this policy as RSHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RSHE involves life-long learning, starting early in childhood and continuing throughout life. With this in mind, it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

The over-arching aim of RSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

At Sherington Primary School, the main objectives of the RSHE curriculum are:

- To help and support children and young people in their physical, emotional, social, intellectual, and moral development
- To help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood
- To provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction)
- For children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner
- To provide information that respects all cultures and viewpoints
- To provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding)

RSHE at Sherington Primary School is also compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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When teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Consultation on Relationships and Sex Education (RSHE)

In September 2019, parents and carers were consulted on the RSHE curriculum during face-to-face meetings led by the acting headteacher.

The opening paragraph of the Foreword by the Secretary of State was used to open the session.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

All statements contained within the RSHE guidance ('...by the end of primary school pupils should know...') were shared with those in attendance. It was made clear to parents that most of the relationships curriculum is already taught at Sherington through Positive Education assemblies and PSHE sessions, and in science, computing and humanities lessons. Misinformation and sensational media coverage was also addressed at the meeting. In addition, parents and carers were shown resources (picture books) used to teach '*...how others' families ... sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.*' (DfE RSHE and Health Education guidance 2019)

Parents and carers were informed about their right to withdraw their child from sex education that fell outside the science lessons. Anything within the science and relationships education curriculum is statutory for all pupils; parents and carers do not have the right to withdraw their child from these lessons.

Teaching and Learning

RSHE is taught with clear learning objectives and is a subject that is developed as pupils progress through the school, building on previous knowledge and understanding. Teaching helps pupils to develop knowledge, skills and attitudes and values, and is matched to the developmental level of learners. Before any RSHE is taught, time is spent on developing ground rules with the pupils. These ground rules are based on three fundamental rights of the child:

- The right to learn
- The right to be and feel safe
- The right to feel and be respected

Ground rules are set to ensure the most effective climate for learning and apply to both pupils and adults in the classroom. Teaching takes place in a variety of ways but always aims to ensure that learning happens in an engaging way. Classroom activities will depend on the topic but include: discussions; individual work; group work; research; writing; drawing and use of IT and media.

At Sherington Primary School, RSHE is taught by class teachers, who are trained and confident in their subject expertise. The school receives training and support from the Royal Borough of Greenwich. The subject lead is Alexandra Chrysanthou.

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Content

At Sherington Primary School, RSHE meets the requirements of the statutory elements of the National Curriculum relating to: science (sex education); relationships education and health education.

Although RSHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects, such as RE, computing and science.

A core element of RSHE is about understanding and managing mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective RSHE. Different pupils' needs are taken into account when teaching RSHE. This may require adjustments to the curriculum, or how it is accessed for some pupils, e.g. use of specific IT equipment, small group work, additional support and differentiated activities.

Use of Outside Visitors to Support RSHE

At Sherington Primary School, RSHE is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses and charitable organisations.

Assessment and Monitoring of RSHE

Assessment is key to learning. Any teaching and learning in RSHE starts with an assessment activity to establish pupils' learning needs and prior understanding. Teacher assessment should be made against the learning objectives set out for each lesson/unit of work. End of Key Stage assessment in RSHE is matched to the requirements set out in the DfE statutory guidance.

Pupils are expected to evaluate their learning in RSHE in a variety of ways. At times, this will include written work but the majority of RSHE assessment will be in the form of discussions, photographs and personal reflection. This relies heavily on teachers noting pupil progress against the learning objectives and using this to inform planning.

In general, pupils' learning in RSHE should be assessed by the development of their skills and attitudes and values, e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school.

Parental Engagement with RSHE

Children cannot be withdrawn from Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

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Parents and carers may request to withdraw their child from any aspects of sex education that are *additional* to those covered by the science curriculum (which is mandatory). They may request to do this at any point.

If a parent or carer requests to withdraw their child from sex education, it is vital that the school talks their request through with them. Any parent or carer wishing to use the right to withdraw should always be directed to meet with the headteacher and school RSHE lead. It is important that this happens so that parents and carers are able to understand:

- What their child will be learning and why
- What aspects they can and cannot be withdrawn from
- What the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding)

An open and honest discussion between parents and carers and the school can help to dispel any misunderstandings or concerns that may be held.

It is also important that the views of the child are taken into consideration and schools should do this when reviewing RSHE/PSHE policy, for example by asking their school council what they think is important for them to learn about as they grow and how the school can help them understand how to be healthy, respectful and responsible citizens.

If, after discussion with parents and carers, it is agreed that a pupil will be withdrawn from any non-statutory sex education taking place, the school will ensure that the pupil is occupied meaningfully, with suitable and alternative learning provision.

The headteacher will also ask the parents and carers how they will be ensuring that their child, if withdrawn, is going to be supported at home. This is to ensure that they are able to take part in all other statutory RSHE learning.

Policy Development and Consultation

The school's RSHE policy is developed by the subject lead, with advice and support from RBG.

The views of the pupils, school staff and parents and carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit. Student council members are also asked to gather their peers' views on what they feel they need to learn about in RSHE
- Staff views are taken into account through the subject lead's monitoring process and through discussions at Professional Development Meetings
- Parents and carers are able to find out what the school teaches through discussion with class teachers at parent consultation meetings or by contacting the RSHE subject lead, where they can discuss why the subject is important and how it is taught

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Policy Leadership and Approval

RSHE is led and managed by the RSHE lead, with the support of members of the senior leadership team. The school governors are responsible for ensuring that an up-to-date policy is in place and for final approval of this policy.

RSHE lead: Alexandra Chrysanthou
SLT lead for RSHE: Amanda Burnell
Governor lead for RSHE: Laura Perrett

Policy Review

The RSHE policy is reviewed every two years.
The next review date is: Summer 22

RSHE and Safeguarding

Effective RSHE is an important part of safeguarding children as it:

- Equips them with the facts and skills to negotiate all forms of relationships
- Supports them to recognise what is positive in a relationship and what is not

To help safeguard pupils, RSHE at Sherington Primary School follows the principles for effective RSHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RSHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Meets the needs of pupils with their diverse experiences – including those with special educational needs and disabilities
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

RSHE and Faith Perspectives

At Sherington Primary School, pupils of all faiths, and those of no faith, are treated equally and respectfully. In line with the DfE statutory guidance, RSHE is taught in a way that respects all views and takes the backgrounds of the pupils into account. Primarily, RSHE is a subject dedicated to building pupil's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning where appropriate (e.g. discussing marriage). However, RSHE is always taught within the context of the Equality Act 2010 and the school places RSHE at the forefront of its Public Sector Equality Duty to:

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- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

Links to Other Policies

Child Protection and Safeguarding; SEND; Equalities; Behaviour for Learning; E-Safety

Date of Policy: June 20

RSHE lead: Alexandra Chrysanthou

SLT lead for RSHE: Amanda Burnell

Governor lead for RSHE: Laura Perrett