



Relationships Education, RSHE & PSHE Policy

Statutory from September 2020
Review timescale: Annually

Date of Review	Signed
September 2020 (Draft)	
September 2021	
September 2022	

1. Rationale and Ethos

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSHE) compulsory for **all** pupils receiving secondary 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. At John Clifford, we take a whole school approach to the teaching of sex education, from Foundation Stage to Year 6, with a key focus on Years 4, 5 and 6.

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.

All schools are required to comply with relevant requirements of the Equality Act (2010) and should 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). All schools must 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.

2. Policy development process

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

- Members of staff
- Governors
- Parents/carers – parents will be encouraged to contribute by taking part in parent meetings (Autumn 2020)
- Children – pupils contribute to the development of the policy through the Junior Leadership Team

The Policy is available;

- Online at www.johncliffordschool.com
- From the school office upon request.

A child friendly version of this policy and abridged information regarding the RSHE curriculum from the DFE is also available.

3. 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 and 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.

4. Parental Consultation and Liaison

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents are informed about RSHE through the school prospectus (on the website) and by letter/email to explain when the Sex Education within RSHE, takes place and what will be covered. The scheme of work is available on the website. An annual meeting is held in the Summer Term to share this policy and the scheme of work with parents. Following a presentation parents are invited to ask questions and seek reassurance from school staff about the lessons their child/children will receive. The Headteacher and the Lead Teacher involved is available to discuss parental concerns in regard to the policy and scheme of work at any time.

The initial consultation in regard to this policy and the revised scheme of work will take place in Summer 2021. This will be by letter/email due to Covid19 school closure this year. The outcomes of this consultation will feed into the policy and scheme of work.

5. Curriculum design

The RSHE curriculum will be taught through;

- A spiral curriculum
- Dedicated PSHE/RSHE lessons
- External providers
- Links to other curriculum areas – PE, Citizenship, Science, Religious Education, etc.

The programme will be delivered to all students by class teachers and teaching assistants, supported by a variety of professionals, including where appropriate, the school nurse, police etc. with expertise in specific topic areas. The curriculum is based on our school values of:

- Taking care of myself and others;
- Making everyone welcome;
- Being positive and proud;
- Being kind and caring;
- Taking care of my work; and
- Taking care of my community and my world.

The RSHE curriculum is organised in a spiral curriculum which develops themes/topics, considering the age and maturation of the children. This means that topics are revisited in greater detail as students get older. Lessons are delivered to mixed-ability teaching groups and 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 within RSHE lessons.

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
- Resilience
- 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

Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum for Science.

6. 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

7. Managing difficult questions

It is inevitable that controversial issues may occur as part of RSHE, such as divorce, rape, abortion, pornography, etc. The issue 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. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are 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.

8. Parental rights to withdraw from Sex Education

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

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 RSHE (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/children at this time.

What is Relationships Education?

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, children will be taught how to treat each other with kindness, consideration and respect. Children are unable to be withdrawn from Relationships Education.

What is Health Education?

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Children are unable to be withdrawn from Health Education. The Science curriculum includes content on human development, including reproduction, which there is also no right to withdraw from.

What is Sex Education?

Sex Education aims to provide children with an understanding of sexual intercourse and reproduction in an age appropriate way. This is taught discretely in Year 6, but as a school we feel that some elements of Sex education are best suited to children in other year groups.

In addition to the Science curriculum, we use a scheme called 'Teaching SRE with Confidence' by the Christopher Winter Project to deliver our RSE. The scheme is strengthened by use of video resources and storybooks. The scheme provides a gentle introduction to some key RSE themes in Reception, Year 1, 2 and 3. Children are introduced to the words 'penis' and 'vagina' to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene. From year 4, we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in years 5 and 6.

More details on the lesson content for each year group is given below:

Christopher Winter Project 'Teaching SRE with Confidence' scheme content

Year Group	Lessons
Reception (F2) Our Lives	Lesson 1: Our Day Lesson 2: Keeping Ourselves Clean Lesson 3: Families
Year 1 Growing and Caring for Ourselves	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3	Lesson 1: Differences: Male and Female

Valuing Differences and Keeping Safe	Lesson 2: Personal Space Lesson 3: Family Differences
Year 4* Growing Up	Lesson 1: Growing and Changing Lesson 2: What is Puberty? Lesson 3: Puberty Changes and Reproduction
Year 5* Puberty	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6* Puberty, Reproduction and Relationships	Lesson 1: Puberty and Reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Communication in Relationships Lesson 5: Female Genital Mutilation

Parents/carers have the right to withdraw from Sex Education in Years 4, 5 and 6. In F2 and Years 1, 2 and 3, lessons are based upon the Relationships Education, Health Education and the Science Curriculum.

9. Roles and responsibilities

The Headteacher has overall responsibility for the policy and its implementation, liaising with the governing body, parents/carers, White Hills Park Trust, 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 (Mr Hayward-Mitchell) 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, including raising awareness of prejudice and unconscious bias;
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate;
- Liaising with external agencies to deliver specific elements of the programme;
- Monitoring and quality assurance of the programme to ensure continuity and progression within the spiral curriculum;
- Ensuring that this subject is fully represented at appropriate curriculum and pastoral meetings.

10. 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.

11. Monitoring, evaluation and review

To ensure the RSHE programme is effective, is 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 and 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
- Regular review of the curriculum being taught in relation to the developing needs of the school

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.

12. Confidentiality and child protection

It is inevitable that effective RSHE, which allows for open discussion to take place, may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and 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.

13. Links with other policies

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

- JC Child Protection Policy
- Keeping Children Safe in Education
- Behaviour Policy
- Anti-bullying Policy
- Online safety Policy
- SEND Policy
- Sex and Relationships Education Policy
- Accessibility Statement & Action Plan
- Single Equality Policy
- Complaints Procedure

14. Useful documents

Statutory Documents

DfE 2019, Relationships Education, Relationships and Sex Education (RSHE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

SEND Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Relationships Education

Safeguarding: NSPCC PANTS rule with film.

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Example of model primary curricula from Catholic Education.

<https://voiceofthefamily.com/wp-content/uploads/2017/05/A-model-primary-Catholic-RSE-curriculum.pdf>

Relationships and Sex Education

Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.

<https://www.disrespectnobody.co.uk/>

Consent: PSHE Association lesson plans from the PSHE association.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

<https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>

Mental Health

Mental health and emotional wellbeing lesson plans from PSHE Association.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and>

MindEd educational resources on children and young people's mental health.

<https://www.minded.org.uk/#:~:text=MindEd%20is%20a%20free%20educational%20resource%20on%20children,and%20young%20people%27s%20mental%20health%20for%20all%20adults>

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.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf)

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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.

<https://www.thinkuknow.co.uk/>

PSHE

PSHE Association Programme of study for KS1-5.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Drugs and Alcohol

Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons.

<https://mentor-adepis.org/quality-standards-effective-alcohol-drug-education/>

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.

<https://educateagainsthate.com/>

Curriculum

Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/402173/Programme_of_Study_KS1_and_2.pdf

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.

<https://www.gov.uk/government/collections/child-and-maternal-health-statistics>