

Relationships and Health Education Policy (RSHE)

*Supporting children to have safe, positive and happy
relationships and to look after their health and
wellbeing.*



Last reviewed on: September 2024

Next review due by: September 2025

Vision

Our FHP curriculum model, underpinned by current research and statutory documentation (such as the National Curriculum and EYFS framework), ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote compassion, mutual understanding, integrity and a pursuit of excellence in order for our children to reach their potential and make a positive contribution to the wider world. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a social legacy. We communicate our vision through the acronym, 'LEGACY'.



Language

Our children need to develop language and communication skills

To ensure children can achieve success throughout the curriculum and the wider world, by constantly developing their speech and language. To develop children who are confident, articulate and successful communicators who can access the ambitious curriculum that we deliver. To ensure children can articulate their knowledge, learning and understanding. To grow habitual readers who have a love and passion for reading. To ensure children can use written effectively to communicate thoughts, ideas and opinions.

Empowerment

Our children need to be empowered through learning and remembering the best knowledge of the world

To develop children who have a thirst for knowledge and desire to be lifelong learners. To support children to achieve as highly as they can across all subjects of the National Curriculum. To provide the opportunities for our children to go on and achieve the highest grades at GCSE and A-level. To prepare the children to apply for Russell Group universities in the future, if they wish to. To grow confident children who believe in themselves and their achievements.

Global Citizenship

Our children need to be aware of and understand the wider world and their place in it

To provide the opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. To support children to understand what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. To develop children who can use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. To ensure children appreciate cultural influences; appreciate the role of Britain's parliamentary systems. To provide

opportunities for children to participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Authenticity

Our children need to be given the opportunities to develop their cultural capital and have high aspirations for their future

To support children to connect their learning to real-life contexts. To provide children with first-hand experiences in real-life contexts. To develop children who can make links between learning and the wider world. To motivate children to achieve their outcomes because they have genuine purpose.

Community

Our children need to be connected to both their surroundings and the individuals in those surroundings — further connecting them to their own unique place in the world

To ensure our children are safe in their surroundings and are alert, observant and aware of their personal safety. To support children to grow in the context of their community and understand the wider society as a whole. To provide opportunities for children to make positive contributions to their community and become active members. To enable children to practise British Values / Global Values and apply their learning to real-life contexts.

YOU

Our children need to receive a high-quality education that is centred around their individual needs

To give our children the confidence and self-esteem to be happy and successful. To ensure children feel included and have their needs met.

Relationships and Health Education Vision

Relationships & Health Education at Hollingwood Primary School is taught in the context of, and supported by our school values of 'Respect, Resilience & Responsibility' which are an integral part of our school community.

Relationships and Health Education has a pivotal place in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to have more positive relationships within their lives. This aspect of the curriculum gives children the knowledge to stay safe and also look after their physical health. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, confidence and honesty. These approaches support our wider work of building resilience in our pupils and our curriculum model aspects of global citizenship, empowerment, community and you.

Aims

Our Relationships and Health Education programme aims for children to:

- equip all children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships
- to have the knowledge and understanding to take responsibility for their health and wellbeing
- to recognise and accept changes they may go through mentally and physically throughout their life
- develop attitudes, values and skills, such as self-esteem, as well as knowledge and understanding
- having the confidence, skill and respect to manage relationships and keep themselves safe

- know how to keep themselves safe online in a society where social media is increasingly prevalent

Intent

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019, edited 2021) and the National Curriculum for Science (2014). This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019 edited 2021, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. For the purpose of this policy, “relationships education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The DfE recognises 5 elements to Relationships Education. These are:

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

At Hollingwood Primary School, our curriculum is based on the National Curriculum for Key Stages 1 & 2 and the Early Years Foundation Stage Framework. These documents stipulate the expectations which inform the intent of our curriculum, ensuring a high ambition for all. Further ambition is gleaned through the use of expert resources from the PSHE Association.

Statements from the National Curriculum for Relationships and Health Education and from the PSED aspect of the EYFS have been broken down and sequenced into strands and year groups. We call this a key knowledge progression document (KKPD). It contains key substantive, procedural and disciplinary knowledge that children need to know and remember.

Composite knowledge from the KKPD and information from the Jigsaw scheme is mapped on to a whole school long-term plan and sequenced onto a PSHE subject map. Links are made across year groups and subjects through deliberate and diverse content choices.

In this school we deliver age appropriate sex education as an integrated part of our PSHE programme ‘Jigsaw’. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. This is focussed on the content covered in the National Curriculum for Science. Jigsaw’s carefully chosen, quality resources are also used to support in the teaching and learning of this subject area.

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

Key Stage 1

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

- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

Implementation

The RSHE curriculum is delivered through a weekly, PSHE discrete lesson, supported by the Jigsaw scheme.

Individual lessons are adapted from Jigsaw and planned in detail using our lesson design model. This has been informed by leading research such as Rosenshine's principles of instruction. The model includes five, flexible elements:

- Reactivate
- Teach, facilitate, model
- Learning together
- Independent practice
- Reflection

The key units which teach the Relationships and Health Education aspect of the curriculum are 'Relationships' and 'Changing Me'. Jigsaw provides a mindful approach to PSHE and RSHE lessons and supports children with their emotional well-being, resilience and mental health.

RSHE is provided in a range of ways including:

- This school has a caring ethos that models and supports positive relationships between all members of the school community.
- Within the weekly lessons supported by the Jigsaw scheme
- Within Science as stipulated by the National Curriculum
- Through other curriculum areas such as English, Drama
- Through pastoral support and targeted interventions where required
- Through assemblies
- Through focus days/events

A Safe Learning Environment

In order for the subject to be conducted safely the following will be in place:

- The Jigsaw Charter is explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of this charter prior to any PSHE lesson.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- The correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE lead for advice and support.

Teachers will apply the following principles:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-Jigsaw Charter will help to achieve this.
- If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- Personal questions should be referred to the Jigsaw Charter
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
- If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

At Hollingwood Primary School we are keen to give every child the opportunity to ask questions or express concerns or worries. In every KS2 classroom there is an 'Ask Me, Tell Me' box. At the end of each PSHE lesson children are given the opportunity to write a question and place it in the box for the teacher to review. In FS and KS1 there is a Worry Monster along with post it notes and pens. Children are encouraged to place their name in the Worry Monster's mouth if they are concerned about something and want to talk with a member of staff.

Groupings

Relationships & Health Education takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions. Due to having mixed age classes we choose to teach the 'Changing Me' aspect of Jigsaw in single age classes so that the progression is clear and the lessons are age appropriate.

Visitors

We welcome visitors into school to add to children's knowledge and understanding of RSE. Visitors include but are not limited to the NSPCC, school nurses, the police and Disability Direct who offer a range of information relating to children's wellbeing and RSE education. We also encourage children to build relationships with a diverse range of people and do this through; visits to the care home, volunteering in the community, holding an Aspirations day and visits from political figures. Visitors can enrich, but not replace, the curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

Learning Environment

Each classroom has a designated space where key information, vocabulary and texts are provided to support children's learning of the current unit of work. The Jigsaw soft toys and chime are also available and used throughout other lessons.

Impact

The carefully thought out KKPD objectives show a clear model of progression for our PSHE and RSHE curriculum. The Jigsaw scheme further supports this by providing a spiral, progressive and comprehensive programme where knowledge and skills are built upon as children progress through school. We strive for our children to know, remember and understand more of what they have been taught.

Teaching children RSHE supports them to develop safe, positive and enjoyable relationships and gives them the tools to speak out if they feel unsafe. Children at Hollingwood embody the school key value of 'Respect' and know how this applies to respecting others and themselves from Foundation Stage onwards. They develop positive relationships with their peers and the staff in school and can talk about relationships they have at home. Through the teaching of RSHE children recognise the changes their body goes through and can talk about the ways they look after their own personal health and wellbeing. They know who to ask if feeling worried about something or if they want to ask questions.

Teachers are constantly assessing children's understanding throughout each lesson and any misconceptions are addressed through further teaching or discussion.

Work produced in PSHE lessons is stored within the 'Learning for Life' book. Each book should have at least three pieces of evidence per term to show the children's understanding of what has been taught.

Our trust has developed a comprehensive subject leadership toolkit. We have ensured that all subject leaders have received training on this. The document provides a range of monitoring tools including a methodology for checking the quality of education that pupils receive in PSHE. We call this methodology a 'focused review'. This tool allows us to monitor, check and connect evidence together to form robust judgements about the quality of education that pupils receive in PSHE. We use work scrutiny, pupil discussions and lesson visits effectively to achieve this.

Equal Opportunities and Teaching Children with SEND

This school delivers Relationships & Health Education with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs depending on their circumstances and background. The school believes that all people should have access to knowledge that is relevant to their particular needs. To achieve this, the school's approach will take account of:

- Girls tend to have a greater access to Relationships and Health Education than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular needs at times which we will support. It may also mean that they have difficulty accessing the curriculum. We will ensure that the subject is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to Relationships & Health Education. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Staff professional learning

As part of the Flying High Partnership, our staff have access to a professional learning community, where PSHE leads from all Partnership schools work together to share best practice, discuss scholarly developments and strategically develop and plan our vision for the next steps in our PSHE curriculum. This expertise is then shared across the staff team through staff meetings and INSET training sessions.

Parental Engagement in RSHE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships, health and sex. We work in active partnership with parents/carers in the development and review of the subject. In Autumn 2020 we consulted with parents on our syllabus for this area of the curriculum through a survey. At the end of each Spring term we consult with parents and inform them about the taught sessions the children will receive centred around RSHE. We ensure that parents/carers are: made aware of the school's approach and rationale for RSHE through the policy; involved in the review of the RSHE policy; made aware of the school's PSHE curriculum; and encourage them to support

their child's learning at home through shared learning activities, if appropriate. Resources are made available for parents/carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum or health education. They do not have a right to withdraw their children from those aspects that are taught in National Curriculum Science, Relationships Education or Health Education.

Parents/carers can only withdraw from Y5 Lesson 4: Conception as this is sex education. This is where conception is taught in detail. Conception is referred to in several lessons as part of giving a context to the learning related to the Changing Adolescent Body, however this is not in any detail, therefore is classed as Health Education (statutory). The KKPD that parents can withdraw from is:

PSHE6.10 know about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

If a parent/carer has any concerns about the provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.