Ledbury Primary School

RSHE

Relationships, sex and health education policy

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1. Aims

Values Based Education is at the heart of all we do at LPS, and as such forms the basis of our curriculum. We strive to make links between our values and the skills that children need to develop into confident adults.

The aims of relationships, sex and health education (RSHE) at our school are that children will:

- know and understand about feelings of self-respect, confidence and empathy
- understand they have a right to make choices and say no
- understand they have a responsibility to treat others with respect
- feel safe to take part in sensitive discussions
- feel prepared for puberty, and have an understanding of sexual development and the importance of health and hygiene
- know the correct vocabulary to describe themselves and their bodies

2. 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.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Ledbury Primary School] we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to give their views on the RSHE curriculum

4. Pupil consultation – we investigated what exactly pupils want from their RSHE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Children will:

- Develop self-esteem and confidence
- Develop personal skills that foster and facilitate good relationships.
- Learn to respect the differences between people.
- Take greater responsibility for their actions and to be aware of their actions on others.
- Use thinking skills to make rational and informed decisions.
- Develop their personal qualities and values that will equip them to meet the wider social demands of young adult life.
- Learn about issues that will have a bearing upon their development.
- Involve themselves fully in the community life of the school including making decisions about issues.
- Extend knowledge and understanding of their wider community; involving local, national, commonwealth, European and global issues.
- Learn about the benefits of positive and healthy lifestyles.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE encompasses our personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Children's Committee.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

RSHE will take many different forms throughout the school and the curriculum, including:

- Discrete curriculum time
- Circle Time
- Philosophy for Children (P4C)
- Listening Skills games
- Cross curriculum teaching i.e. RE, Science and Geography
- Indirect teaching as situations arise including challenging harmful stereotypes and discriminatory views.
- Whole School and class assemblies
- Special School events e.g. sponsored events, visits by school nurse
- The school council
- Residential visit for Year 5&6

- Library and book corners in classrooms stocked with books that include characters with protected characteristics as set out in the Equality Act (2010).

8. Parents

The policy will be available to parents through our website. We are committed to working with parents and carers by consulting with them about our RSHE curriculum. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources such as books. We will notify parents when Relationships and Sex education will be taught by letter.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. Requests for withdrawal should be put in writing and addressed to the headteacher.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE co-ordinator through lesson visits, Instagram posts, floorbooks and pupil discussions. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSHE co-ordinator yearly. At every review, the policy will be approved by the Children's Committee.

11. Safeguarding

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 protection issue. Teachers will consult with the designated safeguarding lead and follow school procedures for reporting concerns. See Safeguarding policy for more information.

12. Equality

Teachers are aware that effective RSHE teaching may include the need to challenge harmful stereotypes and discriminatory views in age appropriate language. Teachers receive equality training as part of their continuing professional development and can seek support and advice from the senior leadership team. Teachers have read and are familiar with the school's Equality Policy.

Appendix 1: Curriculum map

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	September	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**
Values	**Be resilient**	**Be respectful**	**Be peaceful**	**Be thoughtful**	**Be responsible**	**Be kind**	**Be grateful**	**Be honest**	**Be forgiving**	**Be understanding**	**Be courageous**
Calendar	*World Alzheimer month	*Black History month *International walk to school month	*Anti-bullying week			*National LGBT History month *Fairtrade fortnight	*National carers week	*The big pedal *Walk to work day		*Pride Month *Heart rhythm week *Child safety week	
Positive Safeguarding	Who can I talk to if I have a worry?		Anti-bullying		Stranger danger		Road safety		Online safety		Changes	
N / YR	Friends		Families		Being healthy (food and drink)		Being healthy (exercise and sleep)		Staying safe		Staying safe	
Y1	What is the same and different about us?		Who is special to us?		What helps us stay healthy?		What can we do with money?		Who helps to keep us safe?		How can we look after each other and the world?	
Y2	What makes a good friend?		What is bullying?		What jobs do people do?		What helps us to stay safe?		What helps us grow and stay healthy?		How do we recognise our feelings?	
Y3	How can we be a good friend?		What keeps us safe?		What are families like?		What makes a community?		Why should we eat well and look after our teeth?		Why should we keep active and sleep well?	
Y4	What strengths, skills and interests do we have?		How do we treat each other with respect?		How can we manage our feelings?		How will we grow and change?		How can our choices make a difference to others and the environment?		How can we manage risk in different places?	
Y5	What makes up a person's identity?		What decisions can people make with money?		How can we help in an accident or emergency?		How can friends communicate safely?		How can drugs common to everyday life affect health?		What jobs would we like?	
Y6	How can we keep healthy as we grow?				How can the media influence people?				What will change as we become more independent? How do friendships change as we grow?			

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, 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 • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they're worried about their health
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Basic first aid	• How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent bodies	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle