

# Mundella Primary School Policies

## RSHE Policy



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Created by: Michelle Clark

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### Relationships, Sex and Health Education (RSE) Policy

#### **1. Rationale and Ethos**

This policy covers Mundella Primary Schools approach to relationships, sex and health education (RSHE). This subject meets statutory obligations as outlined in revised Department for Education statutory guidance (2019). The guidance states that from September 2020, all schools must deliver relationships education in primary schools. At Mundella we also teach Sex Education within our Y4 & Y6 curriculum, please see the Sex Education Policy.

Additional requirements on schools by law that have informed this policy and our approach include, the Equality Act and Keeping Children Safe In Education - Statutory Safeguarding Guidance (2020).

We define relationships and sex education as:

*"The building blocks needed for positive and safe relationships, including with family, friends and online, and at the appropriate time to sexual health and developing relationships. This includes the importance of treating ourselves and others with kindness, consideration and respect."*

At Mundella, we believe relationships, sex and health education plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Ultimately, helping our young people to be happy, healthy and safe now and in the future.

## 2. Teaching and Learning

### i) Delivery, monitoring and evaluation

Our RSHE programme is an integral part of our whole school education curriculum and links specifically to PHSCE, Science and RE (see related policies). RSHE will be taught across the curriculum in regular sessions. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity. Staff will use a variety of teaching strategies and approaches in keeping with the maturity and needs of the pupils. Below is an outline of the curriculum content for RSHE:

Family		Friends		Community	
<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Understand own family</li> <li>- Know that we should feel safe and receive kindness when with our families (although not everyone does)</li> <li>- Understand acceptable behaviour at home and at school</li> <li>- Understand that families change</li> <li>- Practice saying no (consent)</li> <li>- Know how to report concerns</li> <li>- Understand that families are diverse</li> </ul>	<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Learn how to be a kind friend</li> <li>- Identify the features of good friends</li> <li>- Identify 'bossy' friendships</li> <li>- Identify bullying</li> </ul>	<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Contribute to a happy school</li> <li>- Consider their wider community</li> <li>- Understand the equality of expectations for boys and girls</li> <li>- Learn about gender (boys, girls and non-binary people)</li> </ul>
<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Understand the way that families can change (including bereavement)</li> <li>- Appreciate that there are cultural differences between families in their communities</li> <li>- Know that boys and girls should be treated equally</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Choose healthy friendships</li> <li>- Understand that friends are diverse</li> <li>- Learn how to resolve conflict</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Consider their place within a happy and fair world</li> <li>- Explore feelings of belonging</li> <li>- Learn how to contribute to society</li> <li>- Learn about the way our country is governed</li> </ul>
<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Discuss the reason why people get married</li> <li>- Learn how to disagree and listen to opposing views with respect</li> <li>- Understand that families are highly varied and that the differences between people should be accepted and celebrated</li> </ul>	<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Appreciate the ongoing complexity of close friendships</li> <li>- Celebrate difference</li> <li>- Identify manipulation tactics</li> <li>- Learn to stand up for our own interests</li> <li>- Identify and challenge bullying and stereotypes</li> <li>- Accept and celebrate difference</li> <li>- Begin to understand gender identity and sexual orientation</li> </ul>	<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Understand the history of prejudice and discrimination</li> <li>- Learn how to stand up to prejudice</li> <li>- Learn about impairments and the way to treat disabled people with respect</li> <li>- Understand the importance of money and how to use it wisely</li> <li>- Explore the inequalities created by unequal distribution of wealth</li> <li>- Explore what does it mean to be British</li> </ul>

Mental Wellbeing		Physical health		Growing up	
<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Talk about feelings</li> <li>- Consider the range of moods that we experience</li> <li>- Resolve arguments</li> <li>- Begin to gain a sense of self</li> </ul>	<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Learn how to exercise</li> <li>- Identify healthy foods</li> <li>- Learn how to keep clean</li> <li>- Identify and avoid dangers</li> </ul>	<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Learn how our bodies change over time (Linked to science)</li> </ul>
<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Manage feelings</li> <li>- Understand the causes and barriers to our own happiness</li> <li>- Identify positive and negative habits</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Appreciate the importance of exercise</li> <li>- Appreciate the importance of a healthy diet</li> <li>- Understand issues relating to hygiene and illness</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Be able to access to information about menstruation should they need to</li> </ul>
<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Develop empathy for other people in the world</li> <li>- Understand mental wellbeing</li> <li>- Resolve conflicts</li> <li>- Understand the causes of our emotions</li> <li>- Explore self-identity</li> </ul>	<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Critique beauty standards and expectations and the effect these have on mental health</li> <li>- Understand that we need to balance long term happiness with short term enjoyment</li> <li>- Have a thorough understanding of diet and exercise</li> <li>- Appreciate the significance to health of hygiene and illness</li> <li>- Learn about the dangers of drugs, alcohol and tobacco</li> <li>- Learn how to verify health information</li> <li>- Identify and manage hazards and risk</li> <li>- Learn key life-saving skills</li> </ul>	<b>UKS2</b> Y5 & Y6	<p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>- Understand physical changes including identifying body parts</li> <li>- Understand emotional changes</li> <li>- Understand the importance of hygiene during puberty</li> <li>- Understand the process of menstruation</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>- Learn how sexual reproduction can lead to childbirth</li> </ul>

Language and terminology have a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships.

The delivery of RSHE is monitored by: teacher evaluation of lessons, units and the overall programme within regular reflective staff meetings; learning walks by SLT and curriculum coordinator; sampling pupils' work; use of learning environments and displays; discussions with pupils (pupil voice and feedback will be influential in adapting and amending planned learning activities).

## ii) Inclusivity

All pupils, whatever their experience, background and identity, are entitled to quality RSHE that helps them build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy.

Our school's RSHE programme is underpinned by a good understanding of pupils' backgrounds and positive relationships between the school, parents and the local community form the foundations for the teaching of these subjects.

All classes include pupils with different abilities and aptitudes, experiences, home structures, religious/cultural backgrounds, gender and sexual identities. To

encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. Teachers at Mundella are very skilled in meeting the needs of all learners and will ensure RSHE is matched to the needs of all of our pupils. Teachers will specifically work with the SENCO, parents and outside agencies to ensure the provision of those children with special educational needs are met at an appropriate level.

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for:

- faith perspectives in the context of balanced debate,
- cultural diversity,
- disability,
- varied family structures and home backgrounds,
- gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At Mundella we commit to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBT+ people.

#### Our approach to LGBT+ teaching:

The statutory guidance states that all teaching is sensitive, age appropriate and inclusive in approach and content. The guidance is clear that all pupils are to be taught LGBT content, but it does not state when this content is taught - rather schools are free to determine when they consider it is appropriate.

At Mundella we will endeavour to ensure that this content is to be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. This can be with a range of resources that are reflective of diversity and through opportunities for cross-curricular learning.

#### Our approach to faith perspectives is:

All schools teach about faith perspectives within their RE curriculum. At Mundella the religious background of all pupils will be considered when planning and teaching aspects of the curriculum. This will ensure that subjects within the RSHE curriculum are handled appropriately.

### iii) Sensitivity, confidentiality and handling disclosures

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE.

To support a safe learning environment:

- Teachers will set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting.
- Teachers and pupils will agree ground rules by discussion. These will be explained and be visible in the classroom. Teachers will refer back to these rules during discussions as appropriate.
- Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Pupils will be told when they can raise questions verbally. Pupils will also be able to raise questioning in writing, this can be anonymously if they wish, by using the question/worry box that is always available in classrooms. This will enable pupils to feel more comfortable to ask questions without being identified. Pupils will be reminded of the question box during RSHE sessions.
- Teachers will answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- Teachers will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a verbal question is too personal, staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- Staff will not provide more information than is appropriate to the age of the pupil.
- If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSHE leader or a Child Protection Officer. Questions may be referred to parents / carers if it is not appropriate to answer them in school.
- Staff training will include sessions on how to deal with difficult questions. Agreed

phrases, where appropriate, will be used in response to difficult questions, these can include; 'That is something that may be covered later on, maybe at a higher year in school.', 'I can't answer that question, but you could ask your parents/carers.' There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Child Protection Officer or another senior member of staff.

- Where a question or comment from a pupil in the classroom indicates possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.
- All staff teaching RSHE will be supported by the designated person for safeguarding and child protection if they have any concerns and the PSHE/RSHE lead.

### **v) Assessment and review of learning**

Assessment plays a key role in effective RSHE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. Pupils' development in RSHE focuses on knowledge as well as skill development and attitudes. Class teachers use the curriculum overview to plan and structure their lessons. At the end of each unit, they will annotate the document to say what areas have been covered and give a brief evaluation of the learning. Any issues will be raised with the RSHE lead and passed on to the next class teacher. The RSHE lead will use these annotations as an assessment and monitor tool.

We report to parents during the end of the academic year. Within the report, a sentence detailing what has been taught regarding to RSHE and the outcome for each child will be given to parents. Due to timings of teaching content, this will begin during the academic year 2022.

### **3. Roles and Responsibilities**

Named member of staff/coordinator for RSHE: Michelle Clark

Staff responsible for managing safeguarding and child protection - Will Smith, Lisa Hewitt.

Named governor(s) responsible for RSE - Rebecca White

#### **Governing Body**

Overseeing the provision around RSHE is the responsibility of the governing body, who will provide appropriate challenge and agree on the content of this policy. The governing body should liaise with senior leaders to access appropriate training to fulfil the role.

## **Senior Leaders/Lead members of staff**

The lead members of staff will:

- develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure appropriate training is offered to members of the governing body.
- Ensure that all staff are given regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to RSHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils.
- Ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carer involvement in the development of the RSHE curriculum. · Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as is appropriate.
- Ensure that provision of RSHE at home is encouraged and supports the provision the school provides. They will communicate to parents/carers any additional support available where necessary or requested. · The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSHE (see section 5).
- Ensure that any external sources/visitors are credible, evidence based and enhance learning.

## **All Staff**

Teaching and support staff will:

- Ensure that they are up to date with this RSHE policy and curriculum requirements regarding relationships and sex education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision.
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.

- Deliver RSHE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- Model positive attitudes to RSHE.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in RSHE.
- Respond 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.

### **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Pupils will be given the opportunity to share their views on RSHE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.

### **Parents/carers**

Mundella recognises the primary role parents and carers have in the RSHE of their children. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation.

To support this parents/carers;

- should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the schools policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the RSHE education of their child.
- Will receive a curriculum overview for RSHE so they can support their child's learning at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

### **Health professionals/external agencies**

External visitors can have a valuable role in enhancing the teaching and learning of RSE. At Mundella when selecting any external visitors, we will;

- Be clear about our reason for working with the visitor.
- Ensure visitor selection and presence in school meets requirements of our safeguarding policy.

- Ensure any visitor is made aware of our policies.
- Ensure any visitor is adequately trained and competent and that external input is factually correct, and where relevant there is differentiation between fact and opinion.
- Be clear that responsibility for teaching and learning remains with the school.

#### **4. Training**

It is important that all school staff feel comfortable and confident in planning and delivering RSHE. We will make available regular professional development training in how to deliver relationships and sex education. Identification and provision for the continuing professional development (CPD) needs of staff, including non-teaching staff, are described in our Staff training/CPD policy. For RSHE specifically;

- Staff will be offered generic RSHE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSHE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of RSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.

All teachers at Mundella have attended an initial training session based on the teaching of RSHE curriculum. This will be followed by regular staff meeting sessions within school time.

#### **5. Working together with parents/carers**

At Mundella our aim is that, every parent/carer will have full confidence in the school's RSHE programme to meet their child's needs. As outlined in section 2. (Teaching and Learning), selected resources, such as books and film clips, will be used which support and promote understanding. Parents will be given the opportunity to view these materials and resources, upon request.

Mundella will support parents/carers by providing resources and signposting to help parents/carers build their knowledge and confidence of discussing these matters with their children at home to help support their learning. Parents/carers will be informed within the termly newsletter of the content of the terms teaching of RSHE.

##### **ii) Right to withdrawal**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE (other than sex education in the National Curriculum as part of science), as currently, but **not** from relationships or health education.

If a parent wishes to have their child withdrawn from sex education, they are

required to put the request in writing, addressed to the headteacher. The headteacher will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RSE.

Please note: the DfE are clear that SEND should not generally be a consideration for withdrawal. As outlined in section 2.2, learning will be tailored to be inclusive of needs of all pupils.

## **6. Policy development, monitoring and review**

This policy has been developed by all members of the school community including governors, staff, parents and pupils.

The consultation and policy development process involved the following steps:

1. Review - a member of the leadership team pulled together all relevant information including relevant national and local guidance and existing school policies.
2. Consultation - with staff, pupils, parents and governors. The process included parent consultation, student council, governor meetings, staff meeting sessions.
3. Ratification - the policy was approved by the full Governing Body on 20<sup>th</sup> April 2021.

Mundella are committed to monitoring and evaluating the effectiveness of this policy. Specifically, important to the RSHE Programme are:

- pupil feedback,
- staff review and feedback
- parental feedback
- further guidance and legislative changes.

### **Policy availability**

- This policy will form part of the induction of all staff members and annual staff training.
- The Policy is shared on our website.

- Parents/guardians and all staff members will be notified of any updates.
- Parents and staff are invited to comment on the policy.