



Hempland
Primary School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

2. Policy development

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

- Review –The PSHE leaders collated together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent consultation – The policy was made available to parents on the website and they were invited to discuss any points
- Pupil consultation – we investigated what exactly pupils want from their RSHE
- Governor consultation – once amendments were made, the policy was shared with governors and ratified

3. What is RSHE?

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible adults.

At Hempland Primary School, children's wellbeing, happiness and safety are our first priority, and we believe that RSHE is an important part of every child's education.

4. Statutory requirements

At Hempland Primary School we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include 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 Hempland Primary School we teach RSHE as set out in this policy.

5. What RSHE looks like at Hempland

Our curriculum is set out as per Appendix 1 and is based on resources provided by the SCARF Framework. At Hempland, we follow the SCARF Framework for PSHE to deliver the non-statutory element of the RSHE curriculum. This Programme of Study promotes children's personal, social and economic development, as well as their health and wellbeing.

Safety Caring Achievement Resilience Friendship

The SCARF Framework is split into 6 different units:

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being my Best
6. Growing and Changing

Sessions are taught by staff weekly across all year groups. Each year group teaches one unit each half term, ensuring coverage and progression (See Appendix 1 for whole school coverage of RSHE entwined within PSHE).

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)

6. How we entwine RSHE with our Hempland school values

Respect - Children are taught the importance of respecting themselves and each other. They are taught the value of respecting cultures and beliefs different to their own, as well as being respectful and tolerant of individuals and their differences, including the LGBTQ+ community.

Opportunity - Children have many opportunities to explore and discuss topics that they are unfamiliar with.

Ambition - We want our children to grow up as strong individuals who can go into the world around them feeling confident and have the courage to achieve what they want to achieve.

Resilience - We hope to develop children who value themselves and who grow to have a strong sense of self-worth and confidence; always believing in themselves. We want our children to never give up at the first hurdle but to have the resilience to get back up and give things another go.

7. Assessment and Monitoring in RSHE

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus as guided by the SCARF planning and assessment tools. Evidence of RSHE will be in a variety of forms e.g. verbal responses as well as written work. The very nature of RSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

8. How is RSHE at Hempland accessible to all pupils?

Hempland Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth. Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour Policy
- Confidentiality Policy
- Equality and Objectives Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy

8.1 Equal Opportunities

All aspects of RSHE include equality of opportunity for all children and adults. For pupils with English as an additional language, appropriate support and access arrangements are planned for. Our RSHE programme includes a sensitive, honest and balanced consideration towards children and families of all backgrounds, religions and sexualities. We make sure that our provision is inclusive of all pupils and consistent with the Equalities Act 2010. (See Appendix 2 for the Equalities Act, 2010).

8.2 Special Educational Needs

All children are given appropriate support and/or differentiated activities to allow them to access the curriculum and to reach their full potential.

8.3 Every Child Matters

When planning for learning and teaching in RSHE we look for opportunities to promote the five elements of Every Child Matters: *Being healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well Being.*

9. Parental concerns and withdrawal of students

At Hempland Primary School, we are keen to keep an active partnership with parents/carers. We will make sure that every opportunity is given to understand the purpose and content of RSHE, ensuring good communication and opportunities for parents to understand and ask questions about the school's approach. In turn, we hope this will increase confidence in the curriculum. Parents do not have the right to withdraw their children from relationships education. Parents do however, have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education. (See Appendix 3 for withdrawal form).

10. Responsibilities

10.1 The governing body

The governing body will approve the RSHE policy, and hold the head teacher to account for its implementation.

10.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

10.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Delivering the agreed policy and subject objectives for their class
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

11. **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

12. **Confidentiality & Answering difficult questions**

Topics of a sensitive nature may arise in RSHE. Teachers cannot offer or guarantee pupils unconditional confidentiality, but will in all cases adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform parents or the head teacher of any disclosures unless the Headteacher has specifically requested them to do so. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as having a set of ground rules and using distancing techniques to reduce the chances of this happening. In addition, if teachers do not know the answer to a particular question, or feel that the question is inappropriate for the age of that child which raises concerns, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

13. **Keeping safe online**

RSHE has an important link to the e-safety / acceptable use policy, which teaches about online safety. It is vital for RSHE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

14. **Training**

Staff are trained on the delivery of RSHE 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.

Appendix 1: SCARF programme of study for the school

	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 1	Me and My Relationships What makes me special? My Feelings	Me and My Relationships following classroom rules, identify feelings, qualities of friendship	Me and My Relationships creating class rules, responding to feelings, bullying	Me and My Relationships Why do we have rules and consequences? Positive relationships Qualities of friendship	Me and My Relationships Positive, healthy relationships	Me and My Relationships identify what makes a relationship unhealthy	Me and My Relationships recognise peer influence and pressure Assertiveness skills
Autumn 2	Valuing Difference Same and Different-homes and people	Valuing Difference difference and similarities between people	Valuing Difference physical and non-physical differences and similarities between people	Valuing Differences Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;	Valuing Difference understanding compromise and negotiation Recognising different types of relationship with different people	Valuing Difference being respectful, knowing not everything online is always true	Valuing Difference Recognise that bullying and discrimination can result from prejudice or disrespect of people's differences Tolerance
Spring 1	Keeping myself safe Keeping safe inside and outside	Keeping myself Safe recognise the importance of sleep, exercise and healthy eating	Keeping Myself Safe talk about situations that are safe and unsafe	Keeping Myself Safe identify situations whether they're safe or unsafe	Keeping myself Safe managing risk, identify situations which are dangerous, risky or hazardous	Keeping myself Safe Recognise that there are positive and negative risks, demonstrate strategies to deal with both face-to-face and online bullying	Keeping myself Safe identify strategies for keeping personal info safe online Understand some basic laws in relation to drugs and alcohol
Spring 2	Rights and Responsibilities Caring for my friends and the world Money - role playing with money	Rights and Responsibilities Looking after myself and my things Money - Recognising money, safe places to keep money	Rights and Responsibilities Looking after our environment Money - Saving money for use at a future time	Rights and Responsibilities Helping other people to look after themselves and other things Money - earning money	Rights and Responsibilities understanding own and others rights and responsibilities Money - Tax	Rights and Responsibilities Defining differences between rights, responsibilities and duties (inc local councils) Money - local councils, loans, debt, credit, interest	Rights and Responsibilities Democracy, elections, how laws are made Money - the benefits and different ways of saving money

Summer 1	Being my Best being helpful and caring in school, the world and to people	Being My Best Positive relationships Caring, co-operation, teamwork	Being my Best Achievement, aspiration, growth mindset, resilience	Being My Best developing skills in discussion and debating, identify own achievements and areas for development	Being My Best identify ways in which we're all unique, appreciate their own uniqueness	Being my Best Identify own strengths and talents Knowing the harmful effects of drinking and smoking	Being my Best identify aspirational goals How wellbeing contributes to a healthy lifestyle Assess a risk to help keep themselves safe.
Summer 2	Growing and Changing Life cycles	Growing and Changing different stages of growing (humans) & basic needs	Growing and Changing different stages of growth, what privacy means, body parts that are private	Growing and Changing different types of relationships My changing body	Growing and Changing Understanding different feelings males and female body parts, correct terminology	Growing and Changing Taking notice of and describing our feelings Understand myths around puberty, products that may be needed and why	Growing and Changing How babies are made Strategies to deal with change

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

Families and people who care for me
<p>Pupils should know:</p> <ul style="list-style-type: none">• 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• Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
Caring friendships
<p>Pupils should know:</p> <ul style="list-style-type: none">• 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
Respectful relationships
<p>Pupils should know:</p> <ul style="list-style-type: none">• 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

Pupils should know:

- 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

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, for example family, school or other sources

Appendix 3: Parental withdrawal form

To be completed by parents	
Name of child:	Class:
Name of parent:	Date:
Reason for withdrawing from sex education within relationships and sex education:	
Any other information you would like the school to consider:	
Parent signature:	

To be completed by the school	
Actions agreed through discussions with parents:	
Signed:	

Appendix 4: Further reading

DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ 2019. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

DfES ‘Sex and Relationship Education Guidance’ (2000)

Brook, Sex Education Forum and PSHE Association ‘Sex and Relationships Education (SRE) for the 21st Century’ - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)