

RSHE Policy

Relationships, Sex and Health Education



Grange Lane Infant Academy

Policy written: 28.5.21

Approved:

Contents

1. Aims
2. Statutory Requirements
3. Policy Development
4. Definition
5. Curriculum and Delivery of RSHE
6. Roles and Responsibilities
7. Training
8. Monitoring Arrangements
9. Equality, Inclusion and Support

Relationships, Sex and Health Education Vision at Grange Lane Infant Academy

At Grange Lane Infant Academy we believe that effective RSE is essential to enable children to make informed decisions about their lives. Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. The school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances.

1. Aims

The aims of Relationships and Sex Education (RSHE) Grange Lane Infant Academy are to:

- Provide a framework in which sensitive discussions can take place
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality
- Help children identify and understand positive relationships
- Teach children the correct vocabulary to describe themselves and their bodies
- Ensure the delivery of RSHE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.
- RSHE promotes meaningful, loving and healthy relationships

The RSHE policy is underpinned by the ethos and values throughout the school.

2. Statutory Requirements

Department for Education states that from September 2020 all schools must deliver relationships education in primary schools. Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Other documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)

At Grange Lane Infant Academy we teach RSHE as set out in this policy.

3. Policy Development

This policy has been written as a result of separate consultations with school staff and parents. Due to the Covid-19 crisis, we have been unable to hold an open evening for the parent consultation so an online survey was completed. Consultations with staff have allowed us to ensure we have a robust curriculum. Consultations with parents will allow us

to ensure parents are happy with the curriculum and give us ideas on how to support them with this subject at home.

This policy has been put together by the Health and Well-Being Leader and shared with SLT, the Governing Body and parents.

4. Definition

Relationship, Sex and Health Education (RSHE) is part of a lifelong learning about physical, moral and emotional development. At Grange Lane Infant Academy RSHE is centred on personal safety, caring for others and building strong family relationships. Effective Relationship, Sex and Health Education is essential if young people are to make responsible and well informed decisions about their lives. RSHE at Grange Lane Infant Academy is intended to help students learn about relationships, emotions, safety and physical health and well-being. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSHE at Grange Lane Infant Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

RSHE is not about the promotion of sexual activity.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

5. Curriculum and Delivery of RSHE

At Grange Lane Infant Academy RSHE is taught throughout PHSE, mainly in Jigsaw sessions but also when the subject arises naturally in a class setting. The Jigsaw scheme meets the needs of the new curriculum fully however we adapt in line with the needs of our children. We also access resources from the NSPCC such as the PANTS resources. We recognise the individual needs of our children and the diversity of our community. In line with government guidance, our curriculum needs to reflect this and focus 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

We have developed the curriculum in consultation with parents and staff, taking into account the age and needs of children. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature. If staff are unable to answer a question at that time, they will research the answer and get back to the child or children to provide an answer later. If a question is inappropriate to answer in a whole class setting, staff will support the child on an individual basis and inform parents if necessary. We also have The Big Talk each year in school from F1-Y2.

For more information on how our curriculum is taught, please see 'RSHE Curriculum Coverage' document.

6. Roles and Responsibilities

- **The Academy Advisory Board**

The Academy Advisory Board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

- **The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSHE.

- **Staff**

RSHE will be taught across the curriculum but specifically in PHSE and science. Teachers, support staff and external agencies may also teach from the RSHE curriculum. We make it clear to pupils what our procedures are with regard to confidentiality. Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE guidance 2019. 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. In the instance of a disclosure, staff will consult with the designated safeguarding lead Louise Chappell and in their absence the deputy safeguarding lead Kay Shaw or the Vice Principal.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress

- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Delivering the curriculum without promoting their own personal viewpoint

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.
- Use their professional judgement as to answering questions in front of the whole class or individually taking into account the Child Protection Policy and Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

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 Principal. All teachers are responsible for the teaching of RSHE and all teaching assistants are responsible for supporting the teaching of RSHE.

- **Children**

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

- **Parents**

We teach RSHE in a partnership with parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore encourage their engagement with our programme. It is important that RSHE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. To liaise with parents on this matter we:

- Inform parents routinely about the school's RSHE policy and practice (prospectus/letters/emails/ website).
- The curriculum content and organisation is shared and explained.
- Answer any questions that parents may have about the RSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Conduct consultation every two years about any needs in relation to our RSHE programme and policy.

Any parents wanting more information about our RSHE curriculum can contact a member of the Senior Leadership Team or the Health and Well-Being Leader.

- **Parents' right to withdraw**

Parents do not have the right to withdraw their children from **statutory relationships education**.

Parents only have the right to withdraw their children from the **non-statutory components of sex education within RSHE**. This is only covered in The Big Talk sessions and details will be given out before the talk on how to withdraw should parents wish to do so along with an information sheet about the importance of their child taking part. However, any concerns will be listened to, and should be put in writing and addressed to the Headteacher.

Alternative work will be given to children who are withdrawn from lessons for any reason.

7. Training

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

School nurses or sexual health professionals, may provide support and training to staff teaching RSHE.

8. Monitoring Arrangements

The delivery of RSHE is monitored by **Rachel Bramhald** through:

- Observations of teaching
- Scrutiny of floor books
- Scrutiny of planning
- Analysis of data

The PHSE/ RSHE team plan and monitor the delivery of the RSHE programme and ensure that all aspects of RSHE are covered as defined in government guidance especially the National Curriculum for PSHE- "personal wellbeing". The programme is reviewed on an annual basis.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

As part of effective RSHE provision, this policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

9. Equality, Inclusion and Support

As a school and a workplace, we are accepting and understanding of both staff members' and students' sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBT+ language where it is deemed appropriate. This

includes the use of the words “gay”, “lesbian”, “bisexual”, “homosexual” and “transgender” in their appropriate contexts.

We recognise that informal discussions about staff families are a part of everyday school life – all staff members should feel comfortable in talking to children and colleagues about their own families if they choose to do so.

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of protected characteristics.

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).

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person’s potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at Pheasant Bank Academy fits with their family’s faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background, need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

Date of ratification:

Ratifying body:

Intended date of next review: