



Buriton Primary School

Relationships, Sex and Health Education (RSHE) Policy

Spring 2021

Legislation (statutory regulations and guidance)

Originally, (pre -Covid) schools were required to have a Relationship and Sex Education Policy which sets out and guides teaching approaches by September 2020. The timeframe then changed due to the challenging circumstances the nation faced due to the pandemic. Schools are now required to start preparations to deliver the new curriculum as soon as possible and start teaching the new content by the start of the summer term 2021.

Rationale and Ethos

This policy covers our school's approach to teaching Relationship, Sex and Health Education (RSHE) as part of the broader Personal, social and health education (PSHE), PE, Computing and Science curriculum.

It has been written with regard to the following guidance and documentation:

- Department of Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Guidance Documents from the PSHE Society
- Guidance from the Relationships and Health Education Resource called 1 Decision.

At Buriton Primary School we define 'relationships and sex education' as high quality, evidence based, and age appropriate teaching and learning about healthy, respectful relationships focusing on family and friendships on and offline. Relationship and sex education includes content taught through the schools Personal, Social, Health and Economic education as well as through subjects such as science, PE and computing.

We commit to:

- Work in partnership with parents and carers
- Deliver RSHE professionally and as an identifiable part of PSHE
- Deliver RSHE in a way that affords dignity and shows respect to all who make up our diverse community
- Build resilience in our pupils through RSHE, to help them form healthy relationships, to keep themselves safe and resist harmful influences
- Promote healthy resilient relationships through RSHE set in the context of character and virtue development
- Base RSHE on honest and medically accurate information from reliable sources of information, including about the law and legal rights
- Take particular care to meet the individual needs of all pupils including those with special needs and disabilities

- Seek pupils' view about RSHE so that the teaching can be made relevant to their lives

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing high quality teaching that is differentiated and personalised

We ensure RSE fosters gender equality by ensuring that all children understand the importance of equality and respect, and by ensuring that our teaching is sensitive and age appropriate in approach and content. If appropriate, the topic of LGBT will be covered in a way that will be fully integrated into the programmes of study and not taught as a stand-alone unit or lesson.

The intended outcomes of our programme is that pupils will have developed appropriate knowledge about sex and relationships education as set out in the science national curriculum, and the statutory guidance for relationships education and health education, as well as any knowledge agreed to be appropriate from the sex education programme aspect of the science school curriculum.

Roles and Responsibilities

The Governing Body

The Governing Body are responsible for approving this policy and hold the headteacher to account for its implementation ensuring that:

- all pupils make progress in achieving the expected educational outcomes
- that RSE are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- RSE is resourced and timetabled in a way that ensures that the school can fulfil its legal obligations

The Headteacher

The headteacher is responsible for:

- ensuring that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively.
- ensuring that members of staff can teach effectively and handle any difficult issues with sensitivity.
- liaising with external agencies if appropriate regarding the school sex education programme, and ensuring that all adults who work with children on these issues are aware of the school policy, and that they work within this framework
- monitoring this policy and reporting to governors, when requested, on the effectiveness of the policy
- managing requests to withdraw pupils from non-statutory components of sex education.

Subject Leader (also the Headteacher)

The RSE programme is by the PSHE co-ordinator. The subject leader's responsibility is to oversee the development of the curriculum for RSE; to monitor the quality of teaching; to identify improvement priorities within the subject; and to provide appropriate training for staff.

Class Teachers

RSE is taught by class teachers and supported by teaching assistants as appropriate. Their responsibility is to teach the relevant elements of the RSE curriculum in line with this policy and the SRE scheme of work and to adapt this to the needs of their whole class as well as individual children. They are responsible for assessing the progress of the children in their class and sharing this with the subject leader and with parents. Teaching staff receive RSE training through staff meetings to support them in developing our curriculum.

Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

Curriculum Design

In order to develop this policy and design our RSE curriculum staff trialled a number of resources before choosing the best resource to meet the needs of our children.

At Buriton Primary School, the RSE programme is an integral part of our whole school PSHE education and is closely linked to aspects of the Science and Computing curriculum. Our PSHE curriculum includes: health and wellbeing; relationships; and living in the wider world.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up. We will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils.

The following elements are included from the Primary Relationship Education curriculum:

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

Children in Year 6 will also learn about sex education including puberty in the context of loving relationships, mutual respect and consent. Reproduction in humans forms part of the primary Science curriculum.

In addition to Relationships Education, at Buriton our programme of study also includes:

The following elements are included from the Physical Health and Mental wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and keeping healthy
- Basic first aid
- Changing adolescent body

We ensure RSE is matched to the needs of our pupils through developing well thought out long term and medium term plans which ensure content is covered in the appropriate year groups and that it builds on children's prior learning at each stage. This is supported by high quality resources produced by **1 Decision** as well as other resources recommended by the PSHE Association. The selected resources, such as books and film clips, are used which support and promote understanding in a way that is appropriate to the children in this school.

High quality teaching ensures accessibility for all pupils through appropriate differentiation and personalisation and considering the needs of children with additional social, emotional and mental health needs as well as those with SEND.

Our RSE programme is taught through a range of teaching methods and interactive activities, including:

- establishing ground rules
- starting point activities such as brainstorming
- group work
- watching purpose made, age-appropriate videos to promote discussions
- circle time
- role-play
- story telling / drama film
- activity weeks / days
- visitors
- question time - answering children's questions e.g. through anonymous question boxes.

Pupils will be encouraged to reflect on their own learning and progress privately and through discussion with others and this is a vital aspect of the assessment process. The benchmark against which children's progress is measured is the children's own starting point.

Safe and Effective Practice

A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback. As well as encouraging more open discussion it also helps to make sure that teachers are not anxious about unexpected disclosures or comments.

A safe learning environment is established through the ethos of respect and tolerance within lessons. In order to achieve this, teachers will:

- work with children to establish ground rules about how they will behave towards each other in discussion
 - provide opportunities for children to discuss issues in small groups as well as sharing views with the whole class
 - make boxes available in which pupils can place anonymous questions or concerns
 - provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form).
 - be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law.
 - be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues.
 - always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
 - link PSHE education into the whole-school approach to supporting pupil wellbeing
 - make pupils aware of reliable sources of support both inside and outside the school
- Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary. Examples of ground rules include:
- Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
 - Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
 - Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
 - Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
 - Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
 - Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
 - Seeking help and advice: If we need further help or advice, we know how and where to seek it— both in school and in the community. We will encourage friends to seek help if we think they need it.

Using Distancing Techniques

Distancing techniques are used to enable children to engage more objectively with lesson content whilst 'de-personalising' discussions. Stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion.

The following or similar questions can be used to support distanced discussion:

- What is happening to them?
- Why might this be happening?
- How are they feeling? What are they thinking?
- What do other people think of them? Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

Handling tricky questions

It is important to encourage pupils to ask questions but this requires the teacher to feel confident to handle the questions raised. The following guidelines are used to help manage this aspect of PSHE teaching safely:

- Have an 'Ask it basket' / anonymous question box available before, during and after all lessons, so pupils can ask questions anonymously at any time. If you are concerned about a question, ask anyone whose question has not been answered to come and see you privately)
- Be conscious of the message you give the rest of the group when responding to a question. You may be certain that a question has been put to you to attempt to embarrass you or put you on the spot but a dismissive answer could dissuade others from asking genuine questions

When faced with a tricky question...

- Thank them for the question and check you have understood what they are asking and what they think the answer is. The exact nature of a question can be determined through "open questioning" techniques
- Give a factual, age-appropriate answer when you can
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consider whether you need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?

Signposting support

We ensure that, information about different sources of help within and beyond the school are included in lessons. We provide opportunities for pupils to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services including:

- NSPCC's website www.nspcc.org.uk which includes up to date information and sources of support
- Childline www.childline.org.uk (0800 1111)
- Rise Above www.riseabove.org.uk
- Thinkuknow www.thinkuknow.co.uk

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues. Any disclosures are dealt with as set out in our child protection and safeguarding policies and procedures and reported directly to the designated safeguarding lead or deputy and appropriate action will be taken.

Visitors/external agencies who support the delivery of RSE will be required to comply with all relevant school policies including child protection, safeguarding and RSE and will be supervised at all times whilst working with children.

Engaging Stakeholders

We create and maintain an open dialogue between parents and teachers as early as possible. As the DfE statutory guidance states:

‘Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.’

Parents in Year 6 are invited to view the teaching materials prior to their children being taught the science aspects of sex education.

Other successful approaches we use for engaging effectively with parents include:

- Including information about SRE in the school prospectus so that parents have some knowledge of this aspect of the curriculum the moment their child starts at Buriton Primary. This helps to build a positive view of the subject and an understanding of its breadth and content.
- Making this policy and related curriculum overview available to all parents on the school website under ‘information for parents’ and ‘curriculum’.
- Open door policy – encouraging parents to come into school to meet with their child’s teacher
- Information sharing– explaining what will be taught and sharing resources that will be used e.g. in Year 6 parents are invited to view the teaching materials prior to their children being taught the science aspects of ‘sex education’.
- Providing advice on how to talk to children about relationships and sex at home.
- Publishing our RSE education curriculum overview on the school website.
- Publishing our RSE policy on the school website.
- Notifying parents when Relationships and Sex education will be taught.
- Informing parents/carers of their right to withdraw their children from RSE content that is not part of statutory NC Science or Relationship Education and supporting them in making this decision by clarifying the reasons for and against doing so.

Governors

- Governors are involved in agreeing the content of the RSE policy and curriculum through governor curriculum meetings
- They monitor and review the policy as set out in their monitoring plan and review schedule.

Other professionals

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to sex and relationship education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

Monitoring, reporting and evaluation

Monitoring is the responsibility of the head teacher and governors. The school will assess the effectiveness of the aims, content and methods of the SRE curriculum in promoting students' learning through lesson observation, review of planning, pupil conferencing and feedback from parents. The Governing body reviews our relationship and sex education policy every three years. The Governors consider any comments from parents about the sex education programme, and make a record of all such comments.

Links with other policies

This policy is linked with the following school policies:

- Equal Opportunities
- Child Protection and Safeguarding
- Internet Safety
- Confidentiality
- Positive Behaviour Management
- Anti-Bullying

These policies can be found by looking under 'Policies' on the website.

This policy was agreed by governors in March 2021 and will be reviewed at least every 3 years.