

2023-25

HURLEY PRIMARY SCHOOL

# RSHE POLICY

# Hurley Primary School

## RSHE Policy



Updated: January 2023  
To be reviewed: September 2025

### REVIEW FRAMEWORK

REVIEWED BY:

Headteacher	Glyn Morgans	Signed		16/01/23
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Chair of Governors	Karen Orman	Signed		16/01/23
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REVIEW DATE: January 2025

The policy will be reviewed sooner in the event of revised legislation or guidance.

# Relationships, Sex and Health Education Policy

## Guidance

Hurley Primary School takes its responsibility to provide relevant, effective and responsible RSHE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSHE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSHE provision.

### Context – why RSHE is important

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. High quality Relationships Education, Sex Education and Health Education help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

We believe that Relationships Education, Sex Education and Health Education represent a huge opportunity to help our children & young people flourish. The knowledge & attributes gained will support their own, and others, wellbeing and attainment. These subjects also help young people to become successful and happy adults who make a meaningful contribution to society.

It is essential for the following reasons:

- RSHE plays a vital part in meeting the school's safeguarding obligations as outlined in the updated Keeping children safe in education – Statutory guidance for schools and colleges (September 2019)
- The DfE 2019 statutory guidance states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach Relationships Education
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children have the right to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'
- Ofsted is clear that schools must be '*Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.*'
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations

### Development process

From Spring 2021, the law requires primary schools to consult on their RSHE policy. Parents/carers will be consulted through *making the policy accessible on the school website and through the opportunity to contact the school*. Teaching and non-teaching staff will be consulted. Governors were consulted through *email and a governors meeting*. This policy will be approved and adopted by the head teacher and governing body. It will be reviewed every year.

We are committed to the ongoing development of RSHE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the RSHE curriculum is flexible and responsive to pupils' differing needs
- children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance
- there are clearly identified learning objectives for all RSHE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- policy and practice are revised regularly and involves staff, governors, parents/carers and pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSHE, for example, through parent/carer information sharing
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website, class curriculum maps, parents' evenings etc
- additional provision is put in place to support our SEND pupils in RSHE lessons

## Relationship to other policies

This policy supports/complements the following policies:

- Child Protection/Safeguarding Children (including FGM)
- Equality
- E-safety/Computing
- Health & Safety
- PSHE
- Science
- SEN/Inclusion

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 21<sup>st</sup> Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education – statutory safeguarding guidance (2019)
- United Nations Convention on the Rights of the Child
- Teaching online safety in school Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects June 2019
- Careers strategy: making the most of everyone's skills and talents December 2017
- Personal, social, health and economic education (February 2020)
- Framework Guidance on Character Education from the Department for Education (2019)
- Definitions for Relationships and Sex Education Sex Education Forum (2020)

## Definition

The DfE Guidance recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

We therefore take our definition of sex education to be: how a baby is conceived and born.

For pupils to understand conception and birth they need knowledge to underpin this; that a sperm and an egg is needed to make a baby, that the process of sexual intercourse or IVF brings the sperm and egg close enough together to fertilise, that babies develop in the uterus and are usually born through the vagina.

## The principles of high quality RSHE in our school

Relationships and Sex Education:

- is a partnership between home and school
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life for adults
- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience
- uses a range of learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society which may differ to their own
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations

- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

### Overall school aims for RSHE

Our approach to RSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our RSHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSHE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human reproduction, sexual health and emotions and relationships.

### Relationships and Sex Education Guidance DfE

In addition to this, we also aim to:

Embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. 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.

### The wider context of RSHE

The school's RSHE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

RSHE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying
- Help our children and young people flourish. The knowledge & attributes gained will support their own, and others, wellbeing and attainment.
- Help young people to become successful and happy adults who make a meaningful contribution to society.

## Key rights and responsibilities for Relationships, Sex and Health Education

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see appendix 1)

Specific responsibilities	Who – role? <i>E.g. PSHE lead, head teacher, CP designated teacher</i>
Co-ordinating the RSHE provision, ensuring a spiral curriculum	PSHE and RSHE leads
Accessing and co-ordinating training and support for staff	PSHE and RSHE leads
Establishing and maintaining links with external agencies/other health professionals	DSL/PSHE leads
Policy development and review, including consultation and dissemination	PSHE and RSHE leads
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE and RSHE leads
Link governor for RSHE	Karen Orman
Managing child protection/safe guarding issues	DSLs
Establishing and maintaining links with parents/carers	All Staff
Liaising with link schools to ensure a smooth transition	Head teacher
Liaising with the media	Head teacher

## Language

Pupils will be taught the scientific anatomical terms for body parts. This is to ensure shared vocabulary is used throughout the school which helps to keep children safe and allow them to talk about their bodies confidently and appropriately. We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSHE lessons.

## Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSHE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word ‘gay’ to mean something is rubbish is wrong and will not be tolerated.

As a result, pupils will hear references to, for example, ‘gay,’ ‘straight’ and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

## The teaching of Lesbian, Gay, Bisexual and Transgender (LGBT) at Hurley Primary School

In teaching Relationships Education and RSHE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum. (Relationships Education, Relationships and Sex Education (RSHE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers February 2019)

### Answering questions

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what's set out for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, 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 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/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box where questions may be asked anonymously, and teachers will address these appropriately within class

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. Phrases we will use are: *'I can only answer question on the content of this lesson'* or *'That is something that may be covered later on'* or *'I can't answer that question, but you could ask your parents/carers.'*

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- 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
- if a verbal question is too personal, staff will remind the pupils of the ground rules. Staff may respond by saying "that's a personal question about my private life and I don't talk about that in class".
- 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/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated safeguarding lead or deputies will be informed and the usual child protection procedures followed

### Key responsibilities for RSHE

#### i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSHE
- attend and engage in professional development training around RSHE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE lead on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision, including resources
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- 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
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND

- ask for support in this from the school's SEND coordinator, the designated lead for mental health, the designated safeguarding lead or the PSHE Lead, should they need it

## ii) Lead member/s of staff

The lead member/s of staff will receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis and work with governors to update this policy as appropriate.
- ensure all members of the governing body will be offered appropriate RSHE training
- ensure that all staff are given regular and ongoing training on issues relating to RSHE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE, including new staff or supply staff
- 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, taken into account and acted on as appropriate
- share the school's provision for RSHE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with RSHE at home

## iii) Governors

The Governing body, as a whole, plays an active role in monitoring, developing and reviewing the policy and its implementation in school. The named link governor for RSHE is Mrs Karen Orman. When aspects of RSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

As well as fulfilling their legal obligations, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects 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 from appropriate areas
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

## iv) Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSHE curriculum. Maintained primary schools are required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this and the statutory Relationships Education and Health Education curriculum.
- should support one another with issues that arise through RSHE by, for example, alerting relevant members of staff to any potential worries or issues
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSHE or otherwise
- will be asked for feedback on the school's RSHE provision annually (through school council meetings) and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSHE and taken into consideration when the curriculum is prepared for the following year's pupils



## v) Parents/carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- work closely with parents/carers when planning and delivering RSHE
- communicate with parents/carers what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSHE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time, addressing any concerns and help support them in managing conversations with their children on these issues
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSHE
- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so

## Teaching of Sex Education

Sex Education is taught exclusively in Year 6 during the summer term as part of the unit on 'Changing Me'.

### The right to withdraw

Parents/carers cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE, delivered as part of the PSHE curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. Before granting any such wish, the head teacher will discuss this request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

The head teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

RSHE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

The school provides information to parents/carers on understanding Relationships Education through class curriculum maps. Support materials for home use will be offered. The school will arrange for pupils withdrawn from Sex Education to be provided with age appropriate PSHE materials for the pupil to complete in another class where Sex Education is not being taught.

## Staff Support & CPD

It is important that all staff feel comfortable to deliver RSHE lessons. The school provides regular professional development training in how to deliver RSHE. Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- staff will be offered generic RSHE training which includes sessions on: *confidentiality, creating a ground rules, 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 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 potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through giving advice when requested

## RSHE Provision

### Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

#### National Curriculum Science:

<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>describe the importance for humans of hygiene</li> </ul>	<b>Key Stage 2:</b> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> <li>describe the changes as humans develop to old age</li> </ul>
<p>Year group specific Science objectives from National curriculum;</p> <p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>Understand that animals, including humans, have offspring which grow into adults</li> </ul> <p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent</li> </ul>	

#### Statutory aspects of Relationships Education:

<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> <li>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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

#### **Statutory aspects of Health Education (which apply to RSHE)**

<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• Where and how to report concerns and get support with issues online.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>

# Relationship, Sex and Health Education (RSHE) programme at Hurley Primary School (Jigsaw PSHE scheme of work – Relationships and Changing Me units)

## Hurley Primary School PSHE Curriculum Map



All classes will follow the Jigsaw units set out below. Whole school assemblies during the half terms will link to the units taught.

All Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Rec	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Persistence</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
Y1	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of Success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition to the next year</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Persistence</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group-co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition to the next year</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and offline scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition to the next year</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First Impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Puberty for girls</li> <li>Preparing for transition to the next year</li> <li>Environmental change</li> </ul>
Y5	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMART internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition to the next year</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception (including IVF) to birth (units from Y3,4&amp;5)</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexing</li> <li>Transition to secondary school</li> </ul>

## Equality

### This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. All pupils are entitled to quality RSHE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

At Hurley Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

All classes include pupils with different abilities and aptitudes, experiences, 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.

### Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

### Single gender groups:

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RSHE, and help to ensure that pupils receive the RSHE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

### Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSHE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT+ people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

### Special educational needs and disabilities (SEND):

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account all the needs of the pupils to ensure all can access the full RSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSHE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

RSHE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

*Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.*

*These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.*

*SEND Code of Practice: 0 – 25 years, 2014*

### Topics to be covered

RSHE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSHE in every year of

primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

## Delivery of RSHE

Pupils receive their entitlement for RSHE through a creative curriculum and in timetabled slots, which demonstrates progression. The RSHE programme is delivered through a variety of opportunities including:

- designated RSHE time
- frequency of sessions
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies

## Working with visitors and other external agencies

Where appropriate, we may use visitors from external agencies or members of the community to support RSHE. Working with external organisations enhances delivery of RSHE, bringing in specialist knowledge, which gives different ways of engaging with our pupils.

When using visitors, a teacher will be present throughout these lessons. We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

We will agree in advance of the session how confidentiality will work in any lesson and how a safeguarding report should be dealt with by the external visitor. It is also important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Before involving visitors in any aspect of RSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

## Resources

We use primarily use the **Jigsaw PSHE** (scheme of work) and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

We use children's books, both fiction and non-fiction, extensively within our RSHE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Resources we will use for RSHE are:

- Channel 4 - Living & Growing series
- BBC Active. SRE 9-11 (Interactive Whiteboard programme)  
<http://www.pearsonschoolsandcolleges.co.uk/Primary/ArtsandHumanities/PSHE/BBCActiveWhiteboardActivePSHE/ISBN/InteractiveCD-ROMs/SexandRelationshipEducationNewEditionAges1012.aspx>
- SENSE DVD "Making sense of growing up and keeping safe" [http://www.sensecds.com/SENSE/2\\_sensegrow.htm](http://www.sensecds.com/SENSE/2_sensegrow.htm)
- Life Support Productions DVD  
<http://www.lifesupportproductions.co.uk/>
- FPA – Growing up with Yasmine and Tom  
<http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>
- Puberty (a bag with deodorant, a razor, sanitary products, soap, face wash, bra, spot cream)

- Betty for Schools – All about Periods <https://bettyforschools.co.uk/>
- **Jigsaw** plans and resources (available from the Health and Wellbeing Service)
- All About Me resources
- NSPCC – online safety <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- CEOP - <https://www.ceop.police.uk/safety-centre/>

## Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSHE. To this end, ground rules will be agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop non-negotiable ground rules for lessons and discussions related to RSHE. If pupils are to benefit fully from an RSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: ‘what is said in the room, stays in the room’ except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It’s not OK to ask personal questions or make personal comments about each other or the teacher but we can put questions in the box for later.
- Don’t use names: if you want to ask about or share a personal story or experience, you can speak in the third person about ‘someone I know’, ‘a friend’, ‘a situation I’ve heard about/read about’
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.

We recognise that people will have different opinions, but that we treat each other with dignity, courtesy and respect. We will develop the ground rules through: class collaboration

## Assessment, recording and reporting in RSHE

We assess pupils’ learning in RSHE in line with approaches used in the rest of the curriculum (including assessment for learning).

We report to parents/carers at the end of the school year on pupils’ learning and progress within PSHE

Assessment methods:

- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSHE programme to inform planning
- summative assessment takes place at the end of each unit. This is done as part of the Relationships and Changing Me PSHE scheme of work.
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers (in end of year report)
- pupil achievement in RSHE is celebrated and shared

## Safeguarding and Child Protection

Through Relationships Education (and RSHE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole.

Children have the right to:

- say no
- respect their own body



- speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, follow normal school safeguarding procedures.

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe and appropriate learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

### Confidentiality in the context of RSHE lessons

The nature of RSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated safeguarding lead as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSHE lesson include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

### Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social or emotional development, including matters raised by, or relating to, RSHE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

At Hurley Primary School we provide support for all pupils. Our Behaviour lead is able to provide specialised support for LGBT+ pupils.

### Complaints

Parents/carers who have complaints or concerns regarding the RSHE provision should contact the school and follow the school's complaints policy.

#### Useful websites:

[www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk)  
[www.healthyschools.org.uk](http://www.healthyschools.org.uk)  
<http://mesmac.co.uk/>

**National sources of support:**

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx> <https://www.brook.org.uk/>  
<http://www.fpa.org.uk/>  
<http://www.sexeducationforum.org.uk/>  
<https://www.pshe-association.org.uk/>  
<http://www.stonewall.org.uk/>  
<http://www.bodysense.org.uk/>  
<http://www.nat.org.uk/>  
<https://www.nspcc.org.uk/>  
<https://www.childline.org.uk>

**Local and national references**

*Statutory guidance: Relationships education, relationships and sex education (RSHE) and health education*  
*Keeping children safe in Education*  
*Respectful School Communities: Self Review and Signposting Tool*  
*Behaviour and Discipline in Schools*  
*Equality Act 2010: advice for schools*  
*SEND Code of Practice: 0-25 years*  
*Alternative Provision*  
*Mental Health & Behaviour in Schools*  
*Preventing Bullying (including cyberbullying)*  
*Sexual violence and sexual harassment between children in schools*  
*The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*  
*Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))*  
*National Citizen Service guidance for schools*  
*Brook, the PSHE Association and the RSE Forum (2014) RSE (RSE) for the 21st Century; Supplementary advice to the RSE Guidance DfEE (0116/2000)*  
*National curriculum in England: framework for key stages 1 to 4*  
*National Curriculum in England: Science programmes of study key stages 1 - 4*  
*Education Act (1996) Crown copyright*  
*Education Act (2002) Crown copyright*  
*Education and Inspections Act (2006), Section 38, Crown copyright*  
*Education and Inspections Act 2006, section 40, Crown copyright*  
*HM government (2016) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright*  
*Learning and Skills Act (2000), Section 148, Crown copyright*  
*NCB: Assessment, Evaluation and Sex and Relationships Education*  
*Ofsted (2013) 'Not yet good enough: personal, social, health and economic education in schools'*  
*Writing your RSE policy: guidance from the PSHE Association*  
*Sex Education Forum (2013b): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB*  
*Statutory Instrument 2012 No. 1124, Education, England, The School Information (England) (Amendment) Regulations 2012, Crown copyright.*  
*Careers strategy: making the most of everyone's skills and talents December 2017*  
*Personal, social, health and economic education (February 2020)*  
*Definitions for Relationships and Sex Education Sex Education Forum (2020)*

## Appendix 1: Parent form: withdrawal from sex education within RSHE

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	
Agreed actions from discussion with parents	

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

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 world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school 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 its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



## Your rights as a parent

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.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



### Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

If you have any queries or require further information please do not hesitate to contact us on **01827 872207** or email [head2032@welearn365.com](mailto:head2032@welearn365.com)

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