



Relationships, Health and Sex Education (RSHE) Policy, incorporating Personal, Social, Health and Economic Education.

The Legal Requirements

From April 2021, Relationships and Health Education will be compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. This policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

Sex education is currently **not** compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the needs and maturity of the children and the school community.

For our school, the Relationships, Sex and Health Education requirements will be taught throughout PSHE lessons and will come under the umbrella of PSHE. For the purpose of this policy, the term PSHE includes the new statutory requirements of Relationships and Health Education.

Why is PSHE Education important to our school?

At Hallam Fields Junior School, we believe that PSHE is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It enables pupils to learn to recognise their own value, work well with others and become increasingly responsible citizens in a diverse world. They learn to reflect on their experiences and understand their own development. Safeguarding our children is of utmost important to us at Hallam Fields and we believe that this is key element of PSHE as pupils learn about their own identity, risks and how to keep themselves safe.

Definition of Relationships Education

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Pupils will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Our pupils will also be taught what personal space and boundaries are and how to establish these with others. They will be taught how to show respect for the boundaries of themselves and others and to understand the differences between appropriate and inappropriate or unsafe contact.

Relationships Education extends to online relationships as by the end of primary school, many children will already be using the internet. Pupils will be taught about online safety and appropriate behaviour in a way that is relevant to pupils' lives. Content such as how data and their personal information is shared and used by websites will feature in Relationships Education.

Definition of Health Education

Health Education focuses on teaching the characteristics of good physical health and mental wellbeing. Pupils will be taught the benefits and importance of daily exercise, good nutrition and sufficient sleep. They will be given the language and knowledge to understand the normal range of emotions that everyone experiences with a view to enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Pupils should be taught about the steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems, basic first aid and the dangers of drugs, alcohol and tobacco.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities, making clear that humans are social beings and that spending time with and considering the needs of others are beneficial for health and wellbeing.

In addition, Health Education also include the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

Definition of Sex Education

Although Sex Education is not compulsory, the DfE recommends that schools have a Sex Education programme in place which is tailored to the age and physical and emotional maturity of its pupils. The Sex Education programme must 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.

Subject Content

To ensure Hallam Fields Junior School meets the Relationships and Health Education requirements, we follow the Derbyshire Agreed Syllabus “PSHE Matters”.

Within this scheme, there are twelve modules which are taught over a two year period. Each module contains learning opportunities which have been taken from the PSHE Association Programme of Study statements. They are based on the three core themes: Health and Wellbeing, Living in the Wider World and Relationships.

The twelve modules are:

1. Drug Education – including how to manage risk and peer influences
2. Exploring Emotions – including how to recognise and manage feelings and emotions
3. Being Healthy – including the importance of looking after our physical and mental health
4. Growing up – including how the body changes from childhood to adolescence (puberty). This also includes the Sex Education element.
5. Changes – including transition and loss
6. Bullying Matters – including how to ask for help and the impact of bullying
7. Being Me – including identity and community
8. Difference and Diversity – including challenging stereotypes
9. Being responsible – including human right and looking after the environment
10. Being Safe – including online behaviour.
11. Relationships – including what constitutes a healthy relationships
12. Money Matters – including enterprise

The modules are repeated every other year so that areas can be explored at a deeper level as pupils mature.

The modules for each year group within the PSHE Matters curriculum can be taught in any order. At Hallam Fields Junior School, our class teachers have chosen the order of the modules for their year group. This ensures that the modules are relevant according to the other curriculum areas that are being taught at the time. A different module is taught every half term.

See Appendix one for the Hallam Fields Junior School Long Term Plan.

How our curriculum is taught and who is responsible for it

At Hallam Fields Junior School, the planning and delivery of the PSHE Matters is undertaken by our class teachers. A discrete PSHE lesson that meets the intended learning outcomes, as stated in the PSHE Matters curriculum, is planned and taught on a weekly basis. For these lessons, our teachers will use a range of teaching methods and age-appropriate resources to deliver PSHE lessons.

Due to nature of PSHE, elements of the subject are also featured in other parts of school life such as:

- Assemblies
- External providers such as Derbyshire's Road Safety Team and MoneySense
- Science lessons
- Computing lessons
- Religious Education lessons
- Whole class Thrive sessions.

Our teachers recognise that a safe learning environment is essential for the effective delivery of PSHE education. Therefore, all lessons are delivered in a safe, secure and supportive environment where children's genuine questions and areas of concern are sensitively and appropriately addressed. Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues.

Class teachers use a range of approaches to teach the content with the PSHE Matters curriculum. They choose their approaches based on the content being taught and the needs of their pupils.

Approaches might include but are not limited to the following:-

- Class or group discussions
- Anonymous question/worry boxes
- Reflection activities
- Written tasks
- Examining scenarios
- Showing video resources
- Research tasks

At Hallam Fields Junior School, we do not prescribe what order lessons within a module are taught, nor do we specify how long should be spent on each outcome. Instead, we use the notion of pupil voice to dictate how long and how deeply an objective is explored.

To put this into practice, teachers display the module title to the children at the beginning of the first lesson. Then, the teacher asks the children what they would like to learn about relating to this module title. The children feedback their ideas in a way deemed most effective by the class teacher. This enables the teacher to see what personal concerns children have relating to that area. The teacher can then plan in time to address these concerns throughout the module.

At the beginning of the module, teachers also display the objectives that will be covered throughout the half term. The objectives are displayed in a child friendly way so that the children fully understand what they will be learning about. The children are then asked to rank these objectives in order of importance and how long they think should be spent on each one.

The teacher then takes the children's feedback and teaches each objective accordingly, spending time on each one as decided by the children. This approach ensures that the children get to have their say on what is important to them and what teaching and learning they feel that they need the most.

Assessment

According to the PSHE Association, assessment is central to effective teaching and learning in PSHE just as it is in any subject. At Hallam Fields Junior School, we recognise the crucial role that assessment plays in informing teaching and learning and measuring progress.

At Hallam Fields Junior School, teachers use a range of assessment strategies to track pupils' progress in PSHE. This may include before and after learning activities, marked exercise books, self-assessment and peer assessment.

The subject lead and nominated governor are responsible for monitoring the achievement of pupils in PSHE. A statement which refers to pupils' attainment and effort in PSHE will be included in the end of year report.

Dealing with questions

As sensitive issues are discussed within PSHE lessons, sometimes a child will ask an explicit or difficult question in the classroom. Teachers will refer to the following advice if a child asks a difficult question:

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator if necessary.

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting. Ground rules will be established prior to any content being delivered so that children know what is acceptable to ask and what is not.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a sensible way
- Pupils are encouraged, where appropriate, to write down questions anonymously and post them in a box. The teacher will then have time to prepare answers to the relevant questions.
- If a question is too personal, the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should answer a personal question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it without alarming the child. The teacher must pass on what was asked and who asked it to the Designated Safeguarding Lead and this should be recorded on CPOMs.
- If a teacher is concerned that a pupil is at risk of sexual abuse then the usual child protection and safeguarding procedures **MUST** be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

Ensuring our PSHE curriculum is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND)

At Hallam Fields Junior School we believe that PSHE must be accessible for all pupils. As a school we promote inclusion for all and the celebration of uniqueness. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

As with other subjects, pupil with SEND may need additional support to access the PSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place, which may involve personalised teaching and learning approaches. In all cases, we will liaise with parents to ensure that each child's needs are met and a plan is put in place.

All staff have access to the PSHE Association's Planning Framework for Children with SEND, which links to the PSHE Matters learning modules and objectives. This document maps out content grids from the new statutory guidance and has adapted learning outcomes appropriately for cases where statutory content may not be accessible for pupils with SEND.

Class teachers are encouraged to use this document to plan and deliver appropriate activities which ensure progression and continuity for children with additional needs.

The Role of Parents and their Right to Withdraw

At Hallam Fields Junior School, we recognise the vital role that parents play in the development of their children's understanding about health and relationships. We understand that parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature into successful and healthy adults. With this in mind we aim to work with parents as much as possible to enable them to engage in our curriculum development.

We aim to build a positive and supporting relationship with our parents by:

- Informing parents routinely about our PSHE policy and practice
- Sharing and explaining curriculum content and its organisation
- Answering any questions that parents may have about PSHE
- Taking seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE teaching
- Conducting consultation on an annual basis about any needs in relation to our PSHE curriculum and policy

We will always ensure that any Sex Education content is appropriate and carefully selected based on the maturity and needs of all of the pupils. We will always be transparent about what is to be taught within these lessons and ensure that parents are fully informed prior to these lessons being taught to their child(ren).

However, we recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the non-statutory sex education elements within our PSHE curriculum. These elements are conception and pregnancy and birth.

Parents wishing to exercise this right must do so in writing to Mr David Brown (Headteacher). Mr Brown and the subject lead teacher will discuss parents' reasons why they wish to withdraw. If, after discussion, parents still wish to withdraw their child, the school will grant this right and will provide suitable and purposeful alternatives for the child(ren) during Sex Education lessons.

Parents cannot withdraw their child from Relationships, Health Education or the Science curriculum as these subjects are statutory.

Monitoring, evaluation and review

To ensure the PSHE curriculum is effective, is meeting the needs of pupils and complies with the statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation from pupils
- Evaluation from staff
- Evaluation from parents
- Monitoring of planning
- Conducting book scrutinies

The PSHE curriculum will be regularly monitored by the subject lead. The views and feedback from the teachers who deliver the curriculum will be used to make adjustments on an ongoing basis.

This policy was produced in consultation with the entire school community, including pupils, parents, school staff and governors. This document is freely available via the Hallam Fields Junior School website and copies can be provided upon request.

The policy will be reviewed on an annual basis.

Responsibilities regarding the PSHE curriculum are outlined below:

Governing body

- Development and implementation of PSHE/RSHE policy
- Ensure parents are consulted about the PSHE/RSHE policy
- Ensure all staff comply with policy
- Link governor to monitor RSE/PSHE
- Monitoring, review and evaluation of this policy

Head teacher

- Consult with key stakeholders about the PSHE/RSHE policy
- Implement PSHE/RSHE policy
- Monitor compliance to policy
- Work closely with the link governor and coordinator
- Monitor the effectiveness of this policy and report annually to governors

Co-ordinator

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;

- Keep up to date with new developments and resources
- Review and monitor the curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:

- Anti-bullying
- Child Protection and Safeguarding
- Equal Opportunities
- Health and Safety
- Inclusion Policy
- Special Educational Needs

Approved by governing body: 25.3.2021

Signed Chair of Governors: _____

Review Due: March 2022