HODDLESDEN ST PAUL'S CE PRIMARY

coram Life Education SCARF

RSHE Policy

Control Page	
Policy Title	PSHE Policy
Version	2.0
Ratified by	C.Dugdale
Date ratified	January 2024
Name of responsible individual	J.Harrison
Review date	January 2025

RSHE aims

Relationship, Sex, and Health Education (RSHE) Aims Our RSHE teaching and learning is delivered within the aims of our mission statement and our equal opportunities policies. Therefore, RSHE will be delivered within an ethos of honesty, trust, respect and care. RSHE refers to the teaching of Relationships, Sex and Health Education. This will become a statutory part of our curriculum in the academic school year 2020-2021. The definition of RSE through The Church of England Education Office document (2018) sets out the following definitions: 'We understand relationships education to be that pertaining to the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. We understand sex education to be that pertaining to the development of pupils' understanding of sex, sexual health and human sexuality.' For more information on the Consultation see: Relationships Education, Relationships and Sex Education (RSE) and Health Education The DfE guidance (2019) states that Relationships Education and Relationships and Sex Education at primary school should 'put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online'. Understanding Relationships and Health Education in your child's primary school: a guide for parents Our aim is to provide a rich curriculum to all children across the school to deepen their understanding of themselves and the wider world. The RSHE policy should be read in conjunction with several other policies including; PSHE, Online Safety, Behavior Management, Anti-bullying, Assessment, Special Educational Needs and the EYFS policy.

RSHE aims continued...

Our aim to provide children with skills and age appropriate knowledge to:

- Understand their emotions/feelings and how this can affect our behaviours and wellbeing
- Help our children develop self-confidence and a feeling of worth
- Help our children form and maintain meaningful relationships and to understand how to manage their feelings
- To develop children's communication and social skills so that they can develop positive relationships and friendships with others
- To generate an atmosphere where questions and discussion matters can take place without embarrassment and to develop pupils' confidence to talk, listen and think about their feelings and relationships
- To encourage children to recognise the value of intimacy in loving and caring relationships
- To provide opportunities for pupils to examine their own values and those of other people
- To cover the statutory section of the Science National Curriculum which stipulates teaching about the biological aspects of puberty and reproduction, providing factual information and using correct vocabulary
- Enable our pupils to make informed choices about their lives and respond to peer pressure
- Understand their bodies, how they work and the changes which take place
- Understand how society works, together with the rights and responsibilities of each individual child to present facts in an objective and balanced manner so as to enable pupils to comprehend a range of sexual behaviour in society and to understand the influence of the media
- To challenge discrimination and prejudice in society and to promote equal opportunities
- To give children essential skills to keep themselves safe online and offline and to recognise when something is risky or unsafe
- To ensure children feel prepared for the physical and emotional aspects of pubertal change

RSHE Curriculum

RSHE Curriculum Children's mental health and wellbeing is at the forefront of the school's curriculum and ethos.

Our school recognises the importance of a whole school approach in teaching RSHE in order to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of five core themes:

1. Families and People who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe.

These are vital to enable the children to develop strategies to cope with growing up in an ever increasingly complex world.

RSHE will be taught through a combination of timetabled lessons, school activities, ethos and events. All of which will encompass the CUBE curriculum approach focussing on; value based learning, career readiness, knowledge, skills, self-awareness and culture. RSHE will be taught in conjunction with PSHE development, contributing to the children's spiritual, moral, cultural, and social development.

RSHE Curriculum

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued. As part of our teaching we will teach that all major world faiths believe sexual relations should occur between married couples. See: Valuing All God's Children.

The school follows the DfE Guidance for Relationships and Sex Education along with SCARF Coram Life Education through a personalised curriculum that has been tailored to our children's needs and is embedded within our CUBE curriculum. This links directly to our vision of inspiring life in all its fullness for all which includes the aims of developing strong, positive and loving relationships and the promotion of respect and compassions for ourselves and all others.

RSHE is taught through both the PSHE and Science curriculum at St Paul's, covering both the biological and emotional and social aspects.

RSHE Coverage

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RSHE covers 3 elements:

1. Knowledge and Understanding including; growing and changing, puberty; reproduction, pregnancy and birth, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed.

2. Personal and Social Skills including; talking and listening to others, managing emotions, forming and maintaining loving and caring relationships, developing self-respect and empathy for other, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

3. Attitudes and values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage, for bringing up children.

RSHE across School

RSE Across the School RSE will be taught in conjunction with PSHE across EYFS, KS1 and KS2, through the 6 themes.

RSE is often taught through discrete sessions which allow discussion, games, circle times, cross-curricular writing, problem solving activities and reflective practice. See the PSHE and RSHE curriculum overview and theme overviews for more information.

Teaching and Learning

All learners, regardless of their starting point within the curriculum, will have access to RSHE and it is for the teacher to adapt their lessons or objectives to meet the needs of those children. To facilitate learning in RSHE, it is considered good practice to ensure that:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all pupils in the class (see SEND policy) and draw upon own experiences or existing knowledge
- Lessons provide a range of opportunities for pupils to learn, practice and demonstrate skills but also discuss and engage critically with material to deepen their knowledge and understanding
- Time is given for pupils to reflect, consolidate and apply their learning in different contexts
- Pupils are encouraged to take responsibility for their own learning and to reflect on their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

RSHE is taught by the class teacher, who may be supported by other adults in the school or by visitors such as a school nurse. Other adults who support RSHE teaching will be given this policy to read and will work within the confines of this policy. They will plan their teaching together with the class teacher and the class teacher or teaching assistant will be present throughout. RSHE is, in general, taught in mixed classes. Occasionally, however, single sex groups may be more appropriate to the needs of the pupils for certain topics – e.g. changes at puberty. However, the same information will always be taught to both girls and boys. If at all possible a female member of staff will be asked to support the male class teacher or vice versa during the single sex group teaching session.

Assessment

As with any learning process, assessment of pupil's understanding of RSE is essential. It provides information, which indicates pupil's progress and achievement and informs the development of the subject. Pupil assessment is carried out throughout and at the end of a topic through;

- Group assessing using internal school system so teachers are aware of children who are below ARE, at ARE and above ARE.
- Discussions with children led by class teachers and Subject lead.
- Evidence in class floor books.
- Pupil's behaviours and attitudes towards others and their learning

Monitoring

The RSHE & PSHE Subject Leader, with the Headteacher, is responsible for monitoring the standards of work and the quality of teaching. The Subject Leader supports colleagues in the teaching of RSHE by providing them with information about current developments in the subject and providing a lead and direction for the subject in school. The Subject Leader is also responsible for the development of an annual subject development plan, evaluating strengths and weaknesses in the subject and indicating areas for further development.

Parents Right to Withdraw

As a parent you have a right to withdraw your child from the Sex Education part of RSHE which are not the compulsory part of Science.

Children are not able to be withdrawn from the Relationship or Health aspect as 'it is important that all children receive this content, covering topics such as friendships and how to stay safe.'

If you have any questions or concerns about the teaching of RSHE we would advise speaking to a member of the SLT before withdrawing. However, if you wish your child to be withdrawn please use the letter below.

Dear Mr Dugdale,

I am writing to inform you that I wish for [insert your child's name] to be withdrawn from the Sex Education part of their RSHE learning. I understand that puberty, scientific names for body parts and the reproductive system are part of the science curriculum and therefore my child will still take part within these lessons. I am aware that my child will be asked to complete a separate, unlinked task outside of the classroom before being asked to return to the class after the lesson is completed.

Signed, [Please insert name]

Useful Resources

Gov.uk for FAQ
https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs

Guide for Parents
https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

DfES Objectives
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary#by-the-end-of-primary