

Austwick CE (VA) Primary School Relationships, Health and Sex Education Policy

October 2024

What is RSHE?

The DfE defines the focus of primary relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

Relationships education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to help children understand and make sense of the world they are growing up in: to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures (e.g. same-sex, adopted, multicultural) and all children have the right to feel safe.

In addition it is vital that children are provided with opportunities to understand that touching can be appropriate and inappropriate, that their bodies are special and belong to them, and an understanding of asking for and giving consent.

By teaching children the correct terms for their private body parts and their function, children are proven to be safer from abuse. Relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings more independently and the knowledge and confidence to seek support when they feel unsafe. own support networks and the confidence to ask for help when they feel unsafe.

Aims:

This policy covers Austwick School's approach to Relationship, Sex and Health Education ("RSHE"), not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom. We aim to approach this subject in a clear, sensitive and unambiguous manner so that it is beneficial to the whole school community (staff, governors, parents and carers, and its children).

As a School we recognise and value that family relationships come in a variety of configurations with a commonality of consensual love and respect. Similarly we acknowledge the value of positive friendships built on trust, mutual respect and empathy.

We encourage pupils and teachers to share and respect each other's views and recognise that children deserve the right to honest, factually accurate knowledge and skills to enable them to make decisions about their own beliefs and values and how to remain safe. We aim to generate an atmosphere where questions and discussions on personal matters can take place without any stigma or embarrassment in a safe and secure environment free from bias or judgement and to inform parents prior to any sensitive matters that may be discussed so as to continue the vital ongoing communicative relationship between home and school.

This policy was produced following the statutory guidance from the Department for Education (DfE) (Relationships Education, Relationships and Sex Education and Health Education, 2024) and through consultation with staff, the governing body, and most importantly with pupils and parents. It will be reviewed on a regular basis (at least every two years) to ensure that it reflects the attitudes and

belief of the school community and remains relevant to local issues and up-to-date guidance from the Government and DfE.

Under the Equality Act 2010, the school must ensure the best for all pupils irrespective of age, disability (including educational needs), race (colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation and gender reassignment. Consequently, RSHE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. We also need to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours such as sexual harassment, or sexualised or prejudice-based language towards others.

Delivery of Curriculum:

School will cover the curriculum content outlined in statutory RSHE Guidance, through its planned, spiral PSHE Curriculum (with clear outcomes from FS to Year 6) ensuring that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- build self-esteem and self-worth
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- understand and make sense of the real-life issues they are experiencing
- understand different family structures, healthy friendships and characteristics of committed relationships
- understand and ensure they can protect their rights as a child and where to find support

Through the PSHE Association quality assured lesson materials the topics covered include:

Relationships:

- **Families and friendships**
- **Safe relationships – in person and online**
- **Respecting ourselves and others**

Living in the wider world:

- **Media literacy and digital resilience**

Health and wellbeing:

- **Physical Health and emotional Wellbeing**
- **Growing and changing**
- **Keeping safe**

Monitoring the RSHE Curriculum:

As an integral part of teaching and learning RSHE is monitored by providing regular opportunities for pupils to give and receive feedback; involving pupils in discussion about learning objectives and desired outcomes and through self-assessment; and through pupil voice. In addition, the views of pupils, parents and teachers are used to make changes and improvements to the programme on an ongoing basis

The PSHE subject lead evaluates the scheme of work followed and makes recommendations in consultation with the DSL (designated Safeguard Lead) for any additional materials that require immediate coverage including visitors e.g. PCSO. The resources are reviewed and updated as appropriate and the PSHE Lead continues to attend up-to-date training and support in line with current guidance and updates.

Assessing the RSHE Curriculum:

The School uses a range of baseline assessment and self-reflection to get regular feedback on pupil progress in RSHE. Pupil assessment is used to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

- Newsletters to send to parents
- Written assignments
- Verbal feedback
- Pupil voice
- Pupils' pre and post unit self-evaluation
- Baseline needs analysis

Asking Questions:

Any RSHE or PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, sensitively and in an age appropriate manner, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

Working with Parents/Carers:

Parents/carers play a vital role in the RSHE of their children through exploring discussions at home that have taken place in school. The School uses quality assured material from the PSHE Association

including resources for parents and these are available for parents to view current up-to-date materials and terminology to ensure continuity between home and school.

Inclusion:

Ethnic and Cultural Groups

Austwick School is an inclusive school and we intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Head teacher.

Pupils with Special Educational Needs:

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Right of Withdrawal of Pupils from Relationship and Sex Education:

Legislation states that:

- Parents will not be able to withdraw their child from Relationships Education in primary school.
- Parents will be able to withdraw their child from primary school classes that address sex education - i.e. those that do not sit within the Relationships Education curriculum.
- 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.
- Schools will continue to be required to publish policies on these subjects for parents, and statutory guidance will continue to set out that schools should consult parents on those policies to ensure they are feeding in their views.

Confidentiality:

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Safeguarding:

RSHE is crucial for creating a culture of safeguarding within the school and for meeting the School's statutory obligations as outlined in Keeping Children Safe in Education. RSHE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. When discussing some of the issues

RSHE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around safeguarding and child protection and will follow the School's Child Protection Policy and Procedures. It is the responsibility of the School to support its pupils by safeguarding and promoting the welfare of pupils. No pupil can be guaranteed absolute confidentiality and school staff are bound by their codes of conduct and have a duty to share information with relevant others, if they believe that a child is suffering abuse. These procedures should be read in conjunction with Child Protection Policy & Procedure.