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RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Introduction

This policy covers our school's approach to Relationship, Sex and Health Education (RSHE), not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

From the academic year 2020/21, under 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, Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools. In addition, Health Education has been made compulsory in all state-funded schools. Primary schools may choose to provide sex education other than that covered by the Science curriculum. SFET primary schools teach Relationships and Health education and all age-appropriate sex related topics through the PSHE and Science curriculum.

We acknowledge that in order for children 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. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of age, sex, race, disability, religion or belief, gender, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). In addition to this, teachers should handle all topics sensitively and ensure there is no stigmatisation based on their home circumstances or needs e.g. Looked After Children and Young Carers. As a result, 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. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Development of the Policy
This policy has been developed in consultation with staff, pupils and governors. The school has also worked closely with parents by establishing open communication and ensuring they are consulted in the development and delivery of the curriculum.

Defining Relationship Education
Relationships education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

Defining Health Education
Health education is teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Curriculum Content

Relationships and health education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

The curriculum is developed in line with pupil need, informed by pupil voice and in response to issues as they arise.

Protected Characteristics

No form of discrimination is tolerated, and all pupils show respect for those who share the Protected Characteristics (age, sex, race, disability, religion or belief, gender, pregnancy or maternity, marriage or civil partnership, or sexual orientation). The curriculum has been carefully planned and delivered to ensure children develop age-appropriate knowledge and understanding throughout their time in school. As a school we consider the make up of our own school body and the teaching is appropriate for the age, maturity and religious background of our community. The curriculum taught is accessible for all pupils, including those with special educational needs and disabilities. The school will make reasonable adjustments to alleviate disadvantage and is mindful of the SEND Code of Practice when planning for RSHE.

Relationships Education

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me

- Caring friendships

- Respectful relationships

- Online relationships

- Being safe

By the end of primary school, pupils should know:

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Families and people who care about me	- That families are important for children growing up because they can give love, security and stability - 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 - 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 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - 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 - 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

Respectful relationships	- 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 - Practical steps they can take in a range of different contexts to improve or support respectful relationships - The conventions of courtesy and manners - The importance of self-respect and how this links to their own happiness - 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 - 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 - What a stereotype is, and how stereotypes can be unfair, negative or destructive - The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	- That people sometimes behave differently online, including by pretending to be someone they are not - 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 - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - How information and data is shared and used online
Being safe	- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - 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. - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - How to ask for advice or help for themselves or others, and to keep trying until they are heard. - How to report concerns or abuse, and the vocabulary and confidence needed to do so. - Where to get advice e.g. family, school and/or other sources.

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. It includes:

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

Health Education (Primary)

By the end of primary school, pupils should know:

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Mental wellbeing	- that mental wellbeing is a normal part of daily life, in the same way as physical health. This is regularly revisited as part of our mental health and wellbeing assemblies. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking to school or other forms of regular, vigorous exercise (junior jog and active infants). • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Basic First Aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Health and prevention	- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - the facts and science relating to allergies, immunisation and vaccination.

Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, which is taught weekly either through the explicit lesson or retrieval activity. The school utilises resources and language from Zones of Regulation to develop children's understanding of emotions and emotion regulation. Relationships and Health Education is also taught within Science, Physical Education (PE), Computing and Religious Education (RE) and elements of the RSHE curriculum are also reflected in our assemblies. Teachers are aware of the need for the sensitivity and always ensure that they take an age-appropriate approach to their teaching.

Roles and Responsibilities

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school.

Teachers do not have the right to opt out of teaching RSHE. Training and support are provided and staff with concerns are encouraged to discuss this with the Headteacher.

Teachers are responsible for:
- Delivering a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session.
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided.
- Clarity about the topics being taught will be shared with pupils.
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in some circumstances the class teacher will make contact.

Pupils are expected to engage fully in RSHE and when discussing issues treat others with respect and sensitivity.

Parents' right to withdraw

Primary
All content included in our curriculum is statutory and therefore parents cannot withdraw their children from these lessons. Parents are very welcome to view the materials that are shared with the children and should ask for this via the school office.

Parents have a right to withdraw from some of all of Sex Education (as set out in the Department for Education statutory guidance), however Busbridge Infant School does not teach Sex Education. We teach all statutory content from Relationships and Health Education and sex related topics that are within the Science National Curriculum. Parents are informed what the children will be learning and when (Curriculum Maps and specific RSHE letters).

Monitoring and review

This policy will be reviewed on an annual basis by the PSHE and RSHE subject Lead, Headteacher and governors and trustees.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The Trust Board is responsible for approving this policy.