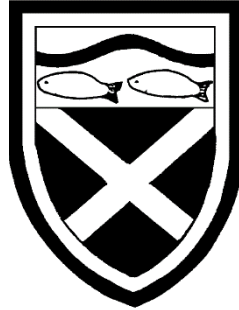


St Andrew's CE Primary School



Relationships, Sex and Education Policy (RSHE)

Reviewed: Summer 2022
Next review: Summer 2023

This policy reflects the DFE 2019 guidance and guidance from the PSHE association and local authority.

All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the schools' website. Hard copies will also be available at the schools' offices.

Introduction

From September 2020, Relationships education is compulsory for all primary schools as set out in the DFE guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education (Relationships Education, Relationships and Sex Education and Health Education, DFE, 2019). Effective relationships and sex education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Definition of RSHE

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety (DFE, 2019).

School environment, relationships and ethos of the school.

RSHE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. In our school: All staff have a responsibility of care, including contributing to the physical, moral and spiritual well being of pupils. Teachers will teach RSHE in accordance with the 'Church School Ethos' of St. Andrew's. We encourage valued members of the community, particularly the school nurses to work with us to provide advice and support to our pupils in all health matters. All staff from external agencies will be expected to adhere to school guidelines, the 'Church School distinctiveness' and the wishes of parents, with regard to lesson content that is suitable for our children. Parents are always invited to attend sessions of a sensitive nature. It is hoped that the teaching of RSHE will be supportive to the key role of parents in preparing their children for the challenges and responsibilities of growing up.

School Curriculum

Opportunities exist throughout the curriculum for promoting RSHE. "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...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

From September 2020, there is no right for parents to withdraw their children from statutory relationships and health education and aspects covered in the National Curriculum science lessons.

RSHE is firmly rooted within the non-statutory framework for PSHE. It is not delivered in isolation. We include the statutory Relationships and Health education within our whole-school PSHE programme. To ensure progression and a spiral curriculum, we use Jigsaw as our chosen teaching and learning programme. This programme's compulsory update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Approaches to teaching and learning

Our school can help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

Establishing ground rules with pupils.

Using 'distancing' techniques.

Knowing how to deal with unexpected questions or comments from pupils.

Using discussion and project learning methods and appropriate materials.

Encouraging reflection.

Deeper Learning

We aim to ensure Deep Learning is gained through a broad and engaging curriculum which promotes challenge, critical thinking, problem solving opportunities, probing questions (which make children think deeply) and collaborative learning.

Progress is made when children know more and remember more. Our curriculum clearly outlines what our children are expected to know, understand and retain over time. This can obviously relate to the development of a deeper understanding of the importance of Basic Skills/Non negotiables in all subjects as well as subject knowledge.

To support this aim, it is important that planning clearly includes key vocabulary, key questions, appropriate challenging activities/discussion to promote Deeper Learning. To help with this aim all must be aware of specific planning for each session at least 24 hours before in order for them to contribute to plans, amend and 'personalise' for any particular pupil or group.

Deep Learning should also manifest itself in regular homework tasks to raise parental awareness and encourage real challenge for all groups.

To facilitate pupils learning in RSHE:

The purpose of each lesson is made clear.

Appropriate learning experiences are planned and meet the needs of all the pupils in the class.

Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge.

Time is given for pupils to reflect and consolidate their learning. Pupils are encouraged to take responsibility for their own learning and to record their own progress.

Attention is given to developing a safe and secure classroom climate
Staff training needs are met.

Personal and Social Skills To help the children to:

Learn how to manage emotions and relationships confidentially and sensitively.
Develop self-respect and empathy for others.
Learn to make healthy, positive choices.
Develop an appreciation for the consequences of choices made.

Knowledge and Understanding To help the children to:

Develop a clear understanding of their bodies, including changes which have taken place at birth and those that will take place in the years ahead. (All children need to know about puberty before they experience the onset of physical changes).
Understand the reproductive process in humans and animals, using the correct vocabulary for body parts.
Acquire a basic knowledge of human development, highlighting the part played by the family in the child's own culture (and in other cultures).

SRE will be taught throughout the school by the class teacher using a cross curricular approach, through Science, PSHME (Jigsaw) and Citizenship.

Statutory Science National Curriculum Content

At Key Stage 1 pupils should be taught:

That humans move, feed, grow, use their senses and reproduce.

To name the main external parts of the body.

That humans grow from babies into children and that adults can produce babies.

To recognise similarities and differences between themselves and other pupils.

At Key Stage 2 pupils should be taught:

That there are life processes common to all humans.

The main stages of the human life cycle.

In addition to the curriculum mentioned above, there will be specific input in years 5 and 6: In Year 5 (and again in Year 6), girls will learn about menstruation and coping with this in school. In Year 6, boys and girls will take part in separate sessions relating to puberty. These sessions will be led by the school nursing team, alongside the class teacher. Parents will be fully informed of the content of such sessions. As puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE programme and the science curriculum, the parent right to withdraw their child is not applicable.

Assessment

There will be ongoing evaluation and monitoring of the programme for RSHE.

Teachers will assess children's work in RSHE in line with our assessment criteria for Science, PSHE and Citizenship.

Celebration of achievement- assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness

and self esteem. We do not assess pupils in all areas of the PSHE and citizenship programme however opportunities for pupils to reflect on their progress is identified. It is inappropriate to assess pupils' values.

Monitoring, Review and Evaluation

The teaching of RSHE will be monitored and evaluated by the Senior Leadership Team, PSHE and Health co-ordinators. The governors will review the policy annually in the Summer term and this will be updated as necessary.