



**Relationships Education,  
Relationships and Sex Education  
and Health Education (RSHE)  
2020**

The enclosed document contains a policy that has been written in consultation with the Warrington Borough Council Public Health, Governing Body, Teachers and Parents. It has been devised in line with DFE Relationships Education, Relationships and Sex Education and Health Education (RSHE) 2020

Relationships Education, Relationships and  
Sex Education and Health Education (RSHE) 2020

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## **1, Introduction**

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Grappenhall Heys Community Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from the PSHE Association's Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

As a maintained primary school, from 2020, we must provide Relationships Education, Relationships and Sex Education and Health Education (RSHE) to all pupils as per section 34 of the Children and Social work act 2017. As we already deliver a comprehensive Personal, Social, Health and Economic (PSHE) program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations and Warrington Borough Council Public Health (March 2020). It will be delivered from September 2020. RSHE will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a trained health professional.

## **2, School Aim**

Our aim is to work in partnership with the children, parents and the community to provide a caring, secure environment which promotes personal excellence. We will teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and adults. Children will be empowered to develop as life-long learners equipped with the knowledge and skills to become happy, healthy, and respectful citizens.

Every child will be guaranteed an education that covers:

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

## **3, Consultation and Development Process**

Parents, teachers and Governors were consulted in developing this policy and have had the opportunity to view the proposed Long-term Plans and the DfE guidance requirements within a primary school. The Governing Body (including parent governors and staff) jointly agreed the policy.

The decision as to whether RSHE is included in the curriculum and the written policy for Relationships Education, Relationships and Sex Education and Health Education is the responsibility of the Governing Body. The Governing Body of Grappenhall Heys Community Primary School have decided:

- That RSHE will form part of the curriculum.
- That the policy detailed below is that which will be taught.

#### **4, Aims of the Policy**

- The aim of this RSHE policy is to provide a working document giving clear guidance to governors, staff and parents on what is delivered, why it is delivered, how it will be delivered and when it will be reviewed.
- The provision of RSHE is in line with the school's philosophy of preparing children for adult life and enabling them to make informed decisions.
- The Science National Curriculum at both Key Stage 1 and Key Stage 2 requires children to consider how their bodies change and living processes such as reproduction.

#### **5, Intent**

Our school's overarching intent for our pupils is to provide a PSHE education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Following Government guidance our RSHE education will cover:

- Families and people who care me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

## **6. Moral and Values**

Our school believes that RSHE encourages the following values:

- Respect for self and others.
- Tolerance towards others who may have different backgrounds, culture, or views.
- The importance of stable loving relationships and family life (in whatever form they take).
- The importance of honesty, care and love in relationships

## **7. Safeguarding Children**

RSHE plays a vital part in meeting safeguarding obligations. The 2016 DfE Statutory guidance 'Keeping children safe in education' states schools and colleges should ensure children are taught about safeguarding, including online. Section 175 of the Education Act 2002, states maintained schools should safeguard and promote the welfare of pupils. Our RSHE plays a vital role in informing children about appropriate physical and emotional contact with others and provides a framework within which they can make judgements about their own safety.

## **8. Equality**

RSHE will be delivered in compliance of the Equality Act 2010 to promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with 'protected characteristics' (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership, pregnancy and maternity). We will value diversity and encourage respect for all and promote tolerance for, and celebration of, difference.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural

viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at Grappenhall Heys Community Primary fits with their family's faith, beliefs and values. We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

**9.1 Content of the RSHE programme**

At Grappenhall Heys we use the National Curriculum 2013, the Early Years Foundation Stage Curriculum 2017 and the PHSE (Personal, Health, Social and Economic) Association recommended Thematic Planning Matrix 2020. The scheme of work has three core themes, the same for each key stage.

Each core theme is divided up into three topic areas:

<b>Core Theme 1: Health and Wellbeing</b>	<b>Core Theme 2: Relationships</b>	<b>Core Theme 3: Living in the Wider World</b>
Topic areas: <ul style="list-style-type: none"> <li>● Healthy lifestyles</li> <li>● Keeping safe</li> <li>● Growing and changing</li> </ul>	Topic areas: <ul style="list-style-type: none"> <li>● Healthy Relationships</li> <li>● Feelings and emotions</li> <li>● Valuing difference</li> </ul>	Topic areas: <ul style="list-style-type: none"> <li>● Rights and responsibilities</li> <li>● Taking care of the environment</li> <li>● Money matters</li> </ul>

Whilst PSHE is split into three separate core themes, RSHE is linked within each topic area. In reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

## **9.2 Foundation Stage**

In Foundation Stage children are taught RSHE through:-

- Feel safe, secure and able to trust the practitioners who work with them.
- Learn to respect themselves and others.
- Respect children's culture so that they develop a positive self-image.
- Learn about relationships.
- Learn about the importance of friendships.
- Develop a positive disposition to learn.
- Have opportunities for problem-solving.

## **9.3, Key Stage 1**

In Key Stage 1 RSHE is linked to PSHE and science. Children are taught in science:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- to notice that animals, including humans, have offspring which grow into adults.

The PHSE areas of learning are: -

<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"><li>● Working well with others.</li><li>● Other people are special too.</li><li>● Caring for myself (Growing and Caring for Ourselves).</li><li>● Caring for others.</li><li>● Keeping safe.</li><li>● Looking forward.</li></ul>	<ul style="list-style-type: none"><li>● Who is in charge?</li><li>● Celebrating and recognising differences (Process of growing from young to old)</li><li>● My body is important.</li><li>● Changing friendships.</li><li>● Taking charge.</li><li>● Looking forward.</li></ul>

## **9.4, Key Stage 2**

In Key Stage 2 RSHE is linked to PSHE and science. Children are taught in science:

- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- To describe the life process of reproduction in some plants and animals.
- To describe the changes as humans develop to old age.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The PHSCE Matrix's areas of learning are: -

<b>Year 3</b>	<b>Year 4</b>
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<ul style="list-style-type: none"> <li>● Settling in.</li> <li>● Focus on feelings.</li> <li>● Keeping safe in school (Valuing differences and keeping safe).</li> <li>● In someone else's shoes.</li> <li>● People and their work.</li> </ul>	<ul style="list-style-type: none"> <li>● Feeling good.</li> <li>● Keeping healthy.</li> <li>● Changes in families.</li> <li>● Ups and downs in relationships.</li> <li>● Keeping safe outside of school.</li> <li>● Looking ahead (Growing up).</li> </ul>
<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>● Who decides?</li> <li>● Risks and pressures.</li> <li>● We are all different.</li> <li>● It's my body (Puberty).</li> <li>● Being involved in the community.</li> <li>● Looking at the world</li> </ul>	<ul style="list-style-type: none"> <li>● Managing conflict.</li> <li>● The world of work.</li> <li>● Taking responsibility for my own safety.</li> <li>● Changing relationships (Puberty, Relationships and Reproduction).</li> <li>● Rights, responsibilities and the law.</li> <li>● Transition and managing change.</li> </ul>

Governors recognise that they have no discretion about the teaching of these topics and parents are not entitled to withdraw their children from the National Curriculum.

At Key Stage 2 our focus is preparing pupils for puberty. There is a strong emphasis on the emotions that come with this major change. Pupils will be able to express their opinions whilst respecting others points of view. They will be able to recognise the different relationships they are in and understand that their actions do have consequences.

As per the new RHSE Statutory Guidance all of our pupils will receive teaching on relationships and families which at primary level can include LGBT families, which means teaching children that some families can have two mums, two dads, or any other family structure. We will teach our pupils about the society that we live in and the different types of loving, healthy relationships that exist in a way that respects everyone.

The subjects covered in the RHSE Statutory Guidance are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. The religious background of pupils will be taken into account when planning teaching, so that topics are appropriately handled.

### **9.5 Teaching PSHE to children with Special Educational Needs and Disability**

All pupils, regardless of their needs must be part of RSHE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those



who are gifted and talented or have learning difficulties. When teaching RSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to RSHE targets. For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **9.6, RSHE and ICT**

Learning in RSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-Safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

### **10, Assessment**

We will assess the pupil's learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In RSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Each class will have class book, where we will record their work throughout the year. Electronic work will also be recorded for reference of work completed.

### **11, Organisation of the RSHE programme**

The Senior Management Team are responsible for the co-ordination of RSHE. RSHE is delivered in the Curriculum (see above)

### **12, RSHE with School Health Advisor**

School's Health Advisor to provide relevant resources to accompany their visit to Year 5 / Year 6.

The School's Health Advisor will discuss:

1. The children will be encouraged to develop mature attitudes towards sex and relationships.
2. They will be encouraged to view sex as a **responsible act** between two people committed to a **loving, caring relationship** and who both **consent** to that act.
3. Children will be told that **sex between adults and children should not take place** and that should they have any concerns they should speak to an adult they can trust.
4. The children will be told that people should **decide** to have a baby when they are involved in a stable, loving relationship and that ideally a **baby needs two parents**.
5. Children will be told that their bodies may be physically capable of reproduction but that the **sexual act is an inappropriate activity for immature young people**.
6. The children will be told that **everyone matures** but that people mature at **different rates**.

### **13. The Role of Parents**

Parents and school are partners in the education of children and have a vital role to play in the spiritual and moral development of their children. Our school will maintain an open dialogue between parents and teachers, as we value and welcome any questions about our school's approach to the RSHE curriculum.

### **14. Withdrawal from RSHE**

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSHE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSHE to their children at home.

### **15. Role of Teachers and School Health Advisor**

The School Health Advisor will lead the RSHE programme with the class teacher in attendance. Both will answer questions from the children as appropriate. All questions will be answered honestly and at a level deemed appropriate to that child/group. Some issues may be discussed later in a one-to-one situation.

### **16. The Role of Children**

The children will watch the RHSE material, read literature, listen to the School Health Advisor and participate in a question and answer session with the Health Advisor and their teacher. There will be two question and answer sessions:-

- An open forum (mixed sex).
- A segregated forum (girls with the Health Advisor, boys with the class teacher or vice versa).

Each class will be given written material and resources appropriate to their age and sex. Children will be encouraged to discuss what they have heard and how they feel with their parents/carers or their teachers or who ever they feel confident with.

## **17, Specific Issues Statements**

### **Links with other policies**

Should any issues arise which give the School Health Advisor or teacher concern under the Child Protection Guidelines, then the Head Teacher will be informed, and the usual Child Protection Procedures will be actioned.

## **18, Dissemination of the Policy**

The Head Teacher will publish the school's policy on RSHE in the school prospectus and on the school's website.

## **19, Arrangements for Monitoring and Evaluation**

The RSHE programme will be reviewed annually and parents' views will be sought. Each year we will evaluate the programme to ensure it meets the needs of learners. The monitoring process will be supported by the School Health Advisor, teachers, parents and the children themselves and information will be fed back to governors, pupils and parents as appropriate.

Policy reviewed/rewritten February 2021 by Claire Smith

Presented to staff:

Presented to Governors:

To be reviewed annually: Spring 2022

## **20, Sample Parental Withdrawal form**

**Date:** \_\_\_\_\_

**I withdraw my permission for my child** \_\_\_\_\_ **(please print)**

**to take part in the RSHE on XXXXX**

**Signed** \_\_\_\_\_ **(parent/carer)**

**Date** \_\_\_\_\_