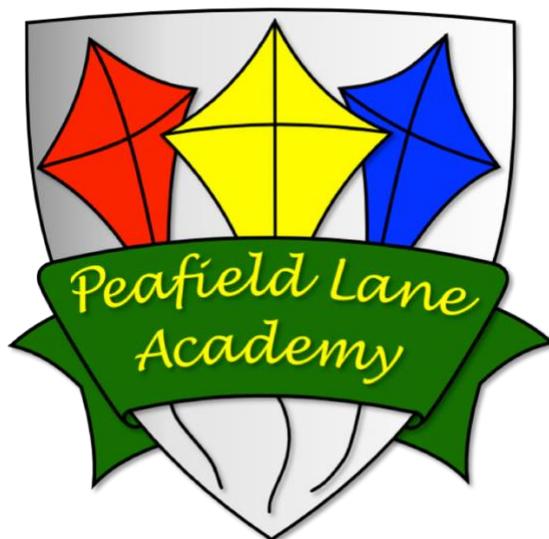


# Peafield Lane Academy



## Relationships, Sex and Health Education (RSHE) Policy

Signed \_\_\_\_\_

Chair of Governors

Approved by Governors \_\_\_\_\_

Next Review \_\_\_\_\_

Minute Number \_\_\_\_\_

Date: March 2021

To be reviewed by: September 2022

## Why Do We Teach Relationships, Health and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships, Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education (RSE) as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life and promote the spiritual, moral, social cultural mental and physical development of pupils

Relationship, Health and Sex Education is taught in the context of, and supported by, the Peafield Lane Academy core values. These are an integral part of our school community:

- Citizenship
- Aspiration
- Responsibility
- Enjoyment

Relationships, Health and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

In this school we deliver age appropriate sex education as an integrated part of our PSHE programme. We have gathered the views of children and parents and designed our Sex Education content in line with this. Sex Education is taught through a spiral curriculum in which age appropriate content is built upon within each Key Stage. Much of the content in lower Key Stages overlaps with statutory aspects of Relationship, Health or Science Education.

Specifically, in upper juniors, our Sex Education content aims to educate children, in an age appropriate way, that sexual relationships are a part of adult life and as such should be engaged in only as part of a stable, healthy, adult relationship, it covers:

- What constitutes sexual intercourse
- Laws around consent in relation to sexual behaviours, including FGM, grooming and rape
- Pregnancy and why contraception and why this is used
- Sexually transmitted diseases and health

We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

At Peafield Lane we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

## **What does our RSHE Curriculum Include?**

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In EYFS (3-5) children will learn to name and recognise different emotions and some strategies to manage these effectively; how to get along with others; identify their own likes and preferences and about some individual differences; have lots of opportunities to develop self-confidence and relationships with others; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Key Stage 1 (age 5-7) children will learn about recognising, naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about

changes and how they have changed since babyhood; how boys' and girls' bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

#### Key Stage 1

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

#### Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

## **Equality**

This school delivers RSHE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSHE depending on their circumstances and

background. The school believes that all people should have access to RSHE that is relevant to their particular needs. To achieve this, the school's approach to RSHE will take account of:

- Girls tend to have a greater access to RSHE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSHE needs at times which we will support. It may also mean that they have difficulty accessing the RSHE curriculum. We will ensure that RSHE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with special educational needs and disabilities.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSHE. The school will be receptive to the perspective of pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual, Trans (LGBT) or non-binary. Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSHE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

### **How is RSHE Provided?**

1. This school has a caring ethos that models and supports positive relationships between all members of the school community. This ethos is consistently supported with reference to the Peafield lane Academy core values.
2. Within the taught, age-appropriate, spiral RSHE programme 'PSHE Matters' which is delivered through weekly Personal Social and Health Education (PSHE) lessons.
3. Aspect of RSHE overlap with Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Links with other curriculum areas for example Drama, English etc.
5. Through assemblies.
6. Through whole school celebration days which foster relationships across Key Stages.
7. Through pastoral support and Nurture sessions.

8. By the provision of appropriate leaflets and other information sources such as visitors.
9. Via targeted intervention, where appropriate, with vulnerable individuals.
10. Delivery in response to incidents.

## **Teaching Methods, Resources, Training and Monitoring**

RSHE is delivered by both teachers and teaching assistants under the direction of class teachers.

### **A Safe Learning Environment**

In order for PSHE or RSHE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however, it is accepted that sometimes it may be inappropriate for them to be expected to take part in some discussions.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Each class will have a clear procedure for children to ask and receive answers to questions.
- Signposting to sources of support when dealing with sensitive issues

### **Teaching and Learning Methods**

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills. The school has considered a range of supporting schemes of work and has opted to use 'PSHE Matters' written by Derbyshire County Council. A copy of this scheme can be found in the curriculum section of the school website.

### **Asking and Answering Questions**

Teachers and teaching assistants will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations, and if necessary, refer to the RSHE coordinator for advice and support. The leadership and co-ordination of RSHE, whilst incorporating elements from a

broad range of curriculum subjects, will fall under the humanities team for monitoring and leadership purposes.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

## **Groupings**

RSHE will normally take place within normal class grouping which are mixed age and gender classes. This is important as some children may be in the process of discovering their gender identity and separating children by gender may not be helpful. However, there may be times when choosing a particular mix of pupils, such as a year group, a friendship group or a group of the same gender, may be the most appropriate way to explore an issue. It is important to note that all genders should receive the same consistent messages and information and learn about each other's changes etc. Teacher's will make these decisions about alternative groupings in conjunction with the Headteacher and/or RSHE lead.

## **Visitors**

We welcome visitors into school to add to children's knowledge and understanding of RSHE. Visitors include but are not limited to the NSPCC, school nurses, the police and Disability Direct who offer a range of information relating to children's wellbeing and RSHE education.. Visitors can enrich, but not replace, the RSHE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils.

## **Planning & Resources**

Staff will base their teaching on our scheme of work 'PSHE Matters' written by Derbyshire County Council. The modules are mapped out over a two-year cycle. Staff will select the most relevant activities and sessions for their class, tailored to the needs of current cohorts. Weekly session planning is detailed on the medium-term plans for each half term. Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Additional resources to those contained in PSHE Matters will also be used from time to time,

especially as we aim to respond to current topical issues. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

### **Continuity, Progression and Assessment**

Our school has the same high standards of the quality of pupils learning in RSHE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work outlined in 'PSHE Matters' from Derbyshire County Council. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSHE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSHE. At the start of each unit teachers are required to plan in a baseline activity (suggested in PSHE Matters) and then a summative activity (Passport) in order to show clear progress from the starting points. They will also continually assess the needs and alter teaching throughout lessons.

### **Parental engagement in RSHE**

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSHE. The school will ensure that parents/carers are made aware of the school's approach and rationale for RSHE through the policy, this is available at request and in the curriculum section on our website.

The PSHE coordinator will seek the views of parents/carers in order to develop the curriculum and policy; parent consultation meetings are held to gather views and provide information. Parents/carers will be kept informed of termly RSHE topics through class newsletters.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

## **Personnel and Training**

The PSHE coordinator is Joanna Bennett, who is regularly trained and updated in this fast moving subject area. They are responsible for RSHE.

To ensure quality delivery of RSHE, the staff who deliver RSHE have appropriate and regular training cascaded to them to keep them updated to. All staff are also involved in the development of our RSHE policy and curriculum. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSHE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSHE policy.

## **Monitoring and Evaluation**

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including pupil voice, learning walks, observation, scrutiny of children's work and teachers' lesson plans. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

Staff receive the same teaching and learning monitoring and support for RSHE as other subjects. The RSHE coordinating team are given time in order to carry out this process and feedback to relevant staff and senior on a regular basis as identified in the school's monitoring timetable.

## **Consultation, Policy Development and Review**

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This document is freely available to the entire school community. It has also been made available in the school website.

It will be reviewed on a biannual basis.

### **Policy Links**

PSHE

Drugs Education

Safeguarding  
Confidentiality  
Science  
External Contributors  
Anti-Bullying  
Emotional Health and Well-Being