

Meersbrook Bank



Community Primary School

RSHE Policy

**(Relationships, Sex
& Health Education)**

July 2021

Revision history

Date	Changes	Author(s)
May 2021	New Policy	Learn Sheffield (& G Harvey)

Approval

Date	Approver(s)	Minute number
8/7/21	Curriculum & Standards Committee meeting (With all governors present)	6.1

Review: This policy will be reviewed every 3 years

Date due for review:
2024

This policy should be read in conjunction with:

- [Safeguarding Policy](#)
- [Anti-Bullying Policy](#)
- [Health and Safety policy](#)
- [Special Educational Needs Policy](#)

Policy Statement

1. Rationale and ethos

This policy covers Meersbrook Bank Community Primary School's approach to teaching Relationships, Sex and Health Education (RSHE).

Department for Education statutory guidance states that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). Primary Schools are able to decide whether to teach Sex Education in addition, and at Meersbrook Bank, we shall do so.

Additional requirements on schools in law that have informed this policy and our approach include the Equality Act ([Equality Act 2010: advice for schools](#)) and Keeping Children Safe In Education – Statutory Safeguarding Guidance (2016).

RSHE gives pupils:

- the building blocks needed for positive and safe relationships, including with family, friends and online
- an understanding of the importance of friendships and family life, stable and loving relationships, respect, love and care.
- the importance of treating themselves and others with kindness, consideration and respect.
- An understanding of the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- Opportunities for lifelong learning about physical, moral and emotional development.

The teaching of RSHE is **NOT** about the promotion of sexual orientation or activity.

At Meersbrook Bank, our values are:

Relationships	Respect	Resilience
Reflective	Resourcefulness	Responsibility

We believe that the RSHE curriculum delivers all of these values and plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Everyone faces difficult situations in their lives.

2. Teaching and Learning

i) Delivery, monitoring and evaluation

RSHE will be taught to whole classes and sometimes groups by teachers and teaching assistants.

The curriculum map and resources have been created by Learn Sheffield, but teachers will use their professional judgement to supplement with additional resources where they judge this to be beneficial to the children's understanding.

The exact order of delivery might vary when linking units of work with 2 year topic cycle, but the coverage will remain the same.

KEY STAGE 1	Y1	Y2
Autumn 1		C1) How do we make a happy school? C2) Who lives in my neighbourhood? Os3) Online strangers [P1]
Autumn 2	Fr1) Who is my friend? P1) How do I help my body stay healthy?	Fr4) How do we stop bullying? Os2) Personal information [S1]
Spring 1	M1) Where do feelings come from? P2) How do I decide what to eat?	Fa2) Do Families always stay the same? Fa3) How should families treat each other? P3) How do we stop getting ill?
Spring 2	Fa1) Who's in my family? Os1) Screen time [L1]	Fa4) When should I say no? Fa5) Who owns my body? I do! G1) How bodies change as we get older (link with science)
Summer 1	Fr2) What makes a good friend? Fr3) Should friends tell us what to do?	Os4) Fake News [N1] M2) Who am I? P4) How can I stay safe?
Summer 2	M3) What helps me to be happy?	C3) What makes a boy or a girl? Fa6) Are all families the same?

LOWER KEY STAGE 2	Y3	Y4
Autumn 1	Fr1) What makes a good friend? Os1) Online strangers [P1] Os2) Sharing Online [P2]	Fr2) Are all friends the same? Fr3) Are friendships always fun? M2) Are we happy all the time?
Autumn 2	Fa1) Do Families always stay the same? Fa2) Are all families like mine?	C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us?

Spring 1	M1) How do I manage my feelings? P1) How do I keep my body healthy? P2) How do I get a healthy diet?	Os5) Digital Media [N1] Os6) Verifying content and echo chambers
Spring 2	Os3) Friendship Online [S1]	Fa3) How should we treat people who are different?
Summer 1	Os4) Personal Information [C2] P3) How do I stop getting ill?	*
Summer 2	*	*

*Because there is much more content to cover in year 5 and 6, schools may decide to begin UKS2 units in LKS2. In the next edition of the Sheffield RSHE curriculum, it is intended to spread the content out more evenly between the KS2 year groups.

UPPER KEY STAGE 2	Y5	Y6
Autumn 1	Fa1) Why do some people get married? Fa2) Are families ever perfect? Os1) Control and consent [S1] Os2) Protecting our identity [P1]	Os6) Bias [N2] Os7) Echo Chambers [N5] Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?
Autumn 2	Fr1) What makes a close friend? M1) Does everybody have the same feelings?	C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?
Spring 1	Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? P1) Is there such a thing as the perfect body?	Sx1) How do plants and animals reproduce? (N.B. <i>Taught through science - does not include sexual intercourse</i>) C4) How can I be a great citizen? C5) Why is money important?
Spring 2	Os3) Meeting strangers online [P4] Os4) Personal Information, terms and conditions [C2] M2) Should we be happy all the time? M3) Why do we argue?	P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?
Summer 1	P2) How can I stay fit and healthy? P3) Can I avoid getting ill? M4) Who am I? Fa3) Is there such a thing as a normal family?	Os8) Does the internet make us happy? [L1] C6) Who belongs in our country? C7) What does it mean to be British?
Summer 2	Fr4) Why are some people unkind? Os5) Analysing Digital Media [N1] G4) What is Menstruation?*	G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? Sx2) Optional lesson on sexual reproduction (N.B. <i>Not statutory</i>)

**NHS staff recommend that this is taught in year 5, ahead of other information about puberty, as around 10% of females will begin menstruating before the end of primary school

ii) Inclusivity

Our provision takes into account the requirements of all children, considering characteristics of the Equality Act (2010) and including those with SEND, under which disability, religion or belief, gender and sexual identity are amongst the protected characteristics. We consider the makeup of their own student body, including the gender, ability, age range and home backgrounds of their pupils.

Gender

Single gender groupings are occasionally used as a method for delivering some topics of RSHE (particularly menstruation). However, there are some important points to note when considering this approach; - some children may not identify with gender descriptions of boy or girl. The statutory guidance states that all pupils, regardless of their gender are taught the facts about menstrual wellbeing. As a school we ensure that all children learn about all parts of the curriculum, but use professional judgement and a proportionate approach in doing so.

All pupils should be supported to understand the features of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults.

LGBT+

The statutory guidance states that all teaching is sensitive, age appropriate and inclusive in approach and content. The guidance is clear that all pupils are to be taught LGBT content, but it does not state when this content is taught – rather schools are free to determine when they consider it is appropriate. A key point is that this content is to be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. This can be with a range of resources that are reflective of diversity and through opportunities for cross-curricular learning.

iii) Safe learning environment and safeguarding

We endeavor to create a positive, happy and safe learning environment where all children's views are listened to with respect. Curriculum delivery will be undertaken in a calm and positive climate. All children will be given the opportunity to talk, listen, ask questions and reflect. Children will not 'rush' other children but respect that everyone will process lesson content in a different way.

If disclosures are made during this time, we will follow our school safeguarding policies.

iv) Assessment and review of learning

Our RSHE programme is an integral part of our whole school PSHE education provision. Biological aspects of RSHE are also taught within the science curriculum. RSHE will be taught across the curriculum in regular sessions. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity. Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils. The class teacher will deliver most of the RSHE programme.

Language and terminology has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. A vocabulary list for each lesson or unit will be developed and this will be shared with parents in advance of teaching.

The delivery of RSHE is monitored by teacher evaluation of lessons, units and the overall programme; learning walks; analysis of assessment records; sampling pupils' work and through pupil dialogue, which is influential in adapting and amending planned learning activities.

v) Inclusivity

All pupils, whatever their experience, background and identity, are entitled to quality RSHE that helps them

build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy.

Our school's RSHE programme is underpinned by a good understanding of pupils' backgrounds and positive relationships between the school, parents and the local community form the foundations for the teaching of these subjects.

All classes include pupils with different abilities and aptitudes, experiences, home structures, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. We will ensure RSHE is matched to the needs of our pupils by scaffolded prompts, differentiated resources, vocabulary cards, and images appropriate to their age and their understanding.

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for;

- faith perspectives in the context of balanced debate,
- cultural diversity,
- disability,
- varied family structures and home backgrounds,
- gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At Meersbrook Bank, we commit to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly.

vi) Sensitivity, confidentiality and handling disclosures

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE. To support a safe learning environment,

- Teachers will set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting.
- Teachers and pupils will agree ground rules by discussion and these will be referred during discussions as appropriate.
- Teachers will model and teach distancing techniques will be used to help de-personalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Pupils will be told when they can raise questions verbally. Pupils will also be able to raise questions in writing; this can be anonymously if they wish, by using the question box that is available in classrooms. This will enable pupils to feel more comfortable to ask questions without being identified. Pupils will be reminded of the question box during RSHE sessions.
- Teachers will answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- Teachers will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question.
- If a verbal question is too personal, staff will remind the pupils of the ground rules.

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- Staff will not provide more information than is appropriate to the age of the pupil.
- If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or a Designated Safeguarding Lead. Questions may be referred to parents or carers if it is not appropriate to answer them in school.
- Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions, these can include; 'That is something that may be covered later on, maybe at a higher year in school.', 'I can't answer that question, but you could ask your parents/carers.' There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from another senior member of staff.
- Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.

vii) Assessment and review of learning

Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Teachers will keep a note of pupils who have missed significant parts of RSHE teaching and learning due to absence. Pupils' development in RSHE focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through the use of dialogue and activities.

Pupils' learning in these subjects will not be formally assessed through the provision of grades or through exams or tests. Pupils will be encouraged to reflect and self-assess their own learning and progress through activities set by the teacher which link to learning.

The following are examples of questions that may be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

- What do I know already?
- What new information have I learnt?
- What do I now think and believe?
- How did I feel about what I found out?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- What do I now need to learn?

3. Roles and Responsibilities

The PSHE Leader is currently Clare Tierney-Kitchener and Caroline Grant (from September 2021).

The Designated Safeguarding Lead is Caroline Grant.

The Designated Safeguarding Deputies are Gemma Harvey & Clare Shaw.

The named governor responsible for RSHE is Kirsten Johnson

i) Leaders will:

- develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure that all staff are given regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to RSHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils.
- Ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a comprehensive way.

- Support parent/carer involvement in the development of the RSHE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.
- The Head Teacher is responsible for managing requests to withdraw pupils from non-statutory components of RSHE (see section 5).

ii) Teaching and support staff will:

- Ensure that they are up to date with this RSHE policy and curriculum requirements regarding relationships and sex education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision.
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.
- Deliver RSHE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- Model positive attitudes to RSHE.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in RSHE.
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teacher.

iii) Governing Board

Overseeing the provision around RSHE is the responsibility of the governing board.

iv) Pupils

- Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.
- Pupils will be given the opportunity to share their views on RSHE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.

v) Parents/carers

Meersbrook Bank School recognise the primary role parents and carers have in the RSHE of their children. We wish to build a positive and supportive relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation.

To support this parents and carers;

- should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the schools policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the RSHE education of their child.
- Will receive information about RSHE so they can support their child's learning at home.
- We believe that, through this mutual exchange of knowledge and information, children will benefit from

being given consistent messages about their changing body and their increasing responsibilities.

Further information about working with parents/carers is in section 5.

vi) Health professionals/external agencies

External visitors can have a valuable role in enhancing the teaching and learning of RSHE. At Meersbrook Bank when selecting any external visitors we will;

- Be clear about our reason for working with the visitor.
- Ensure visitor selection and presence in school meets requirements of our safeguarding policy.
- Ensure any visitor is adequately trained and competent and that external input is factually correct, and where relevant there is differentiation between fact and opinion.
- Be clear that responsibility for teaching and learning remains with the school.

4. Training

It is important that all school staff feel comfortable and confident in planning and delivering RSHE. We will make available regular professional development training in how to deliver relationships and sex education. Identification and provision for the continuing professional development (CPD) needs of staff, including non-teaching staff, are described in our Staff training/CPD policy.

For RSHE specifically;

- Staff will be offered generic RSHE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSHE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of RSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.

5. Working together with parents and carers

In this section outline opportunities for parents/carers to view resources, sharing of information to build confidence on the subjects to support learning at home, clear explanation of right to request withdrawal and the process.

i) At Meersbrook Bank School our aim is that, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs. As outlined in section 2. (Teaching and Learning), selected resources, such as books and film clips, will be used which support and promote understanding. Parents will be given the opportunity to view these materials and resources by invitation to information sessions.

We will support parents and carers by offering access to resources and signposting to help parents/carers build their knowledge and confidence of discussing these matters with their children at home to help support their learning. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

ii) Right to withdrawal

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE (other than sex education in the National Curriculum as part of science), as currently, but **not** from relationships or health education sessions.

If a parent or carer wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the Head Teacher. The Head Teacher will meet the parent or carer to discuss the request. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal. A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RSHE.

Please note: the DfE are clear that SEND should not generally be a consideration for withdrawal. As outlined in section 2.2, learning will be tailored to be inclusive of needs of all pupils.

6. Policy development, monitoring and review

This policy has been developed by all members of the school community including governors, staff, parents and pupils. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team pulled together all relevant information including relevant national and local guidance and existing school policies.
2. Consultation – with staff, pupils, parents and governors. The process included parent consultation meetings, conversations with older pupils.
3. Ratification – the policy was approved by the full Governing Body on 8/7/21.