

Moorlands Church of England Primary Academy

RSHE Policy

Working Draft April 2021

Policy Context and Rationale

This relationships, sex and health education policy covers Moorlands Church of England Primary academy approach to teaching relationships, sex and health education (RSHE).

The core policy was produced by the Diocese of Norwich in collaboration with an external national RSHE Adviser. The policy has been subject to thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders.

Pupil consultation has ensured the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues informed by analysis of public health data and pupil priorities. Consultation methods included pupil involvement, parental, staff and Local Governor involvement. Pupil consultation has been used to inform the creation of the school RSHE curriculum and this policy where appropriate.

Policy Availability

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the school office on 01493 780007 or emailing office@moorlands.norfolk.sch.uk.

Values, Aims and Objectives

Moorlands Primary academy supports the aims and objectives set out by the Secretary of State for Education in the RSHE Guidance, 2019 which says 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society'.

Secretary of State Foreword,
2019

RSHE is delivered to compliment the wider ethos, values and principles of the Diocese of Norwich. Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them. **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our school's overarching distinctively Christian vision for pupils is expressed in The Moorlands Way:

- We believe that our school should be at the heart of our community.
- We believe all children should be immersed in a high quality learning experience that prepares them to be 21st Century Citizens. This means not only leaving Primary School being literate, numerate and well-rounded, but also being collaborative, creative and reflective.
- We believe that, in conjunction with parents and carers, it is our responsibility to enable and support children to make the best progress that they can and not place any limitations on what they can achieve.
- We believe that children should be supported by Core Values that rejoice both in what it is to be a citizen of the world and to be part of a school community with a Christian soul.

RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. Our school values which drive the vision are honesty, respect, responsibility, compassion, resilience and empathy.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, within which they value their sexuality and take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The objective of RSHE is to support children and young people.

through a journey of physical, emotional and moral development, through the teaching of essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act, 2010 and through the teaching of the Christian perspectives on relationships and sex.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people

are encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

The following principles are based on research evidence, supported by a wide range of leading organisations including NSPCC, Barnardo's, The Children's Society and education unions.

As the Diocese of Norwich, we are committed to the RSHE which:

- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Respects gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Organisation of Learning

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet the **Relationships and sex education (RSE) and health education**, 9th July 2020 guidance and **The Equalities Act**, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended program is delivered. We place an emphasis on active learning by including the children in discussions and debate including controversial subjects, role-play, investigations and problem-solving activities and quality circle time. Our active school council is made up of class representatives from year 1 to year 6 and school council meets regularly to discuss whole school issues and give every pupil a voice.

Primary Overview

<i>Relationships Education</i>	<i>Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe</i>
<i>Sex Education</i>	<i>How a baby is conceived and born</i>
<i>Health Education</i>	<i>Mental wellbeing Internet safety and harms Physical health and fitness Healthy Eating</i>

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. Both Nursery and Reception also teach a discrete PSHE lesson each week.

By the end of Key Stage 1, pupils should, with regards to:

Personal development

- Pupils can identify and communicate a range of feelings. They learn how to recognise how others show feelings and know how to respond.
- Pupils can celebrate their strengths and achievements. They can also learn how to set simple but challenging goals.
- Pupils know the importance of basic hygiene and understand how to maintain personal hygiene.
- Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. They also can recognise how they grown and change over time.

Relationships

- Pupils can understand that they are similarities and differences between everyone and can celebrate this.
- Pupils can understand the importance of listening to each other and can resolve simple arguments through negotiation.
- Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.

Beliefs

- Pupils can recognise what they like and dislike and can make real, informed choices.
- Pupils can identify the similarities and differences between people and respect these.
- Pupils can understand that there has never been and will be another them.

Rights and responsibilities

- Pupils understand the concept of privacy, including the right to keeps things private.
- Pupils understand how some diseases are spread, including the right to be protected and the responsibility to protect others.
- Pupils can judge what kind of physical contact is acceptable and uncomfortable. They know how to respond appropriately.

Asking for help

- Pupils can identify the special people in their lives and who to go to if they are worried.
- Pupils know the importance of not keeping a secret that makes them feel uncomfortable or afraid.

By the end of Key Stage 2, pupils should, with regards to:

Personal development

- Pupils can recognise and respond to a wide range of emotions in themselves and others and ways to respond. They can also understand how these may change through puberty.
- Pupils can identify their strengths and set aspirational goals for themselves.
- Pupils can recognise how images in the media including online do not always reflect reality.
- Pupils can reflect on how their body has changed and anticipate changes related to puberty.
- Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms for male and female organs.

Relationships

- Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.
- Pupils realise the nature and consequences of discrimination including the use of prejudice based language.

Beliefs

- Pupils can challenge gender stereotypes understanding that there is not one way to be a boy to one way to be a girl.
- Pupils recognise differences arise from a number of factors, family and personal identity.
- Pupils understand the unacceptability of homophobic and transphobic bullying.
- Pupils know that some cultural practices are against British law.

Rights and responsibilities

- Pupils understand the right to protect their body from unwanted touch.
- Pupils understand that marriage is a commitment freely entered in by both people.
- Pupils have strategies for keeping them safe online.
- Pupils have awareness that infections can be shared during sexual intercourse.

Asking for help

- Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.
- Pupils have considered how to manage accidental exposure to explicit images including who to talk to about what they have seen.

The RSE program will be led by Miss Jade West and taught by class teachers and supported by the appropriate staff at Moorlands Primary Academy. All staff involved in the delivery of RSE have received specialist training ensuring pupils are taught with consistent approaches to RSE throughout their time at Moorlands Church of England Primary academy. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal system.

Assessment and Monitoring

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. There will be self-assessment tasks throughout, that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

Responding to Pupil's Questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness, contrasting personal beliefs including disagreement with the official teaching of the Church and otherwise. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the framework of the class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the child to ask a parent or trusted adult at home.

Confidentiality, Signposting and Handling Disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher

Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise of topic coverage so that the school can be responsive to pupil's pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with the Safeguarding policy.

Involving Parents and Carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual activity which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Parental Right to have a Child Excused

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory sex education, they should discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher should outline to the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the

likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to have their child excused from non-statutory sex education, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The school must document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal,

Links to other school policies and curriculum

This policy complements the following policies and curriculum:

- Anti-bullying
- Assessment
- Behaviour
- British Values
- Citizenship
- Confidentiality
- E-safety
- Equality and diversity
- Extremism
- ICT
- Inclusion
- Music and the Arts
- Online safety
- Physical Education
- Religious Education
- Safeguarding
- SMSC
- Science
- Teaching and learning

Monitoring and Review

The Local Governing Body monitors the impact of RSHE on an annual basis. The Governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years, or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for *April 2023*.