



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

<b>Name of School:</b>	Hiltingbury Junior School
<b>Name of Responsible Headteacher:</b>	Zoe Loosemore
<b>Date approved by Governing Body:</b>	March 2024
<b>Date of review by Governing Body:</b>	March 2027

## **Aims**

At Hiltingbury Junior School, Relationships, Sex and Health Education will be delivered as an integral part of the whole curriculum to promote the physical, moral, social, spiritual and cultural development of our pupils.

It will endeavour to help all pupils to respect themselves and others, moving with confidence from childhood through adolescence into adulthood. It will help prepare pupils for the opportunities, responsibilities and experiences of adult life.

## **Statutory requirements**

The revised Department for Education statutory guidance states that from September 2020, all schools must deliver Relationships and Health Education (in primary schools) as per section 34 of the Children and Social work act 2017.

This policy reflects the guidance given by DfE and the PSHE Association. This policy will be made available to view via the school's website.

Documents that inform Hiltingbury Junior School's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)
- PSHE Association guidance (2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE (2019) (compulsory from September 2020)
- Hiltingbury Junior School E-Safety policy
- Hiltingbury Junior School Safeguarding policy
- Hiltingbury Junior School Child Protection policy

At Hiltingbury Junior School we teach RSHE as set out in this policy.

## **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff (PDL lead) collated together all relevant information including relevant national and local guidance.
2. Staff consultation – school subject leaders were given the opportunity to look at the policy and make recommendations during a staff meeting.

3. Parent/stakeholder consultation – parents and any interested parties were invited to give their opinions about the policy.
4. Staff consultation – all staff were given the opportunity to look at the policy and make recommendations.
5. Pupil consultation – we investigated what exactly pupils want from their RSHE.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Our Philosophy:**

At Hiltingbury Junior School we place a strong emphasis on equality of opportunity for all those who come into contact with the school, including pupils, parents, staff and support workers. We believe that everyone is a highly valued member of a special community. This philosophy underpins all our RSHE, as we study ourselves, our own families, relationships and the wider community surrounding our school. This includes the virtual communities that we understand many stakeholders will belong to, either in the present, or in the future.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and surrounding communities. In doing so they learn to recognise their own worth, to work well with others and become increasingly responsible for their own learning, well-being and relationships. They reflect on their experiences and understand how they are maturing personally and socially, addressing the vital building blocks of healthy respectful relationships that they are developing in their families and with their friends in all contexts, including online.

They also learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Definition of RSHE:**

*“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.”*

RSHE gives our children the essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. This sits alongside the essential knowledge of how to be healthy – both physically and mentally.

### **Why teach RSHE?**

***“Our children learn about sex and relationships from the very youngest age, even if we don’t talk to them. Some of the things that they learn are incorrect, confusing and frightening ... we should talk to our children to help them make sense of it all.” (DfES, 0706/2001)***

***“... lifelong learning about physical, moral and emotional development. It is about the understanding ... family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.” DfES, Sex and Relationship Guidance, 2000)***

The updated RSHE Guidance (DfE, 2019) states that:

*“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. “*

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

**Our aims are to enable the children to develop:**

- ✓ respect for self;
- ✓ respect and empathy for others;
- ✓ responsibility for their own actions;
- ✓ responsibility towards their family, friends, school and wider community.
- ✓ a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health (not just their own but of others also).
- ✓ skills and understanding necessary to manage conflict.

**RSHE provides opportunities for children to:**

Have a clearer understanding of the nature of human interactions and relationships.

Learn about relationships, the importance of communication (verbal, non-verbal and online), and assertiveness skills including the importance of self-respect, equality, responsibility, care and compassion.

Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children (including the variety of family structures that they may have come across).

Think about and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

Reflect upon how to make informed, safe and positive choices where relationships and healthy lifestyles are concerned.

**Good quality teaching and learning takes place when there is:**

- ✓ A high level of interaction and involvement of everyone
- ✓ A safe and secure environment
- ✓ A trusting relationship between the teacher and pupil
- ✓ An open forum for all to share ideas, support and concerns
- ✓ Collaborative work

- ✓ Opportunities for reflection
- ✓ Challenge within a safe environment
- ✓ Respect for each genuinely made contribution
- ✓ Circle time opportunities
- ✓ Role play
- ✓ Ongoing formative assessment to monitor and support ongoing development
- ✓ All stakeholders, including adults, within our community demonstrate and foster positive, collaborative relationships with all others
- ✓ RSHE and PDL are promoted and celebrated as fundamental to the positive well-being and development of our pupils; which in turn allows our pupils to be in a positive mental health state which will allow them to develop and achieve to their highest potential
- ✓ Pupil voice will be influential in adapting and amending planned learning activities
- ✓ Cross curricular links are made between other areas of the curriculum

Teachers state clear learning objectives for RSHE and PDL in their planning and these are shared with and understood by the pupils.

### **Curriculum and Delivery of RSHE (PDL)**

RSHE will be taught primarily as part of the PDL curriculum but also across all areas of the curriculum including Science and Computing. Some of the objectives are also covered through other areas of the school's curriculum e.g. RE, assemblies, foundation subjects and in the schools values, beliefs and ethos conveyed in the classroom and all areas of school life by members of the school community. This includes the support and guidance given at playtimes.

Pupils need, also, to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

Our PDL curriculum is set out as per **Appendix 1** but we are also responsive and recognise that we may need to adapt it as and when necessary according to the individual needs of each class and cohort. The RSHE curriculum has been planned following consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

The RSHE programme will be led by the headteacher and PDL lead, and taught by Class Teachers. It will be delivered weekly through PDL lessons and may, at the discretion of Year Leaders, be blocked into lessons on one day, or delivered weekly over a longer period of time.

We do not allow outside teachers or visitors to teach the Sex Education aspects of this. We follow the PSHE Association Scheme of work using the following themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). We believe there are 'No outsiders in our school' and we aim to foster equality for all through our school ethos.

## **Curriculum and Delivery of Sex Education**

We plan and resource our Sex Education provision using expertise, planning and resources from The Christopher Winter Project which has been awarded the FPA Pamela Sheridan Award for Excellence and is highly recommended by the PSHE Association. These materials and resources used to teach Sex Education have been especially designed to take into account the age and maturity of the children. Each class teacher will teach their own class' Sex Education and cater for any additional needs (SEND) within them. Books and videos will be available for review on request. Parents will have the opportunity to review materials and discuss any concerns with staff at an annual parents' information evening to be held in the first half of the summer term each year.

A range of learning methods that encourage discussion will be used and lessons will be taught within mixed gender groups. Any pupils who have questions will also have opportunities to ask them anonymously through a class 'question box' which will be in classes during the Sex and Drugs Education lessons and in the week following the lessons' delivery.

A set of 'ground rules' will help teachers create a 'safe environment' in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions.

Questions raised after showing the Y5 and Y6 children the video/s will be dealt with sensitively within a safe and secure environment. The children's personal views on an individual level will be dealt with, with discretion. Any fears or worries they bring into the classroom should not go unnoticed by staff. Teachers need to be aware that effective Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. The school believes that individual teachers must use their professionalism in these situations and refer to the Headteacher/ Designated Safeguarding Leader if they are concerned. All discussions will take place in line with the Child's Protection Act.

Details of our provision for Sex Education can be found in **Appendix 2**. As part of Sex Education, pupils are taught about the nature and importance of marriage and stable relationships for family life. It has been agreed that through the PDL and Science curriculum children will be taught the correct terms for all body parts, including private parts. This complies with our Safeguarding and Child Protection practice.

### **Roles and responsibilities**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see below).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Using AFL strategies to support the needs of the children
- Responding to the needs of individual pupils, including referrals to our ELSA where necessary

- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Names/roles of staff responsible for teaching RSE:

Zoe Loosemore – Headteacher

Caroline Deacon – PDL Subject Lead

All class teachers – teaching PDL lessons including Sex and Drugs Education

### **Parental Involvement:**

Hiltingbury Junior School is committed to working with parents and believes that it is important to have the support of parents and the wider community in all aspects of RSHE and PDL.

We recognise that parents are the key figures in helping children to deal with the emotional and physical aspects of growing up.

Our school's teaching will be complimentary and supportive to the role of parents, and parents are invited annually to preview videos and other resources which will be used.

Parents have the right to withdraw their children from Sex Education, but not from any part which is included in the 2020 new statutory guidance for RHE or the 2014 National Curriculum Science programme of study.

### **Pupil Involvement:**

Children are involved in the development of the RSE curriculum through teaching and learning which involves direct dialogue and feedback, and their learning which enables teachers to monitor pupils' views. The RSE leader takes pupil voice into account when reviewing and modifying the RSE curriculum and content. Pupil conferencing will be completed yearly to monitor and evaluate the effectiveness of RSE at Hiltingbury Junior School.

### **Training and Resources:**

#### **Resources**

Resources for RSHE and PDL lessons are kept within each year group. There are specific folders for the Drugs Ed and Sex Ed resources which are kept by the teacher in each year group responsible for the year group planning of PDL. Master copies are also available on the shared Drive, Google Teachers' Pool and the PDL subject Leader has a spare copy of the relevant DVDs.

#### **Professional Development for Staff**

Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

#### **Links to other policies and advice**

This RSE Policy is supported by, but not limited to:

PSHE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits

Confidentiality Policy

Equality Policy

Anti-bullying Policy

Relationship and Sex Education Guidance 2019 – DfE

PSHE Association Guidance for RSHE

RSE and Science National Curriculum Objectives for KS1 and 2 (**Appendix 2**)

Staff are trained on the delivery of RSE as part of their induction and through PPA planning sessions and INSET days.

We invite the NSPCC in to school every 2 years to deliver their 'Speak Out, Stay Safe' programme to ensure that all children benefit from these important safeguarding messages.

**Monitoring arrangements:**

The delivery of RSHE through PDL lessons and across the curriculum is monitored by Zoe Loosemore, the headteacher, and Caroline Deacon, PDL subject lead. This is done through planning scrutiny, learning walks, lesson observations, pupil conferencing and assessment.

Pupils' development in RSHE / PDL is monitored by class teachers as part of our internal assessment systems and 'purple peril' statements on our end of year reports to parents. Teachers will assess children's progress using Assessment for Learning methods throughout the year and through at least 2 pieces of recorded work each half term and by observing discussions in class and children's interactions in other methods too - such as those outlined above. Pupils will have opportunities to reflect and review their own learning throughout each unit through questioning and discussion, sometimes through learning comments in their books. Teachers will regularly reflect on their teaching of PDL units and make adjustments where necessary, to reflect and address the needs of all in their class.



## Appendix 1: PDL Curriculum Map showing RSHE coverage

PDL Curriculum Map 2021

	Health & Wellbeing		Building Relationships		Living in the Wider World	
<b>Year 3</b>	Settling In Mental Health & Wellbeing	Self-Esteem Growth Mindset	Getting Help: *In school *With Bullying Talk and Listening	Do the Right Thing Same & Different	Drugs Ed: Smoking First Aid: Bites & Stings	People and their work SRE
<b>Year 4</b>	Rights and Responsibilities Mental Health & Wellbeing Feeling Good	Ups and Downs in relationships Community	*Hygiene *Healthy Eating *Exercise *Dental Health	Gamble Aware: Exploring Risk Drugs Ed: Alcohol First Aid: Minor Bleeding	Looking Ahead: Bank account Link jobs & money Plan Budget Money Choices	SRE
<b>Year 5</b>	R&R Mental Health & Wellbeing	First Aid: Burns and Scalds Drugs Ed: Legal / illegal drugs (effects & risks)	Risks and Pressures (e-safety) Gamble Aware: Chancing It	Looking Ahead How to Pay for Things Keeping Money Safe Money Affects Feelings Enterprise (NSPCC)	Tackling Plastic Pollution SRE	Inclusion: Stereotyping ROAR! For Diversity - Premier League Stars
<b>Year 6</b>	Mental Health & Wellbeing The Sleep Factor	Rights, responsibilities and the law Incorporate Media / effects???	Valuing Diversity Rainbow laces Inclusion: Extremism	World of Work *Key focus = tolerance and understanding of people's life choices	E-Safety * Not sharing photos online *Chatting online is not what it seems First Aid: Head injuries	SRE x 4 Drugs Ed: Illegal drugs / getting help TRANSITION...

## **Appendix 2: Breakdown of Sex Education objectives by year group**

Throughout the Key Stage, as part of both PDL and Science programmes of study at this school, the following units are cover our Sex Education curriculum:

### **In Year 3**

#### **Programme of Study: PSHE Framework**

**1b)** To recognise their worth as individuals

**4e)** To recognise and challenge stereotypes

**3e)** To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

**4c,** Be aware of different types of relationship, including marriage and those between friends and families

**4g)** Where individuals, families and groups can get help and support

#### **Learning Objectives:**

- To explore the differences between males and females and to name the body parts
- To consider touch and to know that a person has the right to say what they like and dislike
- To explore different types of families and who to go to for help and support

#### **Learning Outcomes:**

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support

### **In Year 4**

#### **Programme of Study: PSHE Framework**

**1d)** To recognise as they approach puberty, how people's emotions change at that time and how to deal with their

feelings towards themselves, their families and others in a positive way

**3c)** Learn about how the body changes as children approach puberty

#### **Learning Objectives:**

- To explore the emotional and physical changes occurring in puberty
- To identify some basic facts about puberty
- To explore how puberty is linked to reproduction

#### **Learning Outcomes:**

- Describe the main stages of the human lifecycle
- Describe the body changes that happen when a child grows up
- Discuss male and female body parts using agreed words
- Know some of the changes which happen to the body during puberty
- Know about the physical and emotional changes that happen in puberty
- Understand that children change into adults so that they are able to reproduce

### **In Year 5**

#### **Programme of Study: PSHE Framework**

**1d)** to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way

**3c)** learn about how the body changes as children approach puberty

#### **Science Attainment Targets**

Describe the changes as humans develop to old age.

### **Learning Objectives:**

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways to get support during puberty

### **Learning Outcomes:**

- Explain the main physical and emotional changes that happen during puberty
- Ask questions about puberty with confidence
- Understand how puberty affects the reproductive organs
- Describe how to manage physical and emotional changes
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty

### **In Year 6**

#### **Programme of Study: PSHE Framework**

3c) learn about how the body changes as they approach puberty

4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

#### **Science Attainment Targets**

Describe the life process of reproduction in some plants and animals.

### **Learning Objectives:**

- To consider puberty and reproduction
- Consider physical & emotional behaviour in relationships
- To explore the process of conception and pregnancy
- To explore positive and negative ways of communicating in a relationship

### **Learning Outcomes:**

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- To have considered when it is appropriate to share personal/private information in a relationship
- To know how and where to get support if an online relationship goes wrong

As part of this unit, the children will watch the Channel 4 'Living and growing' DVD programme How Babies are Made. Unit 3 Programme 7 [www.channel4.com/learning](http://www.channel4.com/learning)

In the DVD a brief mention is made of contraception and masturbation.