



Relationship, Sex and Health Education (RSHE) Policy

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Ratified by governors:

Date to be updated: January 2023
(earlier on the advice of statutory guidance)

PSHE Lead

Natasha Murray

To be read in conjunction with all policies but with links to:

- The Equality Act 2010
- PSHE Policy
- Science Policy
- Safeguarding Policy



Introduction

This policy outlines our school's commitment to provide effective RSHE for all children. It has been developed in response to the DfE RSHE guidance 2020 and other relevant guidance documents and statutory requirements.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

Rationale

The aim of this policy is to ensure Noremarsch Junior School have in place a Relationship, Sex and Health Education (RSHE) teaching scheme which builds on a foundation of skills and knowledge that will be developed further during secondary school. Our key aim in providing RSE throughout the school is to safeguard our children. During their time at school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Teaching and learning

RSHE teaching and learning takes place as a set of formal discrete lessons. These are delivered in the summer term as part of the PSHE (Personal, Social and Health Education) lessons where we follow the Jigsaw scheme. This ensures continuity and progression in their delivery. Parents are informed of their teaching through the topic letters sent each term.

They are taught by the class teacher, with support from teaching assistants as appropriate. A balanced and non-judgmental approach is taken by all teachers, and all those contributing to RSHE working to the agreed values within this policy. RSHE is also taught through Science lessons.

Relationships Education as part of the curriculum is compulsory for all children. However, parents have the right to request that their child be withdrawn from some or all of the sex education parts of the curriculum. Before this request is made, we encourage parents to discuss their concerns with the class teacher so that they can clarify the nature and purpose of the PSHE and RSE curriculum. Parents can speak to the Headteacher if their concerns remain.



Below is a table of the objectives taught for RSHE across all year groups.

Year Group	Term	RSHE (through PSHE Jigsaw Scheme)
3	SUMMER TERM 2	How babies grow
		Babies
		Outside body changes
		Inside body changes
		Family stereotypes
		Looking ahead
4	SUMMER TERM 2	Unique me
		Having a baby
		Girls and puberty
		Circles of changes
		Accepting change
		Looking ahead
5	SUMMER TERM 2	Self and body image
		Puberty for girls
		Puberty for boys
		Conception
		Looking ahead 1
		Looking ahead 2
6	SUMMER TERM 2	My self image
		Puberty
		Babies: Conception to birth
		Boyfriends and girlfriends
		Real self and ideal self
		The year ahead



Year Group	Term	RSHE (through Science lessons)
3	AUTUMN TERM	<ul style="list-style-type: none">Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eatIdentify that humans and some other animals have skeletons and muscles for support, protection and movement
4	AUTUMN TERM	<ul style="list-style-type: none">Describe the simple functions of the basic parts of the digestive system in humansIdentify the different types of teeth in humans and their simple functionsConstruct and interpret a variety of food chains, identifying producers, predators and prey
5	SUMMER TERM	<ul style="list-style-type: none">Describe the changes as humans develop to old ageChildren should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
6	SPRING TERM	<ul style="list-style-type: none">Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and bloodRecognise the impact of diet, exercise, drugs and lifestyle on the way their bodies functionDescribe the ways in which nutrients and water are transported within animals, including humans

The RSHE programme is based on the needs of the children in the school with learning outcomes appropriate to childrens' age, ability and level of maturity. The objectives can be embedded within the broader PSHE and Science teaching. Children will be helped to understand differences and diversity and to respect themselves and others.

When managing questions, due to the sensitivity of the subject, they will be always answered in an appropriate way that is relevant to the age and understanding of the child with the use of ground rules given at the start of sessions. In some cases, the use of a 'question box' may be used which allows the teacher time to ensure questions are answered in an appropriate and factual way.

Teachers may feel that it is not appropriate to answer some questions in front of the whole group - the question will then be addressed on an individual basis with the child and in some cases with parents/carers.

All staff are mindful of their role in the safeguarding of children. They will follow the relevant school procedures if a question from a child raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

If a question is personal, the teacher will remind children of the ground rules and may refer the child to other agencies, such as, a counsellor, school nurse, help line etc.

- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE coordinator as part of the evaluation and monitoring process.

Inclusion & Support

RSHE will be accessible to all regardless of gender. Through the delivery of RSHE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs. There are many different faith and cultural perspectives on aspects of RSHE.

As a school we will deliver RSHE in a factual, non-judgemental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers.

A range of different families and relationships will be explored within RSHE. All children whatever their developing sexuality, gender identity or family background need to feel that RSHE is relevant to them and sensitive to their needs.

Parental and External Agency Consultation

At Noremarsch, we believe that RSHE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSHE through the school prospectus, termly topic grids and, where necessary, as a separate letter to inform when it is taking place in preparation for questions children may wish to ask at home.

Planning

RSHE is planned in the same way as all of the curriculum. A long-term plan is produced as the beginning of the year to ensure all units are planned for. The recommended advice is that units are taught in the same sequence each year, if there are any changes to this, the class teachers would need to ensure knowledge has been accumulated in advance to ensure the most successful learning takes place. A medium-term plan is produced termly with objectives and methods for teaching and learning given.

Confidentiality

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Safeguarding is the core of RSHE teaching.

The safeguarding lead (DSL) and deputy safeguarding leads (DDSL's) have a duty of care to ensure that information is passed to teachers where the teaching of RSHE may need to be adapted or supported. Everyone involved in RSHE will be alert to signs of abuse and report concerns to the DSL as outlined in the safeguarding policy.

Special Considerations

Sanitary disposal units are available in toilets. These are explained to children who are informed of where they can access sanitary protection in the event of commencing menstruation during the school day. Joined up working with parents and carers is vital in this area.