

Field Court Junior School
RSHE
Head Teacher: Mrs Kelly Armstrong
Subject Leader: Sharon Todd
Written by: Sharon Todd
Date: May 2024
Review Date: May 2025



Approved: (the below signatures are proof of policy approval)

Signed

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Headteacher Date May 2024

A handwritten signature in black ink, appearing to be 'Andrews', written over a horizontal line.

Signed

Governors Date May 2024

This policy is a working document for the use of all staff and is subject to staff and governor approval.

1.1 School Intent

At Field Court Junior Academy, all our children are **“S.T.A.R.S. in the making”** and this is at the heart of our school and drives everything we do. We are driven by the philosophy that Upon leaving this school, children will have everything they need in preparation for the ‘weather’ of the wider world! This is embodied through our phrase: *children will know, do and be*

- They will KNOW the information and facts they need
- They will be able to DO the skills they need
- They will BE sure of who they are and secure and confident in their own personality to be ready for the next stage of their life and educational journey.

How does this policy help us to deliver our intent and meet the aims of our School Improvement Plan?

See the PSHE policy.

Inclusion

See the PSHE policy.

Diversity

See the PSHE policy.

Rationale and ethos:

This policy covers our school's approach to the teaching and learning of relationships, sex and health education (RSHE). It was produced by the PSHE lead through consultation with SLT alongside views from pupils, parents and members of the governing body.

The DFE relationships education (Primary) 2020 defines RSHE as **“the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”** This begins with establishing what relationships are, showing respect for relationships that may look different to our own, enabling pupils to recognise and report abuse and seek advice as well as providing them with the information they need to confidently go through puberty (physically and mentally) knowing how and why their bodies are changing.

We believe that relationships, sex and health education is important for our pupils and our school because it allows pupils to recognise what a healthy relationship looks like and provides them with the key principles they need to build healthy relationships now and in the future. We view the partnership of home and school as vital in providing the context for what healthy relationships look like in practice and as the first port of call for pupils with questions about biological changes or concerns with their bodies. Our school's overarching aims are that our pupils will leave us at the end of KS2 feeling informed and confident about the changes they will see in their bodies as they mature, being tolerant of those whose life choices may not match their own and knowing what constitutes a healthy loving relationship and where they can turn for support and advice.

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs (SEND) by ensuring that those with C and I and those with SEMH have appropriate support, this may take the form of scaffolded learning, additional adult support or additional pictorial resources to understand materials and content being taught. If needed, pre and post teaching follow up sessions may be used. We ensure RSHE fosters gender equality and LGBT+ equality by teaching about the different make up of the family unit and the focus on all relationships being happy and healthy as their main priority. The varying look of relationships are taught tactfully to ensure all children within the setting feel comfortable, confident and safe. Due consideration is taken to ensure varying home backgrounds are taken into account and that all children have access to the same information and education. The message is given to all children that they can go to trusted adults should they have concerns about themselves or family members, other bodies of support such as Childline and the NSPCC are also taught about should our pupils need them. Boys and girls are taught in mix gender groups, this allows all children to know about the changes that happen within both genders as they mature. The only time this will differ is when Y4 girls have a session outside of the allocated PSHE time to learn about coping with their period in school which is not deemed necessary for boys to participate in. Our belief is that this is a safe environment for children to gain knowledge and that they will not feel the need to look for alternative outlets for information that may not be reliable and safe. Our aim by teaching in mix gender groups is that this will help to develop happy, healthy and safe relationships.

The intended outcomes of our programme are that pupils will:

- Know and understand the changes that happen within their bodies as they grow up.
- Understand they have a right to be in a safe, happy and healthy relationship
- Understand they have a responsibility to treat others respectfully and show tolerance.
- Develop the skills to manage risks associated with relationships or exploitation
- Develop the attributes of resilience, tolerance and respect.

Roles and responsibilities

The RSE programme will be led by the PSHE co-ordinator and will be taught by class teachers with support given from class TAs. All aspects of the teaching and learning as well as the production of the policy are written in collaboration between all teaching staff, SLT, parents, pupils and the governing body. Teaching staff will receive training on content and teaching of RSHE to support pupils in their learning and understanding. The subject lead has received the relevant CPD on the updated curriculum as well as PSHE Association training which has been conveyed to staff members. Workshops will be run annually to update key teaching and policy points for the subject and new staff members will receive the relevant training in advance of teaching RSHE.

Legislation (statutory regulations and guidance)

We are required to teach RSHE as part of the PSHE primary curriculum. As of September 2020, all schools must deliver relationships education as part of the primary curriculum set out by the Department for Education. The current guidance from the DFE states that: "The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools." Although sex education is not compulsory, the

department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

The RSHE policy supports/complements the following policies: PSHE, science, computing and safeguarding.

Documents that inform the school's RSE 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 (2016)
- Children and Social Work Act (2017)

Curriculum design

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover all areas set out by the DFE:

By the end of KS2-

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

We will ensure RSHE is matched to the needs of our pupils by continual baseline and end of unit assessments and by using local data to identify trends that may indicate a need for curriculum coverage.

Our RSHE programme will be planned and delivered through guidance from the PSHE Association, The GHLL and planning scheme Medway which will be adapted by our teaching staff. Our RSHE programme will be taught through a range of teaching methods and interactive activities which will support and promote understanding within a moral/values context including a range of age appropriate texts, pictorial resources, physical items such as personal hygiene products, video clips and high-quality PowerPoints. These resources will be regularly reviewed to ensure they meet both teacher and pupil needs. Lessons will be differentiated by the level of support and scaffolded resources to ensure that all pupils develop the same level of understanding in each unit area. Learning about relationships, sex and health education will compliment learning in PSHE, science and computing.

Pupils will be encouraged to reflect on their own learning and progress through power up sessions throughout the year to ensure that all learning has been embedded in their longer term memory. Assessment will take the approach of baseline and end of unit checks as well as ongoing through power up sessions. Learning will be assessed at a whole school level through regular monitoring by the subject lead. An overview for the learning in each group can be found on the school website.

Safe and Effective practice

We will ensure a safe learning environment by enforcing the school's behavior policy during lessons as well as subject specific ground rules which will be revisited at the start of each lesson and will be displayed in each classroom. These ground rules are:

- No one will be expected to answer personal questions (adults and children)
- No one will be forced to take part in a discussion; everyone has the right to opt out
- Only the correct names for body parts will be used
- The meanings of words will be explained in a sensible factual way
- Everyone will listen and respect each other
- Other people's secrets are not ours to share

Distancing techniques such as using the terms 'some girls/boys generally' and 'in some relationships' to ensure that pupils do not feel put on the spot or that they are different to others. Pupils will have the opportunity to ask questions linked directly to the lesson focus for clarification. For other questions the use of a 'question box' will be used this is to ensure that the questions asked are age appropriate, to

enable teachers to prepare a factual answer and for pupils to feel more comfortable asking questions (questions can be added anonymously). In the event that a question arises that is not part of the primary curriculum the teacher will use their professional judgement and give an answer in a factual, age appropriate way. Children will be made aware that some of the questions they ask teachers may not be able to fully answer due to the age appropriateness of the question and will be advised to share their question with an adult at home. If teachers are not sure about answering any question raised they will seek support and guidance from the SLT or the subject lead.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this happens staff members will follow the protocols set out within the safeguarding policy and will consult with the designated safeguarding lead and in their absence their deputy. Any external visitors which support the delivery of RSHE will be trained in their area of expertise and during all parts of their session a member of school staff will be present to oversee the session and manage any safeguarding issues that may arise such as a disclosure. To ensure that all protocols set out are met only staff from Field Court Junior Academy will deliver the RSHE curriculum. In the instance of staff absence another member of staff will deliver the lesson, not a supply teacher therefore some lessons may not be able to take place in their time tabled slot. We feel that this will ensure all children feel happy and confident to be able to fully participate in the lessons.

Engaging stakeholders

Parents will be informed about the policy in the first instance through consultation, every parent will be emailed a copy of the proposed policy and their feedback will be encouraged. Following the final draft being produced it will be available to view on the school website. Consultation will also take place with parents when organising the new RSHE curriculum and we will work closely with parents to ensure that they are fully aware of what is being taught and provide additional support through phone calls, video chats and face to face meetings if needed. As part of our whole school approach to RSHE parent information sessions and opportunities for parents to view the materials and resources will be planned, relevant plans and resources will be made available for parents to view on the school website. We will notify parents when RSHE will be taught via letter on Parent Pay.

Parents/carers have the right to withdraw their children only from RSHE content that is not part of statutory NC Science and statutory PSHE. However, we strongly encourage parents to talk to us before making this decision so that we can go through in detail our curriculum to identify how and why sessions are taught and how the children will benefit greatly from taking part in these lessons. If a parent/carer requests for their child to be removed from RSHE we will provide them with the age-related lesson plan and relevant materials so they can educate their child at home outside of the normal school day.

Governors will be informed of the RSHE curriculum through a designated part of their meetings and given the opportunity to comment or suggest changes to the proposed curriculum. The appointed governor for RSHE will view the policy alongside the subject lead and it will be emailed to the rest of the governing body for comment and approval. A pupil working party will be used to review and tailor our RSHE programme to match the different needs of the pupils within the school community.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSHE through the marking of work to make a judgement on pupil understanding and through the cycle of power up sessions which will show what learning has been embedded into longer term memory. Pupils will have the opportunity to reflect on their learning at various points of lessons and are encouraged to ask questions to clarify or secure understanding. The pupil working party will be influential in adapting and amending planned learning as we progress with the curriculum. Reporting to parents will happen as part of our annual reporting cycle in the section for PSHE.