

# Kirby Muxloe Primary School



## RSHE POLICY

Status: Statutory

Date adopted by governing body: December 2022

Date for review: Autumn 2024

## **Introduction**

Every child at Kirby Muxloe Primary School should have access to effective personal development to provide a rounded Relationship, Sex and Health Education (RSHE).

This policy outlines the commitment to provide effective RSHE for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written in line with the DfE RSHE and Health Education guidance 2019 and statutory requirements.

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 and Health Education compulsory for children receiving primary education.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout Kirby Muxloe Primary School.

## **Legal Framework**

Updated guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-andsex-education-rse-and-health-education>

Academies' Funding Agreements require academies to have regard to DfE's statutory guidance on sex and relationship education

Duty to promote wellbeing (Children Act 2004) <http://www.legislation.gov.uk/ukpga/2004/31/contents>

*Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.*

## **Definition**

Sex and Relationship Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupils will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at our school, we ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils. Pupils will be helped to appreciate difference and to respect themselves and others.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

## **Key Objectives**

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment.
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds.
- Develop pupils' skills around assessing risk and keeping safe.
- Enable pupils to recognise and manage their emotions effectively.

- Support pupils to effectively manage their health and wellbeing.
- Make pupils aware of their rights especially in relation to their bodies.
- Enable the development of social and relationship skills and protective behaviours.
- Prepare pupils for the physical and emotional changes of puberty.
- Develop understanding of reproduction and birth within the context of loving and caring relationships.
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex.
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings.
- Provide pupils with the knowledge and skills to access appropriate support.

### **The Curriculum:**

RSHE will be taught in each year group throughout the school. The curriculum we deliver aims to build the children's knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed of what will be covered annually by the class teachers via email and/or school website.

The curriculum will ensure coverage of the following core elements:

1. Knowledge and Understanding
2. Personal and Social Skills
3. Attitudes and Values

The following RSHE aspects and concepts will be covered through our whole school curriculum (including PSHE and science) as outlined in the government guidance:

Physical Health and Fitness	Basic First Aid
Mental Health and Emotional Wellbeing	Families and People Who Care for Us
Sexual Education	Caring Friendships
Being Safe	Respectful Relationships
Healthy Eating	Online Relationships
Drug, Alcohol and Tobacco	Internet Safety and Harm
Health and Prevention	Changing Adolescent Body

### **Sex Education**

In addition to Relationships and Health Education, sex education is taught in Year 5 and 6. The key learning objectives in these year groups are:

<b>Year 5</b>	<b>'Growing up and changing'</b> - understanding growth and change throughout the human life cycle, physical changes during puberty, menstruation and wet dreams, impact of puberty on physical hygiene and management strategies, how puberty affects emotion and behaviour, management strategies to deal with feelings within relationships and where to go for advice and support.
<b>Year 6</b>	<b>'Healthy relationships and how a baby is made'</b> - understanding physical changes during puberty, attitudes and values to gender stereotyping and sexuality, important values in a relationship and to appreciate the importance of friendship in intimate relationships, human reproduction, conception and pregnancy, roles and responsibilities of carers and parents and where to go for advice and support.

## **Implementation**

We deliver our RSHE curriculum through a range of approaches within the school day. These include assemblies, weekly PSHE lessons, Route to Resilience programme, science lessons, basic first aid training and whole school themes including internet safety, Anti-Bullying Week etc.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life.

## **Teaching and Learning**

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils and creating a safe space for discussion.
- Responding to children's questions in a factual, balanced and age-appropriate way.
- Encouraging reflection.
- Ensuring suitable strategies for children to raise sensitive topics e.g. anonymous question box.

## **Equality, Inclusion and Support**

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender identity or sexual orientation). At times, we may need to support pupils with a particular characteristic, therefore taking special consideration in the planning and delivery of RSHE.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental 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 are key partners in RSHE and are best placed to support their children to understand how their learning at Kirby Muxloe Primary School fits with their family's faith, beliefs and values. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

## **SEND**

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 special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

## **Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

## **Safe Learning in RSHE**

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

- If a question raises concerns of sexual abuse or a safeguarding nature, the teacher will follow the safeguarding policy and procedures.
- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, or is inappropriate in a whole class setting, the teacher will attend to it on an individual basis which may involve informing parents or other staff.

## **External speakers**

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions.
- be aware of the school policy on RSHE and work within this.
- be supervised by a member of staff at all times when on school premises.
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns.
- understand their contribution they make to the broader RSHE programme.
- be suitably vetted prior to being booked.

Examples of external providers we use are First Aid training providers, Warning Zone and the school nursing team for hand washing, oral hygiene etc.

## **The Role of Parents**

RSHE is a partnership between the school and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at Kirby Muxloe Primary School through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSHE policy and practice (prospectus/letters/emails/ website)
- Share and explain the curriculum content and organisation
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or the trust board about this policy
- Conduct consultation on an annual basis about any required updates or changes. This will be shared via the whole school communication system

Any parents wanting more information about our RSHE curriculum can contact the school.

## **Right to withdraw from Sex Education**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the class teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be decided on an individual basis, dependent on the needs of the pupil.

Parents will be notified by class teachers before any unit of Sex Education is taught via email or school communication systems. If they would like to discuss or request the resources in more detail, they should contact the class teacher.

### **Confidentiality, Safeguarding and Child Protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. All staff will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **Menstrual Wellbeing**

Some pupils will begin menstruation in primary education. Where this happens at school, we will support them on site and inform parents. To support pupils, we provide the following:

- Sanitary disposal units are available Phase 3 toilet areas.
- Pupils can access free sanitary products, supplied by PHS Direct.
- Staff in Phase 3 are sensitive to the needs of individuals and available to offer support or products as needed.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure:

- That parents and staff are informed about the school's RSHE policy.
- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to the trust board on the effectiveness of the policy.

### **Monitoring and Evaluation**

It is the responsibility of the PSHE lead, Assistant Head and PSHE trust board members to monitor the effectiveness of RSHE curriculum outlined.

### **Policy Concerns**

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the school website.