

RSHE vision

At Levens CE School, our RSHE curriculum is planned and delivered in order to support our pupils to be happy, healthy and safe. Our aim is to equip them with the skills they need through childhood and into adult life in order to make a positive contribution to society. We recognise the challenges that living in modern Britain present, but also the opportunities it offers too. Children and young people today are growing up in an increasingly complex world and living their lives both on and offline. In such an environment, children and young people need to know how to be safe and healthy and also how to manage their academic, personal and social lives in a positive way. The RSHE teaching at Levens CE 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 and organised according to our unique class structure.

What is RSHE?

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. We aim to provide our pupils with the key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep. We also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

They will also cover healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality. There is often concern that RSHE will encourage sexual experimentation however, evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity.

In the primary years we are building the foundations of skills and knowledge that will be developed further at secondary level. Through delivery of RSHE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Aims

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at school, children will learn the key knowledge and skills to help keep them safe and embrace the challenges of creating a happy and successful adult life. RSHE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

We believe in working in partnership with parents and carers and understand the importance of sharing our RSHE programme with families so that they can support their children's physical, moral, mental wellbeing and emotional development at home.

In the summer term of 2021, parents of children in KS1 and KS2 were consulted regarding the RSHE curriculum taught in school via an online anonymous survey. The responses of

this survey are in the process of being analysed and questions/comments from parents will be responded to. This analysis will be published on the school website.

Key Objectives

The key objectives of our RSHE programme are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender;
- To empower children to be able to keep themselves safe;
- To understand and appreciate diversity;
- To dispel stereotypes and associated discrimination.

Inclusion and Support

RSHE will be accessible to all pupils regardless of age, sex, race, disability, religion or belief, gender or sexual orientation. We will ensure that issues such as sexism, misogyny, and homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

RSHE can also be particularly important for pupils with social, emotional and mental health needs or learning disabilities as they are more vulnerable to exploitation and bullying, we will ensure that teaching will be tailored to meet the specific needs of pupils to ensure learning outcomes are met, this will also be discussed with parents and carers as necessary. As with all teaching within school, we will ensure that information taught is sensitive, developmentally appropriate and delivered within reference to the law.

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 contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions.

We aim to use a range of materials and resources in order to broaden pupils understanding of cultural diversity and to encourage inclusiveness. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individual pupils.

Delivery of the RSHE Programme

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may also deliver RSHE lessons and provide additional support for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy. Where RSHE is taught within the curriculum, it will be delivered by the class teacher or a teaching assistant and usually within a mixed gender class. Visiting speakers from the community, e.g. health promotion specialists, community police and fire officers, make a valuable contribution to the RSHE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum.

Teachers will always be present during sessions delivered by visiting speakers and remain responsible for the delivery of the RSHE curriculum.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work towards the agreed values in this policy.

The Curriculum

RSHE will be taught in each class from Y1-Y6 throughout the school. The curriculum is progressive, building on the children's knowledge, understanding and skills year on year. RSHE is not taught explicitly to children in the Early Years Foundation Stage but the corresponding themes are covered through the Personal, Social and Emotional Development element of the Framework.

The curriculum will also be delivered through opportunities that are provided outside timetabled RSHE lessons such as assemblies, collective worship, Open the Book, class reflection time, School Council meetings, charity events and Eco Team.

There are many opportunities for cross curricular learning from many other subjects across the curriculum including our physical education programme and science curriculum.

The themes that make up the framework for RSHE include:

- Families and people that care for me
- Respectful relationships
- Being safe
- Internet safety and harm
- Healthy eating
- Health and prevention
- Changing adolescent body
- Caring friendships
- Online relationships

- Mental wellbeing
- Physical health and fitness
- Drugs, alcohol and tobacco
- Basic first aid

Our curriculum is based on the thematic planning approach developed by the PSHE Association. We also use their recommended and quality assured resources in lessons across the school. Further information about how these themes are organised in each class can be found on the RSHE curriculum map published on the Curriculum section of our website.

Questions raised by pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to each unit of work or (in some circumstances) in every lesson, so that both teachers and pupils are working within a safe environment where they will not feel anxious or embarrassed during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis. Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns or questions with the child's parents/carers and the DSL. Question boxes are available for children to ask questions anonymously.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead will be informed.

School staff do not promise confidentiality if approached by a pupil and make this clear to pupils during any disclosure. Disclosures from children are managed carefully and always adhere to School's Child Protection Policy.

Staff Training

If a member of staff has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations or through opportunities to access CPD delivered by external professionals.

Sex and Relationships Education (SRE)

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

At Levens CE School, lessons to prepare children for the changes that happen to girls and boys during puberty and information about conception are taught in years 5 and 6. These lessons are led by staff in school and pupils have extensive opportunities to explore these

themes in both single-sex and mixed groupings. Further information about how this unit of lessons is taught can be obtained by contacting the school.

Right to be excused from sex education

We believe that SRE should be a partnership with parents or carers. Parents will be routinely informed about SRE through class newsletters and curriculum maps which are available on each class webpage and in the curriculum section of our website.

Parents will be informed prior to lessons, and will have the opportunity to view any material used in the lessons. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Health Education which fall outside those aspects covered in the National Curriculum Science. Before granting any such request, the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss with 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 class, rather than what was directly said by the teacher. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships in the future.

Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships;
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and opinions;
- The right of people to follow their own sexuality, within legal parameters.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to the way sex and relationship education is taught will be balanced and take account of, and be sensitive to, different viewpoints and is not be based on personal bias.

Review, Assessment and Evaluation

Monitoring of the RSHE Policy is the responsibility of the head teacher, named governor and RSHE leader. The school will assess the effectiveness of the aims, content and methods in promoting pupils learning through lesson observations, sampling teachers planning, children's work and feedback from parents and pupils. The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.

Equal Opportunities

The RSHE programme will be delivered in accordance with School's Single Equality Statement and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or

different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship will not occur.

Links to other policies

- Safeguarding Policy Statement
- Health and Safety Policy
- Single Equality Statement
- Staff Code of Conduct
- Child Protection Policy
- Whole School Behaviour Policy
- Online Safety Policy

Key Contacts

Head Teacher – Jane Farraday

RSHE Lead – Helen Haslam

Lead Governor – Suzan Bishop

Designated Safeguarding Lead – Jane Farraday

Policy Review

This Policy was agreed by the governing body of Levens CE School on 9th December 2021

Signed – S Bishop (Chair of Governors)

This Policy is due for review in Autumn 2023