

Relationships, Sex and Health Education (RSHE) Policy

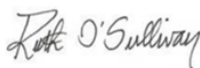
This model policy has been created through consulting with:

- RSHE Suffolk portal
- East and London DfE RSHE consultants
- Parents/Carers
- Teachers
- DfE
- Headmistress

Name of School: South Lee School

Person Responsible for RSHE in School: Sarah Catchpole

Signature of Headteacher:



Signature of Chair of Governors:



Date ratified by Governors: 26th March 2021

When the policy will be reviewed: February 2022

Policy statement - Aims and objectives of RSHE

It is the intention of South Lee School to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities. It is expected that RSHE in South Lee School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

Statutory content: RSHE

By law schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at South Lee we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have the curriculum and some resources on our school website in advance of teaching. We are happy to discuss with parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Additional subject content (see appendices for full list of content)

There continues to be no right to withdraw from national curriculum science.

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

There is no right to withdraw from Health Education.

Relationships Education

The focus in schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep South Lee School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Monitoring evaluation and assessment.

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum lead. The delivery of RSHE is monitored by the Head of Department through:
 - Lesson observations
 - Informal meeting with individual teachers delivering the programme

Resources

The school will draw from a number of educational resources, but we will be mainly using the PSHE Association recommended resources.

RSHE curriculum lead teacher

Any queries about this policy should be addressed to Sarah Catchpole

Information about how and why RSHE will be taught at South Lee School. .

- Why are we teaching RSHE?
 - Because it is the right thing to do.
Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We, as a school, want our pupils to flourish in the world they find themselves in and to work hard throughout all curriculum areas to give them the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
 - Relationships and health education is a statutory requirement for all schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
 - At South Lee School we have decided to teach sex education, 'how babies are conceived and born' We believe that by teaching this topic here, it will help to equip our pupils for the transition to senior school.

- The teaching of RSHE at South Lee School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.

- Statutory Guidance on RSHE 2019
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims.
- The teaching of RSHE in South Lee School is delivered within and influenced by all relating school policies
 - Behaviour policy
 - Antibullying policy
 - Equality policy or statement
 - Safeguarding policy

- How will we ensure lessons are taught sensitively?
 - Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.

- How will we ensure communication with parents/carers?
 - South Lee School will work with parents/carers to communicate what is going on in RSHE.
 - Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a teacher or school nurse rather than second-hand in the playground. However,

the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from sex education need to inform the school in writing, following a meeting with someone from the SMT to discuss concerns. Alternative provision can be made for the child. This process will be documented.

- Staff are responsible for:
 - Delivering RSHE in a sensitive way
 - Modelling positive attitudes to RSHE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - 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 RSHE are encouraged to discuss this with the Deputy Head or Headmistress.

- What training will staff be given?

We acknowledge that the effective teaching of RSHE, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements and suitable training will be made available where required. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy.

- What materials will be used to deliver RSHE?
 - In South Lee School we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We do however use the PSHE association for much of our teaching of RSHE.

Scheme of work

Attached to this policy is a long-term plan for PSHEE which includes the RSHE curriculum.

It is the aim of South Lee School to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact Sarah Catchpole who will deal with parental questions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	Staying safe Programme What helps us stay healthy?	What can we do with money?	Staying safe Programme Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	Staying safe Programme What helps us to stay safe?	Staying safe Programme What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	Staying safe Programme What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Staying safe Programme Why should we keep active and sleep well?
Year 4	Staying safe Programme What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	Staying safe Programme How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	Staying safe Programme What makes up a person's identity?	What decisions can people make with money?	Staying safe Programme How can we help in an accident or emergency?	How can friends communicate safely?	How can substances common to everyday life affect health?	What jobs would we like?

Year 6	Staying safe Programme How can we keep healthy as we grow?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?
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YEAR 7 & 8 PSHEE/RSHE : LONG-TERM OVERVIEW

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Staying safe Programme Personal safety Personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Staying safe Programme Health and puberty Healthy routines, influences on health, puberty, unwanted contact,	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Staying safe Programme Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Staying safe Programme Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability,