

# Hallcroft Infant & Nursery School



## RSHE Policy July 2020

Draft pending Governor Approval

## Introduction

### **Definition of Relationship, Sex and Health Education**

Sex and Relationship Education has now become better known as RSHE – Relationship, Sex and Health Education. However, much of the guidance still refers to it as SRE. Both are used here interchangeably for ease as they are both used in existing government literature.

‘Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSHE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education and Relationships, Sex and Health Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

At Hallcroft we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE, and through this scheme we address the requirements for the delivery of RSHE.

### Aims

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSHE will look at aspects of diversity in an inclusive and non-judgemental way.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).

- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

The Character Education Framework (DFE guidance Nov 2019) is delivered through the Jigsaw Scheme with particular emphasis placed in 'Being Me in My World' (Autumn 1). Our Character Education is also supported through our Take 5 programme (developing resilience and confidence and helping to provide positive behaviour strategies) and through our school ethos. Our equality of opportunity is evidenced in our curriculum and school policies.

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2019 a new update being provided for September 2020) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education (included within PSHE)
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Safeguarding/Child Protection Policy
- British Values Policy
- Special Educational Needs Policy
- PSHE Policy

### **Intent**

At Hallcroft we are aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

To fulfil our aims we will follow the Jigsaw PSHE scheme which addresses the required RSE content for Foundation Stage and Key Stage 1 pupils:

### Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
2	Piece 4 Boys' and Girls' Bodies	respect my body and understand which parts are private recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don't like about being a boy/girl

RSE is taught in Nursery and Reception through the EYFS Development Matters Curriculum in a cross curricular approach and through specific "Circle Time" sessions. Relevant areas include;

- Personal and Social Development: Making Relationships, Managing Feelings and Behaviour
- Understanding the World: People and Communities
- Communication and Language: Understanding, Speaking and Listening
- Characteristics of Effective Learning: Playing and Exploring, Active Learning, Creating and Thinking Critically support children's learning across all areas.

### Key Stage 1

RSE is taught following our Jigsaw PSHE scheme which fulfils the requirements of recent government guidance.

Subject content KS1 for Science and within the Jigsaw PSHE/RSHE sessions. Specific PSHE/RSHE/Science vocabulary will be taught to support pupils to talk about the subject.

Specific details of what RSHE is taught and when are outlined in the Subject Knowledge Plans for Science and PSHE, with detailed expectations of content written in the Knowledge Organisers for each half term. The Knowledge Organisers also identify key vocabulary and related texts.

### Resources

Resources to support learning in PSHE/RSHE are being developed and stored in subject boxes and electronically on the school server. Each year group has a folder of the Jigsaw curriculum, and there is a whole school assembly folder linked to each half terms topic.

### Equal Opportunities

All children regardless of gender, age, creed, ethnicity, (or any other protected characteristic) aptitude or ability have equal access to the range of activities and experiences offered in RSHE.

### **Withdrawal from RSE lessons**

We are committed to ensuring that the education provided to pupils in relationships education / RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

Parents/ carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/ carers wishing to exercise this right are invited in to see the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Parents/ carers have a legal right to see the school RSHE policy and to be given a copy of it (Education Act 1996). Parents/ carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Once a child has been withdrawn they cannot take part in the RSHE programme until the request for withdrawal has been removed. Materials would be produced and made available for parents supplement the school RSHE programme or who wish to deliver RSHE to their children at home.

### **Special Needs**

All children will have access to all areas of the RSHE Curriculum. Children with SEND will be given differentiated tasks, according to their individual needs and abilities.

### **How to help at home**

Every half term the school website is updated with current Knowledge Organisers relating to the learning for that half term; enabling parents to support learning at home, the RSHE content will be available in the relevant PSHE and science Knowledge Organisers.

### **Assessment and Recording**

- Each term every child in EYFS is assessed using the EYFS Development Matters document and given an attainment level in months based on their development in their Personal and Social skills and in their understanding of People and Communities and The World.
- By the end of KS1 children are expected to know, apply and understand the skills and knowledge outlined in the requirements RSHE; as detailed in the relevant PSHE End Points.

### **Responsibilities and Review**

- All teaching staff have responsibility for implementing all aspects of this policy.
- The PSHE and Science subject leaders have the role of monitoring RSHE through lesson drop ins, book scrutiny, planning scrutiny, discussions with pupils and teachers and environment walks.
- The Head Teacher and PSHE leader will review this policy and the curriculum as required.