

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Together we care, learn and thrive

Relationships, Sex and Health Education (RSHE) Policy

Approved February 20220
Reviewed Annually
Next Review Term 3 2023-24

Welton St Mary's Church of England Primary Academy

RSHE Policy

Subject leader: Elizabeth Halliday

Link Governor: Sarah Lawford

This policy has been adopted by the Governors in consultation with the RSHE subject lead and staff of Welton St Mary's Church of England Primary Academy.

INTRODUCTION AND CONTEXT

This policy should be read alongside our School Vision, which promotes opportunity and inclusivity for all children, staff and stakeholders at Welton St. Mary's. In delivering the RSHE curriculum, our children shall flourish on their journey to adulthood, becoming positive agents of change.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." Gavin Williamson/DfE 2020

Underpinned by having a strong Christian ethos, Welton St. Mary's is committed to following the [Church of England's RSHE Charter](#), which is inspired by two key sections of scripture:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

In 2019, the DfE issued new guidance on the statutory teaching of Relationships and Health education in primary schools. The teaching of sex education is not compulsory in primary schools, although the DfE *"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"* (DfE, July 2020). After consultation with parents and other stakeholders in 2019 and 2020, it was decided that children would receive non-statutory teaching of conception at the end of Y6. As this element is not compulsory, parents do have the right to withdraw their children from the teaching of conception at the end of Y6. Details of how to do this can be found towards the end of the policy.

This policy needs to be read in conjunction with the Safeguarding Policy, Behaviour Policy and alongside guidance on Sexual Harassment.

AIMS

RSHE, promotes the spiritual, moral, cultural, mental, economic and physical development of children at our school, in order to prepare them for the opportunities, responsibilities and experiences of adult life. Our children will develop key skills such as debate, listening, analysis, research and public speaking – all required for living in the C21st - by learning through a diverse range of topics covering *Health and Wellbeing, Relationships and Sex Education and Living in the*

Wider World. We place great importance on children becoming 'emotionally literate', thus the modelling and use of key vocabulary forms a substantial part of a child's RSHE journey.

Our curriculum is both underpinned and enriched by constant reference to our school's Christian values of: Love and Friendship, Respect, Forgiveness, Responsibility, Trust, Peace and Harmony, along with our three school rules of: Be Kind; Be Safe; Be Responsible.

Our curriculum is set within the context of the biblical teaching that all humans are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (Peter 2:17). The curriculum has been designed to ensure no person feels stigmatised and will be delivered with an understanding that pupils and staff are all personally engaged in different structures of support and familial relationships including single parent families, LGBTQ+ families, families headed by grandparents, adoptive parents, foster carers and young carers.

ENTITLEMENT AND SUBJECT CONTENT

Our RSHE curriculum has been developed in consultation with various stakeholders, including governors, staff, pupils, pre-schools and parents/carers and considers the context of the school and its pupils.

RSHE is a weekly timetabled subject. All class teachers are responsible for the teaching of RSHE, however, elements of the curriculum are developed and reinforced throughout a range of other subjects including (but not limited to): Geography, Science, RE and Collective Worship.

As with all curriculum areas, guest speakers and experts in their field will be invited to speak with the children, enhancing our curriculum. These include workshops focussed on antibullying, healthy relationships diversity safety, fire safety, NSPCC, Homophobia awareness.

All content being taught follows the Statutory government guidance issued in 2019, with the exception of one unit (Conception), to be taught at the end of Y6, which is a non-statutory unit of work.

STATUTORY RELATIONSHIPS EDUCATION:

Relationships Education provides children with the building blocks and characteristics of positive relationships (on and offline), to include friendships, family relationships and relationships with other children and adults. Children are encouraged to consider the differences that we may have in our own families and wider relationships, along with showing respect, understanding permission seeking, and safe/unsafe relationships and physical contact. In upper KS2, children will also have an opportunity to explore the varied range of faith perspectives surrounding different types of relationships, in a safe and respectful environment.

STATUTORY HEALTH EDUCATION:

Teaching pupils about both physical health and mental wellbeing will give them the information that they need to build an awareness and understanding of their own physical health and positive mental wellbeing, recognising when to seek support. It will also help children identify the wellbeing of others and how they can offer support. It draws strong links between good physical health leading to good mental health and vice versa. Health Education will also cover the statutory teaching of puberty (including menstruation, erections and wet dreams, emotional and other physical changes, together with hygiene) to boys and girls in Year 5 and with a recap in Y6. Whilst all children will understand the main puberty changes in both males and females, the class teacher may deem it

appropriate to split into same-gender groups at some points during the topic to allow for more open discussion.

STATUTORY AND NON-STATUTORY SEX EDUCATION:

Statutory

Currently, the National Curriculum states that the following subject statutory areas be taught through science and relationships/health education:

- The main external body parts (including external genitalia)
- The human body as it grows from birth to old age (including foetal development and puberty)
- Reproduction in some plants and animals

Non-Statutory

To contextualise the above statutory learning, and to ensure that both boys and girls are prepared for the changes that adolescence brings, children will learn how a baby is conceived and born through sexual intercourse. Children will learn about the link between love, maturity, committed relationships and conception, along with the responsibilities of being a parent. They will have an understanding that there are many different ways to raise a family, including an awareness that sometimes, babies cannot be conceived through sexual intercourse and that, in some cases, a loving family may choose to seek medical 'fertility' treatment in order to help them have a baby. As when teaching our children about physical contact from EYFS onwards, children will once again be reminded of boundaries and permission-seeking. The teaching of conception will be a non-statutory unit of work that parents/carers will have the right to withdraw their children from, should they wish.

The school will follow the government-recommended PSHE Association for age-appropriate resources to use in the teaching of conception.

OTHER CONTENT:

Other areas to be taught within RSHE include 'Living in the Wider World', which looks at economics, environment, careers, first aid, diversity and British Values including democracy. For further information on subject content, please see the Curriculum Document on our website.

Generally speaking, Relationships Education will be taught in the Autumn term, Living in the Wider World in the Spring Term, and Health and Wellbeing in the Summer Term. However, there may be occasions where school deem it necessary to change the order of content in response to certain situations (such as the COVID pandemic). Details on what is to be taught and when, can be found on the RSHE Curriculum Document on the school web site.

DEALING WITH SENSITIVE ISSUES

Sensitive issues that may have a political, social or personal impact and arouse strong feelings, are certain to arise at some point in the teaching of RSHE - as with many subjects. For the RSHE strands of the curriculum, year group teams, along with the RSHE lead, have prepared thoughtful responses to many questions that they anticipate receiving. Whilst they cannot prepare for all eventualities, teachers are used to dealing with these scenarios in the classroom and parents/carers should feel

assured that such issues will be dealt with sensitively and appropriately without judgment or personal bias. As educators, we would prefer our children to ask the questions that they need to in a safe environment in order to prevent the seeking of factually incorrect/out of context information online.

Teachers will use their professional judgment on whether to answer certain questions in front of a whole class, whether to do so in private, and/or, in some instances, whether a telephone conversation or meeting with a parent/carer would be the best way forward. Anonymous question boxes will also be available for use in classrooms during certain topics.

Teachers are aware that effective RSHE may lead to a disclosure of a Child Protection issue. In such an event, the staff member will inform the Headteacher/Designated Safeguarding Lead, in line with the school's Child Protection and Safeguarding Policy and local authority procedures for Child Protection.

Child Protection concerns would override all other considerations, including confidentiality.

TRAINING

The PSHE lead shall keep up to date with the latest training available in the area, through the school's relationship with the Teaching Hub, or through the PSHE Association or other providers. This will be fed through to staff at regular intervals over the year, so that all teachers can benefit from the most current advice.

DIFFERENTIATION

RSHE is taught to all children, regardless of their ability. We do consider the targets set for the children in their Pupil Passports and planning should clearly reflect opportunities for all pupils to succeed to their potential. This should be developed through tasks provided or level of support. Planning and work should reflect pupil's ability rather than their chronological age. Special Educational Needs and Gifted and Talented pupils are recognised and are added to the appropriate register. It is the responsibility of the class teacher to provide quality first teaching and planning to meet the needs of all learners.

Should a staff member have concerns or require advice about a child with additional needs accessing parts of the RSHE curriculum, the class teacher will work closely with the RSHE Lead and SENDco in finding a way forward.

Given the distinctiveness of each child within their cohort, along with differing maturity levels, the class teacher may deem it appropriate to provide extra levels of support or abridged work for certain strands of the curriculum. The teacher will use their professional judgment in doing so.

EQUAL OPPORTUNITIES

Teachers can refer to the school Equal Opportunities policy for guidance where needed. The class teacher ensures that all pupils are treated fairly, equally and with respect, regardless of race, nationality, ethnic origin, gender, sexual orientation, religious belief or disability. We do not discriminate against any child. When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist, sexist or in any way discriminatory in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. All our teachers and support staff challenge any incidents of prejudice or racism. We record any serious incidents in writing and report them to the Head teacher.

ASSESSMENT (see assessment policy)

Assessment will be informed using Assessment for Learning Strategies, which are used across the curriculum. Teachers are required to keep records of the progress of all children and report this to parents at the end of the academic year. This will be done through a section on the written School Report sent home in July. Children will be assessed against the learning objectives for that topic, taken from the government-recommended PSHE Association.

RESOURCES

The school follow an amended* version of the government-recommended PSHE Association Programme of Study.

*Welton St. Mary's have personalised content to fit the needs of its students, in line with consultation with parents and other stakeholders.

MONITORING AND REVIEW

PSHE is monitored and evaluated in line with the Whole School Monitoring framework, incorporating strategies including lesson visits, work scrutiny, learning walks and discussions with children.

Monitoring and review will take place within the context of the School development plan when RSHE is timetabled for review. The subject lead will be responsible for reviewing RSHE through the school and oversee the long-term plan. Findings will be reported to inform areas of development of RSHE in school. The Subject lead will support class teachers where necessary and will arrange to meet to discuss subject development as required.

ROLES AND RESPONSIBILITIES

The Headteacher:

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development

The RSHE lead:

The RSHE lead will develop and lead the action plan and keep up to date with the national picture of RSHE.

The class teacher

The class teacher will be responsible for planning and teaching PSHE as set out in this policy and for the good progress of all learners.

The Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They monitor pupil attainment across the school and ensure that staff development and appraisal promote good quality teaching and result in good pupil progress.

RIGHT TO WITHDRAW

Parents/Carers **do** have the right to withdraw their children from the non-statutory teaching of conception at the end of Year 6. Requests for withdrawal should be put in writing and addressed to the Headteacher indicating, if possible, their reasons for withdrawal. The Headteacher will then arrange to meet with the parent/carer to discuss further options.

Parents/Carers **do not** have the right to withdraw their children from Relationships and Health education in primary schools, nor do they have the right to withdraw their children from lessons taught within the Science National Curriculum.