





RSHE Policy

Signed:	
	Scott Metcalfe - Chair of Governors

Signed:	
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Reviewed – September 2024	Next Review – September 2025
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Introduction

As outlined by the DfE, today's children and young people are growing up in an increasingly complex world, on and offline. They need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

Definition

RSHE (Relationships, Sex and Health Education) is defined as the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. It is **not** about the promotion of sexual activity.

In addition, we believe a comprehensive RSHE curriculum helps children to develop their vocabulary and emotional literacy which enables them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.

Legal Requirements

Since September 2020, Relationships and Health Education is compulsory in all primary schools and at Broadway, will be taught primarily through our PSHE curriculum, sensitively and inclusively. The content of the curriculum will be accessible to all pupils, including those with SEND. Relationships Education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons.

Sex education is not compulsory in primary schools, but the new curriculum for relationships education and health education does include content on puberty. The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

The department for education recommends that children are taught about how a baby is conceived and born prior to leaving primary school and therefore we have included conception and birth in our curriculum content at Year 6. Should parents/carers wish to withdraw their child/ren from this part of the school's curriculum, they need to speak with the Headteacher.

At Broadway, RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Delivery

RSHE is embedded within the PSHE curriculum and at Broadway, every class has a PSHE lesson once a week led by the class teacher or PSHE lead (with additional sessions/assemblies/theme days throughout the year). Cross curricular links are made where possible i.e. through ICT (e-safety), RE and Science.

We hold wellbeing at the centre of all we do. Kapow Primary is used to support our planning as well as using resources from Public Health England, Mentally Healthy Schools etc.

We aim to go above and beyond statutory framework to ensure our children are skilled and equipped to deal with life after Broadway.

High quality RSHE helps create a safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life. As they begin to develop into young adults, they will learn how to make confident and informed choices about their health (both physical and

mental) and environment, to take more responsibility for their own learning; and to resist bullying. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life.

Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the curriculum.

Aims

The aims of RSHE at our school are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

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 the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious 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 after the lesson. Teachers are aware that effective RSHE, which brings an understanding of what is and 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 in this instance. RSHE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Assessment

A record of children's progress and floor books of work are kept to provide evidence for reports to parents that include their child's awareness, exercise of responsibility and contribution to the life of school.

The two broad areas for assessment are:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.

- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships.

Responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

The Headteacher is responsible for:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

The PSHE/RSHE subject lead is responsible for:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date and making it accessible on the school website.
- Overseeing external visitors and resources used in RSHE.

ALL staff are responsible for:

- Understanding and implementing the policy of RSHE.
- Planning and teaching RSHE in line with the agreed curriculum.
- Assessing and monitoring the progress of children.
- Responding to the needs of individual children.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately. The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required. Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Professional development

The Headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.