

Cecil Gowing Infant School



Relationships, Sex and Health Education (RSHE) Policy

Formally adopted by the Governing Board/ Trust of:-	Cecil Gowing Infant School
On:-	
Chair of Governors/Trustees:-	Mrs Anna Catlin
Last updated:-	01/01/2024

Chair of Governor

This policy covers our approach to Relationships, Sex and Health Education (RSHE), a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of our Relationship, Sex and Health Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered. This policy has been subject to consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities.

Statutory Regulations

From September 2020, all primary schools must deliver Relationships, Sex and Health Education. Under the Education Act 2002, all schools must provide a balanced and broadly-based curriculum.

Stakeholders can be informed about the policy through the school's website. Should a hard copy of the document be required the school will happily provide this upon request and will work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. Please contact the office if this is required.

School Aims

Today's children and young people are growing up in an increasingly complex world, 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.

-Secretary of State Foreword

Cecil Gowing's values and vision

*Our school community of adults, children, parents and carers, is one of which each member is valued for his or her unique contributions to the happiness, safety and success of us all. We believe that it is important to celebrate peoples, cultures, customs and relationships. **We do not tolerate any form of bullying, racism or exclusive behaviours.** We nurture healthy bodies and minds throughout the school to create a strong foundation for the children's future, health, safety and happiness. In our community all the members are active learners and we expect to achieve to the full extent of their ability.*

Aims and objectives

RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

RSHE at Cecil Gowing will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. RSHE is taught in a way that is complementary to the wider ethos, values and principles of our school. RSHE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions.

At our school, we place high importance on family life and we aim to reflect the different family backgrounds our children come from. We will help to develop knowledge and understanding of what caring and loving families are. Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Principles of effective RSHE

RSHE Provision at Cecil Gowing Infant School

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across KS 1 and EYFS
- Is taught by confident and expert staff in RSHE, under the guidance of the RSHE lead, and are updated in training as appropriate. Works in partnership with parents and careers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.

- Promotes safe, equal, caring and enjoyable relationships and discusses real life issues appropriate to the age and stage of the pupils, including friendships, families, consent regarding their bodies and personal space, relationships that are not healthy, abuse and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual reproductive health in ways that are appropriate to their age and maturity. In our school, this is mainly through discussions of families and their own bodies.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the school health service and other health and advice services including reliable information online.
- Fosters equality, including LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life, through extensive work on families.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RHSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

The children will explore emotions and feelings and we will provide opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you speak to when you feel unsafe or worried about something.

Our aim is for every children to develop feelings of self-respect and pride in themselves. We aim to develop children's empathy towards each other, understanding that people and families may be different everybody is entitled to respect.

We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

We will model healthy relationships and help the children understand how having a healthy relationship is important to their mental wellbeing.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum and at Cecil Gowing we deliver this in an age and stage appropriate manner. Teachers include different teaching styles and groupings to facilitate all children to make progress. Every child will be encouraged to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. At Cecil Gowing this will be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information, as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation, faith or beliefs over any other.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils 'different abilities, levels of maturity, personal circumstances(including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Definition of RSHE

Relationship, Sex and Health education in infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSHE aims to give children essential skills to build positive, respectful and enjoyable relationships with other. RSHE also aims to give children the skills to stay safe both on and off line. RSHE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

Curriculum

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association, which meet the statutory requirements for key stage 1. RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSHE are taught within the science and PE curriculum, and other aspects are included in religious education (RE) and our Greatness positive behaviour scheme.

Aspects of RSHE are referenced in whole school and year group assemblies, especially when exploring themes such as respect and understanding of others.

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet 2020 Statutory Government advice and The Equalities Act, 2010.

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate

notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- NSPCC Underwear Rule
- Health Education Mental wellbeing
- Physical health and fitness
- Healthy eating

These areas of learning are taught in context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We cover the KS1 science national curriculum requirements for ‘animals including humans’. This covers identifying main body parts and life cycles. The correct terminology for private areas is used by the staff, using scientific names, but children are not expected to use the terms.

KS1 staff will use The “My LIFE” KS 1 Handbook by Collins to provide a well thought out series of lessons, adapted for the needs of our children at Cecil Gowing Infant School

For more information about the RSHE curriculum, refer to the PSHE planning.

Teaching and learning

The RSHE programme will be led by Jo Bowden, and taught by all teaching staff. It is supported by NSPCC, and other agencies such as school health advisor and specialist visitors like dentists, yoga teachers etc.

.All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Cecil Gowing Infant School. Whole staff and individual training needs will be identified through the school’s self-evaluation process and staff appraisal. On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation’s credentials.

- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Assessment

Assessments of the children's learning will be done regularly to ensure that the curriculum is meeting the needs of the children. The quality of RSHE teaching and learning will be monitored by the RSHE lead. The observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate and will answer personal questions about their own body, personal circumstances or choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may encourage the pupil to ask a parent/carer or trusted adult at home.

Safeguarding, reports of abuse and confidentiality

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

Teachers will understand that an open forum to discuss potentially sensitive issues can lead to increased safeguarding reports. Children will be made aware of how they can raise their concerns about themselves or others in a respectful way.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

Parental involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for PSHE and RSE. Parents are provided with the opportunity to find out about and discuss the schools programme through the learning overviews, parents evening, policies, school website, letters, surveys and as an open-door policy.

We believe that parents and carers are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation. We are exploring methods to do this.

Parental rights to withdraw their children

Parents do not have the right to withdraw their child from relationship education, in Cecil Gowing Infant School the entire curriculum is compulsory.

Roles and Responsibilities

The governing body will approve the RSHE policy, and hold the head teacher to account for its implementation.

The head teacher is responsible for ensuring that RSHE is taught consistently across the school.

The RSHE programme in our school will be led by the PSHE coordinator. All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitude to RSHE
- Monitoring progress
- Responding to individual needs of individual pupils

Staff will receive the appropriate training and support for teaching the RSHE curriculum.