

A Policy Document

for

**Relationships Education, Relationships and Sex
Education (RSHE) & Health Education.**



**‘Learning Together, Achieving
Together’**

Reviewed March 2021



Statement of Policy

Introduction:

- This document is a statement of the aims, principles and strategies for the teaching and learning of RSHE at Howlettch Lane Primary School.
- It was developed during the Spring term of 2021 through a process of consultation with teachers, governors, parents and SLT.
- It was reviewed and updated in March 2021.

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSHE) and Health Education Guidance, (Department for Education June 2019)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and RSHE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2018
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy should be read in conjunction with:

- Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Policy



The engagement and consultation process has involved:

- Pupil focus groups / school council.
- Consultation and engagement with parents / carers – Remote or in person.
- Review of RSHE curriculum content with staff, pupils and parents /carers.
- Consultation with wider school community e.g. school nurse, Education. Durham.
- Consultation, agreement and implementation of policy by school governors.

This policy has been developed regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019.

Our Aims, Values and Vision

At Howlettch Lane Primary School, we will promote that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

A Unique Child

At Howlettch Lane Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards (raffle tickets, prizes, stickers and praise leaves) to encourage children to develop a positive attitude towards learning.

Our School Values;

Learning: Using creativity and challenge in order to inspire a love of learning, which lays the foundations for later success.

Caring: Providing a nurturing and supportive environment where lasting friendships flourish.

Respect: Valuing each other and our environment, embracing our differences and celebrating individuality.



Teamwork: Working together as a whole school community, creating opportunities and widening horizons.

Success: Promoting excellence through high expectations; pushing the boundaries of achievement for all.

Pride: Pride in our community; pride in our achievements, pride in ourselves.

In addition, Howlettch Lane Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.



At Howlettch Lane Primary School, we define our RSHE curriculum as;

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships and online communication. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

Relationships and Sex Education (RSHE) is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Health Education – Physical Health and Mental Wellbeing

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstruation should be covered in Health Education and addressed before the onset of puberty. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Pupils with special educational needs and disabilities (SEND)

At Howlettch Lane Primary School, we tailor the content and teaching of RSHE to meet the specific needs of pupils at different development stages. We ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

At Howlettch Lane Primary School, RSHE has three main elements:

Attitudes and Values

Children will...

- learn the importance of values, individual conscience and moral choices.
- learn the value of family life, stable and loving relationships, marriage and civil partnerships.
- learn about the nurture of children.



- learn the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- develop skills including negotiation and decision making.
- learn the importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- challenge myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

Children will be given the opportunity to...

- Learn to manage emotions within relationships confidently and sensitively, including off and online.
- Develop positive self-esteem and confidence.
- Develop and demonstrating self-respect and empathy for others.
- Make informed choices with an absence of prejudice.
- Develop and demonstrate an appreciation of the consequences of choices made.
- Manage conflict.
- Empower themselves with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, peers and adults, interacting online.
- Understand how to report concerns or abuse and the vocabulary and confidence needed to do so.

Knowledge and Understanding

Will be taught...

- about how their bodies belong to them and the differences between appropriate and inappropriate or unsafe physical and other, contact
- the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- about reproduction, human sexuality, gender identity, personal health, emotions and relationships.



- about where to go for help or advice in school and how to access a range of local and national support agencies.

Aims and Objectives

The aim of RSHE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- Understand seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Roles and Responsibilities

Mrs. M. Avery (SLT/teacher) and Mrs. Karen Stevens (Chair of Governors) are responsible for the design and delivery of the RSHE curriculum. This also includes safeguarding lead C. Clymo (SENDco) Mrs H. Beattie (Deputy Head Teacher) and Mrs. H Adair (Headteacher) this is also supported by A. Burton ICT lead.



RSE Programme of study

PSHE/RSE (Physical Social Health Education) is taught through the Happy-Centred Schools programme. This is an evidence-based programme that aims to enhance the personal, social, emotional and economic wellbeing and happiness of our school community.

Happy children will learn more easily and are more engaged with school life. Launched in 2012, the Happy-Centred Schools programme is designed to increase opportunities for all children to achieve and/or maintain good mental health. Strategies are introduced in discrete lessons and children are encouraged to apply these strategies and skills across the curriculum, the school day and in their home lives.

Right to be excused from Sex Education

At Howletch Lane Primary School we choose to cover some additional content on sex education which is tailored to the age and the physical and emotional maturity of its pupils. Our school makes it clear what will be taught and consults with parents on what is to be covered before the final year of primary school. Offering parents support in talking to their children and informing them of the content can help empower parents to continue discussions at home and strengthen parental engagement.

Parents have the right to withdraw their children from some or all of the sex education that goes beyond the national curriculum for science. There is no right to withdraw from Relationships Education or Health Education. Alternative arrangements and purposeful education would need to be made in such cases. Parents should be encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. Mrs H Adair (Head Teacher) and Mrs. M Avery (RSHE lead) will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and encouraged to ask questions to gain clarity when needed.

Safeguarding reports of abuse and confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.



A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Monitoring and Evaluation of RSHE

It is the responsibility of the Mrs H Adair (Head Teacher) and Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

Date policy approved/adopted	
Next review date	
Approved by:	
Head teacher	
Governor	

