



## Relationships Education and RSE (relationships, sex, health Education) Policy and Guidance

<b>Status</b>	Current	<b>Approval</b>	FGB
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### Statutory Requirements

The DfE have made relationships education and health education compulsory in all state funded primary schools: The Relationships Education, Relationships and Sex Education and Health Educations Regulations 2019. This is because *“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 apposite way”* (Relationships education and RSE education, statutory guidance, P.4).

### Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self - efficacy.

High quality and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. Teaching of these subjects, also enables schools to promote the spiritual, moral, social, cultural and mental and physical development of pupils, at school and in society.

At Foxhills, RSHE has been comprehensively planned to put in place the building blocks of healthy, respectful relationships, with a focus on friendship and family. Pupils are taught the knowledge that is needed to understand how to be healthy. Our curriculum also focuses on supporting children to understand their mental well-being and happiness, as well as the knowledge needed to look after yourself and how to seek support if problems arise.

Our learning values of Creativity, Achievement, Responsibility and Engagement (CARE) contribute towards the development of personal attributes including behaviours such as kindness, integrity, generosity, honesty and independence.

Our overarching aim is that all our pupils will gain the knowledge and attributes to support their own and other's well-being and attainment, and help young people to become successful and happy adults who make a meaningful contribution to society.

### **Definition of Relationships Education**

Our teaching focuses on the characteristics of positive relationships with a focus on friendships, family relationships and relationships with other children and adults.

This begins with teaching our children about what a relationship is, what friendship is, what family means and who the people are that support children. We talk explicitly about the features of healthy relationships, which at Foxhills include: respect, kindness, honesty, trust, consent, permission seeking and consent. These concepts are taught in age appropriate ways and in ways that are accessible to all children. Accessibility is crucial because all children must acquire these skills and attributes, as they form the fundamental building blocks to support our children in developing into well rounded citizens, who are prepared for every stage of life's journey.

The principles of positive relationships also apply online and therefore our teaching addresses online safety and appropriate behaviour in a way that is relevant to pupil's lives. To ensure that our teaching is relevant, we have consulted with Parents to establish the ways their children engage with social media and the internet.

Teaching about families requires sensitive and well- judged knowledge of children and their circumstances. We have consulted with Parents to support us in understanding the structures in which our children live. This has supported us in teaching sensitively and inclusively, with respect to the backgrounds and beliefs of our children and their Parents. Knowing about our families has also supported us to avoid any stigmatisation of children, and promote the view that families take many forms, and ultimately, should provide a nurturing environment.

Our curriculum provides children with the knowledge and opportunities to form strong and positive relationships with others. Our learning values, which underpin our ethos, pedagogy and teaching methods, cultivate the character traits and attributes children need to support the facilitation of relationships. We have also consulted with Parents to develop ways of promoting social action and active citizenship activities.

Relationships education is the opportunity to teach our children about positive emotional and mental well-being, including the role of friendships in promoting strong mental health. At Foxhills, we teach children about their feelings and how to make sense of experiences that result in different emotions. We support children to identify what they enjoy doing and what makes them feel good, and the benefit this has on mental well-being. We provide opportunities for children to reflect on the impact their family and friends have on their wellbeing and what it feels like to be lonely or isolated. Children are taught the importance of discussing feelings with trusted adults and friends and the ways we can support each other.

Our curriculum teaches children the knowledge they need to recognise and report abuse of any kind. This is taught by supporting children to learn boundaries and respect, the meaning of consent and privacy, and the differences between safe and unsafe behaviours. Children at Foxhills know that adults listen to children and that they should report concerns and seek advice when they suspect or know something is wrong. At all times, we taught children about safe and sensible decisions and model that life involves choices.

### **Subject Curriculum Implementation:**

#### **How is the RSHE curriculum taught and organised?**

The school's RSHE leader has planned the curriculum in consultation with colleagues and Parents, and Teachers are responsible for planning learning journeys from the school's curriculum mapping. RSHE is taught weekly and is delivered by Teachers and Teaching Assistants.

Our RSHE curriculum is sequenced so that the concepts are taught in line with our safeguarding curriculum. This is so that crucial knowledge relating to each concept can be reinforced through whole school assemblies, as well as in class. Every year begins by children learning about 'Living in the Wider World' in Autumn 1. This is to help settle children into their new classes as well as helping them to understand new rules, routines and responsibilities. The children learn more about their place in the world and begin to develop a sense of self and a sense of belonging within a class or school community. As the children learn the expectations of their new class, they learn to appreciate and consider other people. Independence is promoted so that children are able to make positive contributions to their new class.

In Autumn 2, all children learn about 'Health and Wellbeing'. This concept has been positioned during this half term so that knowledge about recognising and understanding emotions can strengthen children's understanding of responsibility and further promote independence in terms of managing personal needs.

Once the children have a secure understanding of the knowledge taught so far, they begin to take more ownership over their own rights, responsibilities and managing their emotions. During this half term, children begin to understand the role they play in treating others with respect. During the concept 'Relationships' children learn what constitutes a healthy relationship. This is so that children are able to form and maintain positive, healthy attachments to both friends and appropriate adults. Children are equipped with the knowledge and skills required to make choices based on understanding the emotions and feelings of other people.

The concept of 'Safety' is placed after 'Relationships' so that new learning can strengthen children's knowledge about what is and isn't acceptable in a relationship. This enables children to recognise relationships that make them feel unhappy or unsafe. Within this concept children learn essential skills that help them to recognise what is and isn't appropriate in their relationships with others, in order to keep themselves safe.

Once the children have developed an understanding of behaviours, they learn about 'Respect'. Within this concept, children develop a deeper understanding of their own rights, including the importance of consent. Children learn about bullying, how to treat other people and how to seek help if needed.

The final concept that is positioned at the end of each academic year is 'Caring'. This concept is placed in this half term in order to facilitate discussions around change. Children revisit feelings to address anxieties about upcoming changes and teachers ensure that children have the emotional literacy to understand emotions associated with this. Children learn about families and those who care for them, in preparation for the summer holidays and they begin to think about new opportunities and responsibilities that they will encounter in September.

### **How does learning progress in the RSHE curriculum?**

In EYFS the concept 'Living in the Wider World' begins with children developing the confidence to take part in new activities and beginning to show independence, resilience and perseverance when faced with challenge. Children learn to understand the rules and the difference between right and wrong and begin to regulate their behaviour accordingly. Crucially, children learn to control immediate impulses and wait for what they want, showing an understanding of others. As this concept develops throughout Key Stage One, the children learn about manners, courtesy, tolerance and respect for those in positions of authority.

The concept 'Health and Wellbeing' begins in the EYFS with children learning to manage their personal needs, such as recognising when they are thirsty or hurt, toileting, handwashing and asking for help when needed. Children also learn about healthy and unhealthy food choices. As this concept progresses throughout Key Stage One, children learn more about understanding their own needs, whether that be related to physical health and hygiene or mental wellbeing. As learning progresses in Year One and Two, we enhance children's understanding of a range of emotions so that children gain a deeper understanding of the importance of rest, play, spending time with friends and family and exercise on their wellbeing.

In EYFS children begin learning about 'Relationships' by learning to work and play cooperatively alongside others, forming some positive attachments. These early skills develop throughout Key Stage One so that children gain a deeper understanding of characteristics of healthy relationships and begin to manage conflicts themselves, knowing where to go for help and support if required.

The concept 'Safety' begins with children in EYFS learning to recognise and name their feelings. This crucial knowledge enables children to recognise if relationships cause them to feel unhappy or unsafe. As this concept progresses throughout Key Stage One children learn more about keeping themselves safe in the wider world, including online. The children learn more about recognising and reporting concerns and responding appropriately to people, situations and emotions that they experience in a range of contexts.

In EYFS children learn about 'Respect' by learning to respond appropriately to teachers and follow instructions. In Key Stage One, this learning deepens and children begin to consider the impact of bullying. Children revisit their rights and learn about consent, so that they have a secure understanding of the ways in which their own bodies and emotions should be respected.

As the concept 'Caring' progresses, children's thinking about families deepens. Children learn more about how families can appear different but can all be characterised by providing love and support, particularly in times of need.

### **How are RSHE tasks designed?**

Crucially, RSHE tasks are designed to be entirely accessible for all children. Teachers plan lessons in sequences so that new knowledge builds on prior learning and can therefore strengthen an existing schema. Children are provided with engaging, real life situations to contextualise their learning and low-stakes tasks enable children to show what they know. The school uses SCARF (Coram Life Education) to supplement our curriculum, however, plans and resources are adapted to meet the requirements of our curriculum and all learning is entirely flexible based on any specific needs for any child, at any given time. Children are provided with opportunities across the curriculum to embed and apply knowledge gained through the RSHE curriculum as skills across a range of contexts.

### **What does RSHE look like across the curriculum and which skills or knowledge can children not access the rest of the curriculum without?**

A high quality RSHE curriculum not only compliments a range of other subjects, such as; science, reading and PE, but it also facilitates children's learning across the whole curriculum. Children who do not develop confidence to try new things, perseverance and resilience when challenged are unable to learn from mistakes and make changes in their own learning to improve their outcomes. If children are unable to understand and follow rules and instructions, they are unable to take advantage of learning opportunities provided to them in all curriculum areas. Children who do not acquire the knowledge and skills required to recognise their emotions and ask for help, may experience barriers to concentrating thus inhibiting learning in any subject. For these reasons, children who do not develop proficiency within the RSHE curriculum are effectively disenfranchised.

### **Provision for SEND and Greater Depth content and organisation**

The teaching team at Foxhills is determined to ensure that our RSHE curriculum is entirely accessible for all children. We have consulted with all of our parents to identify any specific vulnerabilities amongst our children and to ascertain the level of experiences and understanding our pupils have. We have used this information to ensure that the content of our curriculum is non-discriminatory and bespoke provision can be provided for those pupils who require additional intervention or adaptations from planning to access the powerful knowledge.

At Foxhills typical barriers to accessing our RSHE curriculum include:

- Understanding the emotions of others
- Speech and language difficulties
- Lack of wider experiences outside of school

We aim to remove these barriers to learning by:

- Getting to know every child very well
- Creating a culture where we listen to all children and provide time and opportunities for children to talk
- Providing speech and language interventions
- ELSA support to equip children with emotional literacy
- Using stories
- Using pictures

- Using role-play opportunities
- Pre-teaching concepts to children

### **The Equality Act and the requirement on schools**

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not discriminate against pupils based on any characteristic. We have consulted with Parents to ensure any disadvantages affecting any pupil group are known and eradicated. We have also consulted with Parents in supporting us to actively foster healthy and respectful relationships, peer to peer communication, and behaviour between boys and girls. Parents have also provided input over how best the school can provide an environment which challenges any perceived limits on pupils based on their gender (or any other characteristic).

The school is committed to support the learning of all children and ensures reasonable adjustments are made to alleviate disadvantage for any child (see: provision for SEN and GD).

### **Parental Consultation**

We recognise, value and appreciate the role Parents have in the development of their child's understanding about relationships. We work closely with Parents in planning our curriculum content to ensure it is relevant, appropriate and serves our community well. Parents know what is being taught and when, as well as how it will be delivered. They understand how the curriculum has been organised and sequenced and we have worked together to establish an approach for answering questions about the content of our curriculum, or any questions related to sex.

All Parents have been provided with a copy of our curriculum which is also available via the school's website. Paper copies can be obtained on request. The curriculum map clearly sets out the order in which concepts will be taught with a clear rationale for why this, why now (see above). Parents are advised explicitly when certain aspects of keeping safe (sex, consent) is taught. The right to withdraw is explained to Parents fully

### **Right to Withdraw**

Parents have the right to request their child be withdrawn from some or all sex education which are not included in the National Curriculum Science Orders. Before granting any such request, the Headteacher will discuss the request with Parents to ensure wishes are understood.

During these discussions, the Headteacher will clarify the nature and purpose of the curriculum content, and the benefits of receiving this important education. The detrimental effects of withdrawal will also be discussed. The school will consider the impact of the child hearing their peer's version of what was said in the classroom in cases where children have been excluded.

For a child who has been withdrawn, we will ensure suitable, purposeful and appropriate learning takes place.

### **Child Protection / Confidentiality**

Teachers are made aware that effective sex and relationship education, can support pupils in understanding what is and what is not acceptable in a relationship. This education may result in pupils disclosing information of a safeguarding or child protection nature. In this instance, all staff would report their concerns in accordance with the school's safeguarding principles and the child protection policy. These documents reflect the statutory responsibilities of all school staff as set out in 'Keeping Children Safe in Education (2020) and 'Working Together to Safeguard Children (2018).

### **Dealing with Difficult Questions**

Parents and school staff have agreed on a strategy for answering questions some children may raise. It has been decided that Teachers will answer questions honestly, openly, and in ways that are appropriate to the age and developmental stage of the children they are working with. Knowing children as individuals is crucial in ensuring that provision meets the needs of all learners. In some cases, it may be necessary for children's questions to be answered on a one to one basis and this would be done in consultation with Parents.

### **Working with External Agencies**

We recognise that working alongside external agencies can enhance the delivery of our curriculum and visitors may engage children in different ways. In all cases, we will ensure that teaching from any visitor fits with our curriculum mapping, and is relevant and accessible for all children.

The Headteacher will take responsibility for checking the credentials of any visitor to the school and will agree the content that will be shared with children in advance. This includes the use of resources and materials, and how concepts will be explained. The Headteacher will ensure that all teaching or information sharing is done in a way that is suitable, appropriate, and relevant for the age and needs of the children.

All visitors will be expected to follow the schools confidentiality and safeguarding/child protection policies during their visit.

### **Monitoring and Evaluation**

The school improvement plan sets out how RSHE will be monitored by the subject leader. Monitoring takes the form of conferencing children, work scrutiny and observations of teaching and learning. Monitoring supports the subject leader in gathering evidence to evaluate the effectiveness of the schools intentions for RSHE, and to also establish the extent that implementation has supported children to acquire crucial RSHE knowledge and apply knowledge as skills.

At Foxhills we aim for our children to grow as individuals and develop the crucial knowledge and skills required to make positive contributions to the communities in which they belong. Our aim is for children to become proficient in understanding how to keep themselves and others' safe, to look after their health and wellbeing, and to understand their rights and responsibilities; so that they can take advantage of opportunities open to them throughout life. A child who has acquired the crucial knowledge and developed proficiency within the RSHE curriculum, will be confident to take advantage of all opportunities open to them throughout their schooling and in the wider world. They will be able

to empathise with others, form and maintain healthy relationships, treat others with respect and understand their own rights in order to keep themselves safe. Children will be confident to express their individuality and will know where and how to access support if required. The effectiveness of our curriculum will be determined by the extent that all children acquire this knowledge and can apply it.

The RSHE subject lead is expected to use feedback from children and evidence from learning as the basis for staff professional development. Any changes that are made in response to monitoring and evaluating will be shared with Parents and the school's curriculum website page will reflect any updates.