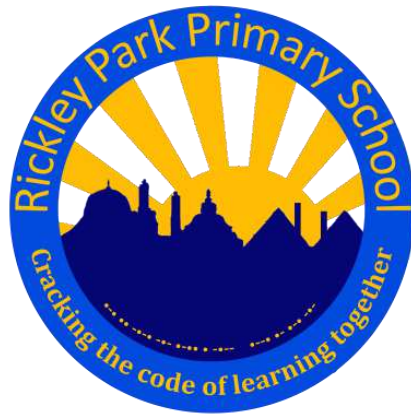


Rickley Park

Cracking the Code of Learning Together



RSHE Policy

Relationships, Social/Sex, Health Education Policy

Date of Policy: January 2023

Date of Review: January 2024

Introduction

At Rickley Park Primary School, we value kindness, support, perseverance, respect, courage, trust and honesty. Our school values are instilled across our curriculum and as part of our whole school ethos. We want our children to grow up modelling these values in their everyday life. We endeavour for our children to be successful learners, responsible citizens and confident and resilient individuals who are ready for all stages of their school career and feel prepared for their adult life. At Rickley Park we have historically taught non-statutory PSHE as part of our school curriculum. In 2019 the DfE made it a statutory requirement to teach RSE (Relationships education, Relationships and Sex Education (RSE) and Health Education). We deliver both PSHE and RSE through an umbrella acronym of RSHE. Our RSHE curriculum is one of our main driving forces that will give our children the tools they need to be healthy, happy, resilient and safe citizens in society. In addition to this, equip them with the skills, knowledge and understanding to benefit from opportunities and tackle the everyday challenges of modern Britain.

At Rickley Park we recognise the social, mental and emotional health, economic and educational impacts of the pandemic that will have occurred for our children. We value the RSHE curriculum and other cross-curricular opportunities to support and develop our children's mental and emotional wellbeing. Rickley Park has a designated Mental Health Lead within school. As part of this role children who may be struggling with their mental health and wellbeing can be (dependent on level of need) referred to the Milton Keynes Mental Health Support team following a consultation process.

Intent

At Rickley Park, our RSHE curriculum aims to develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through carefully mapped lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful RSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Our RSHE curriculum is built on 6 core themes: Family and relationships, health and wellbeing, safety and the changing body, citizenship, economic well-being and transition. These core themes build foundations in seeing each and everybody's value in society, from appreciation of others in contexts such as British Values, to promoting strong and positive views of self across all areas of the curriculum. The theme of health and wellbeing aims to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help. The RSHE curriculum also covers key areas of our safety curriculum including but not limited to, basic first aid, sun safety and contacting emergency services. At Rickley Park we will also teach sex education. At Rickley Park we value the importance of local, national and global links in our curriculum. Our children make these links and connections to society through the addition of our enrichment curriculum. The RSHE and enrichment curriculum enable our children to have links to key dates and events in society, actively learning and taking part in local, national and global events and enrichment opportunities. The children of Rickley Park also aspire to complete their "passport to success" by the end of their school career. Within this, each child has the opportunity to take part in citizenship opportunities. These citizenship opportunities demonstrate a whole-school approach to the importance of RSHE for Rickley Park children.

Statutory requirements

As a primary school, we must provide relationships education as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to the [statutory guidance \(DfE, 2019\)](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Equality

All schools are required to comply with relevant requirements of the [Equality Act 2010](#). The Equality Act 2010 clearly flows through the whole RSHE curriculum at Rickley Park. At Rickley Park we do not discriminate against anyone because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (these are also referred to as the 9 protected characteristics). Rickley Park takes a whole school community approach to tackling discrimination and inequalities, and we endeavour to make our curriculum accessible and inclusive for all. Additional lessons will be included as part of RSHE and cross-curricular that focus on and equality curriculum. Rickley Park are up to date with everyday issues such as sexism, homophobia and gender stereotypes and take positive actions to build a culture where discrimination and other issues are not tolerated. Staff are key to this in their modelling of positive behaviours and identification and tackling of issues promptly if they arise. The RSHE curriculum further embeds the Equality Act as part of our whole-school ethos.

Gender and LGBT+

At Rickley Park we accept our individuality and differences of everyone in the school community. Rickley Park values respect of ourselves and others. The children will learn about different families including LGBT+ families. By doing this all children are included and belong. In addition to this, children gain an understanding of themselves and the world around them. We recognise all genders and sexualities and provide children with a safe environment to be who they are and accept others for who they are and how they identify. As part of the RSHE curriculum the children will learn about gender identity (see year 6 "Identity") and understanding LGBT+. LGBT+ is taught as part of the year 6 curriculum. This is included within relationships education. Rickley Park recognises the importance of children and young people growing up feeling safe and comfortable in who they are as people. Furthermore, children being able to respect others for being who they are. Our values underpin the importance of this part of their education. The Equality Act (2010) recognises and protects the characteristics of sexual orientation, sex/gender and gender reassignment.

All children have the right to education, safety and happiness. If/when a child feels comfortable to speak to an adult in school about their gender identity and/or sexuality, we will support children with this process. A team of supportive adults in school will offer guidance and support for the children to be comfortable within themselves and have an environment that enables this. It is important to recognise that for any person, recognising how they feel with their identity can be a difficult process for them. At Rickley Park our children are supported with this process by listening to the child themselves and having their student voice as a key involvement to supporting them. A person who is acknowledging and/or exploring their gender identity will require accessible toilets that enable them to feel most comfortable within themselves. In each year group of key stages 1 and 2 there are three available individual toilets. These toilets are identified as boys, girls and accessible. This ensures all children feel included, comfortable and happy in their environment. All children are recognised and addressed by their preferred name and pronouns. We encourage our children and staff to be open with their pronouns creating a culture of inclusion for all. Although being LGBT+ is not a mental health condition, homophobic, biphobic and transphobic bullying and language can put pressure onto a child or young person's mental health. Rickley Park have zero tolerance for any form of discrimination and bullying and create an environment based on the school values.

It is important to finally note that if a child/young person has spoken to a trusted adult at school about their identity or orientation, we will support the child to speak with their parents/carers about their feelings if they feel ready to do so. As per our safeguarding policy and following KCSIE guidance, we support children to be who they are and to feel comfortable and safe to talk to who they choose to talk to about it. During this conversation, the adult will ask the child if they have spoken to their family and, if not, how we can support them to talk to their families. It is important to note that being LGBT+ is not a safeguarding risk. We respect and support children, young people and adults to feel safe and comfortable to be themselves.

Gender Identity

A person's internal sense of their own gender, whether male, female, non-binary or other. How someone identifies can be different to the biological gender/sex they were born with.

Sexual Orientation

A person's emotional, romantic and/or sexual attraction to another person. This includes all sexualities.

Definitions

RSHE is about the emotional, social and cultural development of pupils and involves learning about different families, relationships, protective behaviours, healthy lifestyles, sexual health, sexuality, diversity, safety and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not the promotion of sexual activity. At Rickley Park we respect and value everyone's differences. The RSHE curriculum enables our children to develop an understanding of different people in our society with The Equality Act (2010) at the heart of everything we do.

At Rickley Park, our teaching should take account of the maturity of the children and aim to help with physical, mental and emotional changes of growing up. We aim to give our children an appropriate understanding of human reproduction, relationships and family life within a moral and ethical framework. It needs to be recognised that school is not the only setting in which children gain information and awareness of this subject.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Relationships education

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

This will cover 'Families and relationships', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. Within 'families and relationships', all different families will be considered and discussed which also includes but is not limited to single parent families, LGBT+ families, fostering and adoptive families.

Physical health and mental wellbeing

This area of the curriculum focusses on the importance of taking care of our minds and bodies. All children will understand that we all have physical and mental health and what we can do to take care of it. Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Safety education

Children will learn about key skills of how to keep themselves and others safe. This includes emergency situations and first aid.

Sex education

At Rickley Park, sex education will include:

- Preparations for adolescent changes
- Human conception and reproduction

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles (in science). To safeguard pupils, factual information about the law relating to, for example, rights to access support, will be provided to pupils. This is in line with the document [Keeping Children Safe in Education 2021](#).

[The DfE Guidance 2019 \(p.23\)](#) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools. (p. 23) Sex education ‘should ensure that all children are prepared for the changes that adolescence brings and (drawing on knowledge of the human life cycle set out in the national curriculum for science) how a baby is conceived and born’.

The national curriculum for science and health education also 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.

Table of definitions and further information

Below is a table including definitions and clarity on teaching points that can be considered sensitive and challenging, however necessary and within the right of every child to know and understand. The table explains the curriculum area, the links and note of statutory content and where we place the learning in our curriculum.

| Curriculum | Notes on statutory content and placing this learning in the curriculum | Main subject locations |
|---|---|--|
| Naming main external body parts (including correct terms for genitalia) | <p>Naming main external body parts is in Year 1 National Curriculum Science. The science programme of study does not list parts of the body to teach and does not prohibit teaching any parts.</p> <p>Naming genitalia will also be part of learning about changing adolescent body under Health Education.</p> | <p>Science</p> <p>Health education</p> |
| Learning about privacy of genitalia | This is safeguarding and compatible with the interpretation of Relationships education. | Relationships education |

| | | |
|--|---|--|
| <p>Sexual reproduction in humans - Sperm and egg needed to make a baby</p> <ul style="list-style-type: none"> - Conception, including IVF - Sexual intercourse - Birth | <p>This can be covered in science, building on a sequence of learning in science about reproduction. However, National Curriculum Science treats human reproduction as optional content when covering sexual reproduction in animals.</p> <p>When learning about human sexual reproduction in science pupils might also be given context – see below.</p> | <p>Science</p> <p>And/or</p> <p>Sex education</p> |
| <p>Context of human sexual reproduction and sexual intercourse</p> <ul style="list-style-type: none"> - Reproduction is adult; requires physical and emotional maturity, - Legal age of consent to sex | <p>This context can be covered to some extent whether human reproduction is taught in science or as part of sex education.</p> <p>Relationships Education includes that pupils should know: ‘that families are important for children growing up because they can give love, security and stability’</p> | <p>Science</p> <p>And/or</p> <p>Sex education</p> |
| <p>Human sexual response. Hormones. Attraction. Basic concepts such as what it feels like to be attracted to someone and that masturbation begins during puberty for many people - covered at primary</p> | <p>Not specifically covered in Government RSHE guidance</p> <p>Aspects of human sexual response are likely to be touched on as part of puberty under Health Education, ‘changing adolescent body’</p> <p>This would be elaborated on and is included further within key stage 3 secondary science.</p> | <p>Sex education</p> <p>And/or</p> <p>Health education</p> |
| <p>Human sexuality, sexual identity, including sexual orientation</p> | <p>Overarching concept to prepare children for growing up, relationships and living in the wider world.</p> | <p>Relationships education</p> |

| | | |
|--|--|---|
| <p>Definitions of sex and the law</p> <ul style="list-style-type: none"> - Consent - Sex and the law | <p>Understanding consent.</p> <p>Some aspects of the law need to be covered at primary sufficient that children understand that there are laws relating to sex, and rules about our bodies – see Relationships Education ‘Being Safe’.</p> | <p>Relationships education</p> <p>And/or</p> <p>Sex education</p> |
|--|--|---|

Right to withdraw

Parents/carers **do not** have the right to withdraw their children from relationships and health education. Parents/carers **do not** have the right to withdraw their child from relevant aspects of the science curriculum.

Parents do have the right to withdraw from some or all of sex education. Requests should be put in writing and addressed to the head teacher. Prior to agreement of withdrawal, the head teacher and RSHE subject lead teacher(s) may contact parents and (if appropriate) the child to discuss the request to understand and clarify the purpose of the curriculum. This discussion would include the benefits of receiving this important education and any detrimental effects that withdrawal may have on the child. These effects could include:

- Social and emotional effects of being excluded
- Likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher

It is important to further note that evidence from research shows that sex education does not result in earlier sex, the opposite is true.

Children have the right to education about human sexuality, reproductive health and their rights. If parents choose for this to not be delivered by school, then the rights to this education still need to be met. If parents wish to deliver sex education at home to their child instead, then detrimental effects will be mitigated.

Content and delivery

At Rickley Park we are guided by the Kapow Primary curriculum, including progression of skills and planning resources provided, which is inclusive of statutory RSE. Teachers will have autonomy over how lessons will look within their year groups but will feel supported through a high-quality resource. This curriculum encourages and supports children to:

- Recognise their own worth and develop their confidence, responsibility and ensure they make the most of their abilities
- Work well with others and prepare them to play an active role in society
- Develop positive, healthy relationships and respect for others
- Encourage them to develop good relationships and respect for the differences between people
- Know and understand what constitutes a healthy, safe lifestyle, both physically and mentally
- Develop online and offline safety awareness (also delivered through our computing curriculum)
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social situations

Implementation

Implementing the Rickley Park Values is the building block of all RSHE lessons. The Rickley Park creed has been created through pupil voice and facilitates all 7 of our values. The creed is displayed in all classrooms and is referred to during RSHE lessons.

RSHE units are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.

Our curriculum is based on the Kapow Primary progression of skills document. Teachers use this document and the provided Kapow Primary resource to plan and deliver high quality RSHE.

Assessment for learning opportunities is built into each lesson, which enables self-evaluation and reflective learning and allows teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

Learning opportunities and embedding

At Rickley Park we recognise that many personal, social and health issues can be best covered through the fostering of close relationships and trusted rapports with class teachers and other familiar adults in school. This therefore enables all children to feel safe to explore new experiences. At Rickley Park we aim to embed what is learnt by applying it to everyday situations and challenges in the school community. The school values also offer the opportunity to further embed the RSHE curriculum as part of a whole-school approach. One lesson per week is allocated to RSHE and should be visible in year group timetables. This is to ensure RSHE knowledge and skills are taught and developed in an age-appropriate way. In addition to explicit lessons, other learning opportunities are made available to the children of Rickley Park, including but not limited to:

- Assemblies
- Praise and reward system (Trackit Lights, passport to success)
- Passport to success – citizenship pupil offers etc.
- Class charter
- Child to child relationships
- Adult to child relationships
- Adult to adult relationships
- Positive modelling of values and behaviours
- School council
- Pupil voice opportunities
- Involvement in national key dates including 'Just Like Us' Diversity Week and other national events.
- Local, national and global links with the enrichment curriculum
- Embedding of school values across the curriculum – specifically planned for within foundation subjects.
- "Choices" programme offered to year 5 and 6 relating to RSHE issues and making positive choices to grow up and live in the wider world.

Whole-school approach

The “Kapow Primary” curriculum overview covers all areas of PSHE and statutory RSE at a primary phase. Please see below a breakdown of the units of RSHE that are covered over the school year. The units that the children access are the golden threads of our curriculum, with local, national and global links.

| Term | Unit | Content |
|-----------------|------------------------------|--|
| Autumn 1 | Wellbeing | To support our children with transition and settling into their new class, teachers deliver a mixture of the provided Kapow “Wellbeing” lessons and lessons built around our school values. |
| Autumn 2 | Family and relationships | Includes different families (all families including but not limited to LGBT+, foster and adoptive families), bereavement and loss, conflict resolution and communication skills, understanding of anti-discrimination, anti-bullying (including cyber and homophobic, biphobic and transphobic bullying and language) and respecting ourselves and others. Includes understanding our own identity and how we fit well in the class, school and local, national and global community. |
| Spring 1 | Safety and the changing body | Safety curriculum aspects such as basic first aid, online safety, drugs, alcohol and tobacco, calling emergency services, medication, consent and privacy. Includes RSE (Relationships and Sex Education) in the context of coping positively with change. Also includes discussing the correct names for body parts both externally and internally. Changing adolescent body is taught in years 4, 5 & 6. Sex education is taught in years 5 & 6. |
| Spring 2 | Health and wellbeing | Includes goal setting, aspirations, embracing failure (the learning pit), who I want to become and what would I like to do for work and to contribute to society. Also including who we are as people and how we fit in society, keeping fit and healthy, eating healthily, dental hygiene, sun safety, exercise, self-esteem, confidence, allergies, sleep and the importance of calm and relaxation. |
| Summer 1 | Citizenship | Focussing on three key areas: Responsibility – rules, rights, environments, society, the law, protecting the planet, caring for ourselves and others Community – Belonging, similar and different, charity, community groups, diversity, contributing, prejudice and discrimination Democracy – school council, opinions, rules, local democracy, parliament, national democracy |
| Summer 2 | Economic wellbeing | Focussing on two areas: Money – looking after money, banks and building societies, saving and spending, needs and wants, impact of spending on self and others, choices, keeping track, risks, prioritising, gambling Careers and aspirations – Jobs, careers, jobs in school, gender and careers, influences, stereotypes |

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|-----------------|------------------------------------|--|
| Summer 2 | Transition Identity (year 6) | Meeting the new teacher, moving on, dealing with changes and new environments, roles and responsibilities, getting to know each other. The transition lessons are planned by teachers to ensure all children are prepared for this change. In this time RSHE lessons will also be built around our school values. Identity – gender identity, what is identity, identity and body image |
|-----------------|------------------------------------|--|

It is very likely that sensitive and controversial issues will need to be addressed from time to time whether they arise incidentally, within society or as part of the planned program. Children will be given opportunities to reflect upon current and controversial issues to enable them to make informed decisions on their own views and standpoint.

In years 5 and 6 the “Choices” program is delivered by trained members of the Rickley Park team. This program enables the children of Rickley Park to broaden their RSHE knowledge and experiences. Furthermore, enabling them to access and discuss crucial and challenging topics in a responsible way. This program encourages children to make positive life choices for their future, enabling them to become positive members of society.

Roles and responsibilities

Governing body

- Approve the RSHE policy and hold the head teacher to account for its implementation

The head teacher

- Responsible for ensuring that RSHE is taught consistently across the school

The RSHE Lead(s)

- Monitoring and providing RSHE CPD across the school
- Writing and reviewing the RSHE policy
- Monitoring and supporting high quality teaching and learning
- Parental engagement
- Monitoring assessment

School staff

- Delivering RSHE in a sensitive and age-appropriate way
- Ensure the RSHE curriculum is accessible and differentiated to suit the needs of the children
- Modelling values and positive behaviours
- Monitoring progress
- Responding to the needs of individual pupils
- Planning high quality RSHE lessons

Pupils

- Expected to engage fully in RSHE and uphold the Rickley Park values and creed during RSHE lessons, class discussions and when moving around the school as part of our community.

Monitoring

The delivery of RSHE will be monitored by the RSHE lead(s). This will be done through:

- Deep dives into the curriculum
- Regular book looks
- Discussion with staff and pupils
- Addressing areas of need and support through CPD
- Keeping up to date with national changes/issues and adapting approaches where necessary
- Assessment at the beginning and end of each unit

This policy will be reviewed by the RSHE lead(s) as part of the whole school policy review cycle. At every review the policy will be adapted where necessary, approved and agreed to by leadership and the governing body.

Impact

Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Rickley Park's RSHE curriculum supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful RSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful RSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The RSHE curriculum is used as a whole-school approach to positively impact wellbeing, safeguarding and spiritual, moral, social and cultural outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.