



Warren Primary Academy
A L.E.A.D. Academy

Warren Primary Academy

RSHE Policy

2021-2022

Signed

PTibble

Headteacher

Date 6.5.21

Original Date of Policy Publication 1.9.20

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Date of next review 6.5.22

As a primary academy, we provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

1. Warren Primary Academy – Statement of Intent for RSHE

At Warren Primary Academy, we want our children to develop a love of learning and to be curious about the world around them. This will enable them to be resilient, independent and life-long learners with skills that they can apply both within their time in education and beyond. We want children to enjoy learning about Personal, Social, Health Education (PSHE) and Relationship and Sex Education (RSHE) and develop a sense of the importance of this subject, how it relates to their everyday lives and their role within it. They should be able to develop their own questions and interests and express their ideas clearly and confidently. They will also be sharing their experiences and knowledge with others and supporting each other to become confident communicators. The RSHE curriculum is underpinned by our school values of:

Empathy

Respect

Communication

Confidence and Self-esteem

Resourcefulness and Determination

Ambition

Intent

At Warren Primary Academy, we want to support our children to embrace the challenges of creating a happy and successful adult life; our children need knowledge that will enable them to make informed decisions about their wellbeing, health, relationships and lifestyle choices. Our children will also be able to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Relationship and Sex Education can support our children to develop resilience, to know how and when to ask for help, in person, and online, and to know where to access support.

Implementation

RSHE and health education is mandatory from September 2020. Relationships Education at primary school is now compulsory because it puts in place the building blocks needed for positive and safe relationships of all kinds. Children and young people are growing up in a world of increasing complexity and living their lives seamlessly on and offline. This can cause challenges and risks and is

therefore important to teach children and young people how to stay safe and healthy, as well as how to manage their academic, personal and social lives in a positive way.

Sex education is not compulsory, however it is recommended that schools teach it within the curriculum, beyond the existing national curriculum for science. If taught, sex education should be tailored to the age, physical and emotional maturity of pupils within the school. If parents or carers have concerns, they have the right to withdraw their child from sex education lessons that go beyond the national curriculum for science.

At Warren Primary Academy we ensure quality and systematic coverage of RSHE throughout all year groups by following the ASK About Life Scheme, which stands for Attitudes, Skills and Knowledge http://www.dchs.nhs.uk/your_health_useful_info/cyph/download?nid=823&did=19615

This gives all our pupils the opportunity to enhance their spiritual, moral, cultural, mental and physical development in a safe and supportive environment. Warren Primary Academy considers RSHE an integral part of the PSHE curriculum, and it is linked to other subjects wherever possible.

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Definition

RSHE is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

At Warren Primary Academy, we will teach RSHE through the ASK About Life Scheme in PSHE lessons, through the Science curriculum and as part of the academy's assembly and pastoral programme as appropriate. These curricula will ensure coverage of the following core elements:

1. Knowledge and Understanding including: emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. Personal and Social Skills including: talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line.

3. Attitudes and Values including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality

RSHE is not about the promotion of sexual activity.

What is ASK About Life? (Taken from the ASK About Life publication)

ASK About Life follows two key principles:

- a) It recognises the vital and well-established link between a child's emotional health and well-being and their capacity for effective learning.
- b) PSHE education needs an appropriate balance between attitudes, skills and knowledge if it is to equip pupils with the skills they need for life.

ASK About Life is a flexible scheme of work that is age-appropriate and ensures progression and continuity in learning. It is easy to use but open to allow a school to take ownership of the approach and make it their own. Contained within the scheme are many active learning activities that allow children and young people to apply their attitudes, skills and knowledge in different scenarios. It recognises a range of learning styles to ensure that learning is meaningful.

Impact

During PSHE lessons at Warren Primary Academy we strive to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, worth of others, work well with others, debate and question ideologies and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. 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 and learning.

ASK About Life PSHE will support high quality teaching and learning across the school and allow for the development of the skills, attitudes, values and behaviour, which enable pupils to:

- To have the confidence, empathy, self-respect and self-esteem to value themselves and others
- To understand about a range of relationships, including the importance of family for the care and support of children

- To be able to name parts of the body and describe how their bodies work
- To know and use the correct vocabulary when describing themselves
- To be prepared for puberty
- To make informed decisions and act on them but understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses
- To create a positive culture around issues of sexuality and relationships
- To have a sense of purpose
- To be able to communicate effectively with others expressing their own views but also considering those of others
- To be able to work effectively with others
- To respond positively to challenges and show a growth mindset
- To be an active partner in their own learning
- To be active citizens within the local community
- To explore issues related to living in a democratic society
- To become healthy and fulfilled individuals

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or are likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

2. Teaching and Learning

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Changes</u> Are all changes bad?	<u>Getting on and falling out</u> Why do I sometimes get angry?	<u>Changes</u> Are all changes bad?	<u>Getting on and falling out</u> Why do I sometimes get angry?	<u>Changes</u> Are all changes bad?	<u>Getting on and falling out</u> Why do I sometimes get angry?
Autumn 2	<u>Relationships</u> What makes a good friend?	<u>Drug education</u> Which drugs are dangerous?	<u>Relationships</u> What makes a good friend?	<u>Drug education</u> Which drugs are dangerous?	<u>Relationships</u> Key question: What makes a good friend?	<u>Drug education</u> Which drugs are dangerous?
Spring 1	<u>Growing up and changing</u> Where do babies come from?	<u>Feeling safe</u> What does a bully look like?	<u>Growing up and changing</u> Where do babies come from?	<u>Feeling safe</u> What does a bully look like?	<u>Growing up and changing</u> Key question: Where do babies come from?	<u>Feeling safe</u> What does a bully look like?
Spring 2	<u>Going for goals</u> I find it hard to concentrate what can I do?	<u>Money matters</u> Does money make you happy?	<u>Going for goals</u> I find it hard to concentrate what can I do?	<u>Money matters</u> Does money make you happy?	<u>Going for goals</u> Key question: I find it hard to concentrate what can I do?	<u>Money matters</u> Does money make you happy?
Summer 1	<u>Staying Healthy</u> I don't like vegetables so why do I have to eat them?	<u>Differences and diversity</u> Should boys cry?	<u>Staying Healthy</u> I don't like vegetables so why do I have to eat them?	<u>Differences and diversity</u> Should boys cry?	<u>Staying Healthy</u> Key question: I don't like vegetables so why do I have to eat them?	<u>Differences and diversity</u> Should boys cry?
Summer 2	<u>Proud to be me</u> What does proud mean?	<u>Citizenship</u> Why do we have rules?	<u>Proud to be me</u> What does proud mean?	<u>Citizenship</u> Why do we have rules?	<u>Proud to be me</u> What does proud mean?	<u>Citizenship</u> Why do we have rules?

All of the units taught at Warren Primary Academy follow a two year cycle so that the same concepts can be revisited in more depth over time. Our work follows the ASK About Life scheme http://www.dchs.nhs.uk/your_health_useful_info/cyph/download?nid=823&did=19615 Each unit has a key question (above in red). The curriculum is designed in a spiral approach to build on previous learning and enable good progress. Please see the teaching and learning section for the whole school organisation table.

We have developed the curriculum and supplement the ASK About Life scheme in line with the updated government guidance for September 2020, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum and other aspects are included in religious education (RE).

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

These areas of learning are taught within the 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).

3. Outcomes

By the end of Primary school:

<p><u>Families and people who care for me</u></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ~ that families are important for children growing up because they can give love, security and stability. ~ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ~ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ~ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ~ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ~ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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<p><u>Caring relationships</u></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ~ how important friendships are in making us feel happy and secure, and how people choose and make friends. ~ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ~ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ~ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ~ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p><u>Respectful relationships</u></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ~ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ~ practical steps they can take in a range of different contexts to improve or support respectful relationships. ~ the conventions of courtesy and manners. ~ the importance of self-respect and how this links to their own happiness. ~ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ~ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ~ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ~ the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p><u>Online relationships</u></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ~ that people sometimes behave differently online, including by pretending to be someone they are not. ~ that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. ~ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ~ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ~ how information and data is shared and used online.

<p><u>Being safe</u></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ~ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ~ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ~ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ~ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ~ how to recognise and report feelings of being unsafe or feeling bad about any adult. ~ how to ask for advice or help for themselves or others, and to keep trying until they are heard. ~ how to report concerns or abuse, and the vocabulary and confidence needed to do so. ~ where to get advice e.g. family, school and/or other sources.
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4. Cross-curricular Opportunities

Wherever possible, cross-curricular opportunities are seized upon in order to allow deeper and richer experiences for the children. Some of the RSHE content will be covered during science, English, art, computing and PE lessons.

5. British Values

Our curriculum ensures that the concept of British Values are incorporated into each unit to enable our pupils to grow into well-rounded, respectful, tolerant individuals who are free to be themselves but understand the importance of laws and democracy.

Our school values of resourcefulness and determination, empathy, respect, ambition, communication and confidence and self-esteem are integral to everything we do at Warren Primary Academy. Teachers will ensure that our values remain high profile and that their principles are incorporated into lessons.

6. SEND and Inclusion

At Warren Primary Academy, RSHE Education is accessible for all pupils. ASK About Life is written as a universal core curriculum provision for all children. Inclusivity is part of our philosophy. High quality teaching is differentiated and personalised to the specific needs to allow for pupils with special educational needs and disabilities to access the curriculum and be prepared for adult outcomes as stated by the SEND code of practice. Teachers will, as always, tailor each session to meet the needs of the children in their classes. Any parent who feels that their child's individual special educational

need could be a barrier to their child accessing RSHE in their class is encouraged to speak to the class teacher to see how adaptations can be made. RSHE will be taught to ensure quality education for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b). Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

7. Health and Safety

The health and safety of our staff, pupils and community is always paramount to everything we do at Warren Primary Academy. If any trips or visitors out of school, or visitors into school are arranged, teachers are expected to complete the necessary risk assessments and discuss them with the Educational Visits Coordinator in a timely manner. Appropriate safeguarding measures are taken to ensure that professionals who come into the school are safe to do so.

8. Role of Headteacher

The quality of teaching and learning in RSHE is monitored and evaluated by the Headteacher as part of the school’s agreed cycle of lesson observations. The Headteacher will also evaluate the strengths and weaknesses in RSHE and indicate areas for further improvement.

The head teacher is responsible for managing requests to withdraw pupils from non-statutory components of RSHE.

9. Role of Subject Leader

The RSHE subject leader is responsible for:

- Ensuring that RSHE is taught to a high standard and consistently across the school
- Ensuring staff training to handle the sensitive content in an appropriate way
- Monitoring the standard of the children’s work and the quality of teaching and learning in RSHE through lesson observations, book scrutiny, deep dives, pupil interviews

- Reviewing and contributing to teacher's planning and resources to ensure full coverage of the National Curriculum through the topic units taught, in accordance with Government guidance.
- Supporting colleagues in the planning, teaching and assessment of RSHE.
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the RSHE curriculum budget.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.
- Arranging the curriculum to ensure complete, consistent and coherent coverage of all the national curriculum objectives in each year group and to ensure there is a clear and explicit progression within and across year groups
- Ensuring that parents and staff are informed about our RSHE policy
- Ensuring that the policy is implemented effectively
- Monitor the policy on a regular basis and report to governors on the effectiveness of the policy and RSHE teaching within school
- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Collecting and evidencing the children's work

10. Role of Class Teacher

The class teacher will plan and carry out RSHE lessons that are in line with the curriculum and the RSHE policy. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

All class teachers will ensure that RSHE is taught in relation to this policy. Teachers will teach high quality RSHE lessons that will engage, motivate and challenge pupils. The delivery of RSHE will be completed in a sensitive manner. Class teachers will model positive attitudes towards RSHE. Class teachers will ensure that they accurately assess children's progress in RSHE against the objectives for each concept or learning objective. Class teachers will also respond appropriately to pupils whose parents wish for them to be withdrawn from the non-statutory components of RSHE.

Teachers will also ensure that the learning environment establishes a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every unit – by using their class charter. (Ideally, teachers and children will devise their own charter at the beginning of the year so that they have ownership of it.) It needs to include the following aspects:

The RSHE agreement:

- We use correct terminology
- We use anonymous phrases, such as “someone I know” if speaking about our relationships
- We listen to each other
- We have the right to decline to comment on a topic
- We can ask questions or write them down
- We respect each other’s privacy (confidentiality)
- We don’t discuss our RSHE learning with other year groups

11. Role of Pupils

All pupils have the opportunity to be taught a broad and balanced curriculum. They will be given the opportunities to develop and use their RSHE skills. All children are expected to show respect and sensitivity for other cultures and have the opportunities to share their opinions linked to the British Values (The rule of law, democracy, tolerance, mutual respect and individual liberty). Pupils are actively encouraged to engage with their learning in all PSHE. The pupils will be expected to agree to and comply with their class RSHE agreement to ensure that everyone has the opportunity to voice and develop their opinions and feelings.

12. Role of Parents / Carers

At Warren Primary Academy, we wish to build on a positive and supporting relationship with the parents and carers of the children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school’s RSHE policy
- Answer any questions that parents may have about the RSHE of their child
- Ensure that the parents know they have the right to withdraw their children from those aspects that are non-statutory
- Support parents to find ways to open up similar discussions with their children at home

Parents and carers have an important role to play in helping their pupils learn about RSHE, discussing the pupils’ experiences in RSHE, linking these to the home and family environment and, where possible, increasing pupils’ contact with different situations and scenarios in a safe way, where children can experience and utilise their skills.

The Right to Withdraw

Parents and carers have the right to withdraw their child from some or all sex education. A written letter must be sent to the head teacher. Before granting this request, the head teacher will discuss the request with the parents or carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss the benefits of receiving this

important education and any detrimental effects that withdrawal might have to the child. Warren Primary Academy will document this process to ensure a record is kept. There is no right to be withdrawn from relationships education, health education or the statutory science curriculum.

Appendix A



Warren Primary Academy

A L.E.A.D. Academy

Bewcastle Road, Top Valley
Nottingham. NG5 9PJ
Telephone 0115 9153760
admin@warrenacademy.co.uk
www.warrenacademy.co.uk

Dear Parents and Carers,

During the summer term, Year 5 and 6 will start RSHE (Relationships, Sex and Health Education) lessons. These will be taught by your child's class teacher. Together, they will explore facts around the following topics:

- healthy relationships;
- what makes a family;
- life-cycles of animals, birds and humans;
- how babies are made and develop;
- personal hygiene;
- individual rights;
- the law;
- issues facing young people;
- body image;
- health and substance misuse;
- feeling pressure and persuasion;
- changes faced by boys and girls during puberty;
- coping with emotions;
- staying safe online;
- actions, choices and responsibilities;

During these sessions, children will be given the opportunity to ask any questions they have, either alongside their classmates or privately, and will be encouraged to ask as many questions as possible. They will be given the opportunity to write questions on paper and put them in a class question box. We will also recommend that the children talk to their adults at home as well to share anything they have learned or any questions they have. From our experience of teaching these lessons with many different classes, once the children are over the initial embarrassment, they find this sequence of learning fascinating and really engage with the subject.

If you have any specific questions around the teaching of this subject, please contact your child's teacher and they will be happy to discuss them with you.

Best wishes,

Mrs. Gibson

Deputy Headteacher