



Relationships, Sex and Health Education Policy (RSHE)

Our Curriculum at Finchale

At Finchale Primary School we are proud of our curriculum and the range of experiences we provide for our children. Our curriculum is accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive to meet the needs of those pupils with additional needs, including special educational needs, those with disabilities, those who are more able, those with gifts or talents and the children who are learning English as an additional language. We provide a rich and challenging curriculum which aims to stretch our children. Staff monitor our children to ensure that they are supported in their learning, whatever their ability.

Statement of Intent for

At Finchale Primary School, we intend to deliver a RSHE curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.

The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

The national curriculum for science 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).

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This Policy was agreed in November 2023 and will be reviewed in Autumn 2026.

Chair of Governors: Mrs. Gayle Foster

Date: 29th Nov. 2023

Head Teacher: Miss Natalie Ward

Date: 8th Jan. 2025

The Importance of RSHE

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Maya Angelou

Aims

The aim of RSHE at Finchale Primary School is to provide balanced, factual information about physical and emotional changes.

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.
- ★ communicate effectively by developing the appropriate language for sex and relationship issues.
- ★ have an understanding of 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.

What This Means at Finchale Primary

In the Early Years, RSHE is taught through Personal, Social and Emotional Development. Children will learn strategies to build relationships, how to manage, recognise and regulate emotions and how to become independent and resilient. Finchale Primary School delivers Relationships Education, Relationship, and Sex Education through a specifically outlined RSHE Programme, RE and Science lessons at KS1 and KS2. Lessons are set within the wider context of the RSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The RSHE Programme and Science National Curriculum are taught in every year group. Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. At Finchale Primary School, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. Some of the words which may be used (at an appropriate level) to support our children's understanding/naming of body parts are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair. This list is not exhaustive.

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with the Head Teacher.

Pupils with Special Educational Needs

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

The RSHE lead is responsible for ensuring that the content is fully integrated into our programmes of study. While schools are free to determine how they do this, it is expected that all pupils to be taught LGBTQ+ content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

Teaching RSHE Should Equip Children To Learn and Understand:

- ★ Families and People Who Care About Me
- ★ Caring Friendships
- ★ Respectful Relationships
- ★ Online Relationships
- ★ Being Safe
- ★ 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

Threads of Learning

We have identified a set of key concepts or 'threads', that children will repeatedly revisit throughout their time at Finchale. Our threads are: Family and Relationships, Health and Wellbeing, Safety (including Online Safety) and the Changing Bodies, Citizenship and Economic Wellbeing. As children progress through school, they will begin to make links and connections between these threads to support them in gaining a wider understanding of relationships, emotions, physical and mental health and strategies to keep themselves safe. At Finchale, we adopt 6 key values. These are: Trust, Respect, Resilience, Inclusivity, Community and Kindness. We believe that our school values will act as a thread through our RSHE curriculum.

Making Learning Memorable

At Finchale, we aim to make learning memorable through the careful planning and delivery of enriching activities. To ensure a safe learning environment, ground rules are established and these are discussed and revisited each lesson. However, whenever a particularly sensitive topic is to be taught, the rules are amended if necessary. Some topics may be taught using scenarios so that children are not discussing themselves but other characters. Puppets and other characters can also be used to create a fictional character that they can think about rather than making the learning personal. Using stories is also a powerful way to address sensitive issues. In the lessons, story books, video clips or bespoke stories are used to allow children to explore issues. Planning is carefully mapped across school to ensure that, where appropriate, links are made with other subject areas to deepen children's understanding. High quality texts are used to support children's understanding of more difficult topics. This enhances the children's understanding and allows them

to make an emotional connection to the significant events in our history, that have shaped the lives we now lead. Whole school assemblies also support the teaching of RSHE. Some topics include Black History Month, Pride Month and Gypsy, Roma, Traveller History Month. Children also are supported through outside agencies who support friendships and emotional regulation including learning the 'Decider Skills'.

Organisation

Our RSHE Curriculum is drawn from a range of resources which include but are not restricted to: Kapow, PSHE Association, NSPCC and BBC Bitesize. RSHE is part of children's learning roughly every week. There are overlapping skills and cross curricular links with other subjects including: science, RE, PE and computing. Long term plans and the Progression of Skills, detail the units taught and the sequence of learning through school. Each topic has a clear knowledge and skill development focus and place importance and priority on developing a child's vocabulary understanding and use. Each topic is revisited and built upon each year and at age appropriate level.

The content for each year group, along with long-term plans, content can be found on our school website: www.finchale.durham.sch.uk.

Working with Parents/Carers and the Wider Community

Here at Finchale Primary we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access. Finchale Primary school will consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how the link this with what is being taught in school. The DfE recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils for instance, ensuring both boys and girls are prepared for the changes that adolescence brings. We will offer parent support in talking to children about sex education and how to link this with what is being taught in school, if appropriate. Our RSHE curriculum content will always take account of the developmental differences of children.

Pupils Right to Be Excused from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. science lessons). If required to do so, we will make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and/or decisions with the Head Teacher at the earliest opportunity. The Head Teacher/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses.

Resources

We use a range of resources to support our teaching within science which include the following

- ★ <https://www.twinkl.co.uk/>
- ★ <https://www.kapowprimary.com/>
- ★ <https://pshe-association.org.uk/>
- ★ <https://www.nspcc.org.uk/>

We are continually adapting and amending our resources to meet the needs of our children.

Assessment

Our subject lead for RSHE will oversee the planning and monitoring of pupils' work. Children revisit

learning at a distance from taught content to ensure a retention of understanding. At the end of each unit, the key knowledge and understanding will also be assessed by the class teacher. These, alongside the 'Fast 4', give a picture of where the children's understanding and knowledge recall sits and provide clear information from which to build further teaching sequences and to extend children's learning. Assessments will be 'high challenge and low threat' and could be undertaken using the following methods (this is not an exhaustive list):

- ★ Fast 4
- ★ Quizzes
- ★ Observation of pupils
- ★ Talking with pupils
- ★ Marking written work
- ★ Self-assessment
- ★ Peer assessment
- ★ Discussion and debates

This policy was developed in response to:

- ★ Children and Social Work Act (2017)
- ★ Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- ★ Equalities Act 2010
- ★ Not Yet Good Enough: Personal, Social, Health & Economic Education in Schools (2013)
- ★ Special Educational Needs and Disability code of practice: 0-25 years (DfE, 2017)
- ★ Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- ★ Keeping Children safe in Education – Statutory Safe Guarding Guidance (DfE 2018)
- ★ Transforming Children and Young People's Mental Health Provision Green Paper (DfE 2018)

This policy should be considered alongside the following:

- ★ E-safety/Online Policy
- ★ Anti-bullying/Behaviour Policy
- ★ Safeguarding Policy (including child sexual exploitation)
- ★ Equality and Inclusion Policy

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- ★ Age.
- ★ Marriage and Civil partnership.
- ★ Disability.
- ★ Race.
- ★ Religion and belief.
- ★ Sexual orientation.
- ★ Sex.
- ★ Pregnancy and maternity.
- ★ Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.