



RSHE Policy

2020/2021

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 a positive way (Secretary of State 2020).

Statutory Requirements

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

Primary schools are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum. However, at NHCS we do offer additional sessions in Year 6 before children transition to secondary school.

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

At Newton Hill Community School we teach RSHE as set out in this policy.

What is RSHE?

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 Newton Hill Community School our RSHE aims are:

- Provide Relationships and Sex Education (RSE) and Health Education through its PSHE, Science, SEAL and SRE curriculum – this will be combined into a RSHE curriculum.
- 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

At Newton Hill school this will be called RSHE (Relationships, Sex and Health Education). This policy is to reflect the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

RSHE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. The governing body have determined that the school should

offer a programme of sex and relationships education. It will be appropriate to the pupils' age and experience.

Our Curriculum: KS1 and KS2

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum. For more information about our RSHE curriculum, see Appendices 1, 2 and 3.

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

Early Years Foundation Stage (EYFS) Curriculum:

In EYFS children will follow the EYFS curriculum for Personal, Social and Emotional development and cover aspects of PSHE through their topics such as Homes and Families. Children will start this programme of work when they enter KS1. The curriculum overview includes information for EYFS.

NHCS Sex Education Curriculum (Non-statutory)

Our additional primary sex education will be at the end of Year 6 before transition to secondary school. These sessions will be led by school staff and other professionals e.g. school nursing team. The content of the additional sessions will be shared with parents in advance and will be tailored to the children in the class. Sessions will include:

- How a baby is conceived and born.

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 along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Planning & Resources

At Newton Hill Community School, RSHE is taught by class teachers (and visitors) through the PSHE, Science and SEALS planning at an age appropriate level. The whole school planning scheme highlights where each area is taught in each year group, per term, see appendix 1-3.

Ground rules will be developed during RSHE lessons based on respect. The only additional considerations specific to RSHE ground rules (as opposed to basic class rules) will be a need to prevent personal questions. Children will be taught how to ask appropriate questions and if required children will be given different opportunities to ask questions which can be then

answered at a different time. It is explained to children that if a teacher/member of staff suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, paired and group discussion, interviewing and presentations, are used in the teaching of RSHE. Children will also be given many opportunities to reflect on what they have learnt in RSHE lessons.

Materials used will be in accordance with the RSHE framework and the law. Any materials used will be in line with government guidance. The school will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. The school's E Safety policy also ensures that children are protected from these materials online.

Mixed and single gender groups.

Most of RSHE is delivered in mixed sex groups. However, during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. This was part of a previous consultation.

Special educational needs and disabilities (SEND)

RSHE is accessible to all children. As a school we will carefully plan and differentiate where needed the resources for children with SEND to ensure that the curriculum meets the needs of children at different developmental stages. School will consult with parents/carers where appropriate.

External Visitors

External staff are used to deliver some aspects of RSHE. Whenever an external visitor is going to deliver a lesson or activity that is related to RSHE, a planning session with the speaker and a member of the teaching staff takes place to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSHE policy. The visitor will also be supervised by a member of staff. Information about lesson content relating to sex education will be shared with parents/carers in advance.

Working with parents

Parents/carers are the key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings

As a school we welcome any discussions with parents regarding any questions and concerns.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components

of sex education within RSHE. Requests for withdrawal should be put in writing using the form at the end of this policy and addressed to the Headteacher (appendix 4). In primary schools the Headteacher will grant a request to withdraw a child from sex education other than as part of the science curriculum but may wish to have a discussion with the parents/carers to answer any questions. Alternative work will be given to children who are withdrawn from sex education. There may be exceptional circumstances where the school/Headteacher will consider a child's specific needs arising from their SEND when deciding about withdrawal from sessions. School will take advice from outside agencies and professionals as required.

Consultation Process

NHCS will consult with stakeholders (Governors, parents/carers and staff) regarding the updated guidance (COVID safe consultation) and the updated school policy.

Confidentiality & Safeguarding

Staff and visitors must follow the school's safeguarding policy in regards to confidentiality. Any concerns must be reported to the DSL through the school's CPOMS system.

Monitoring

The delivery of RSHE is monitored by the Headteacher/subject leader through learning walks, observations and pupil surveys. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems of marking working and feedback in discussions.

This policy will be reviewed by the Headteacher. At every review, the policy will be approved by Governing Body.

The Governing Body

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff will be responsible for delivering RSHE alongside visitors (e.g. Local Authority school nursing teams).

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Further Information:

The statutory guidance should be read in conjunction with:

- [Keeping Children Safe in Education](#) - statutory guidance
- [Respectful School Communities: Self Review and Signposting Tool](#) - a tool to support a whole school approach that promotes respect and discipline
- [Behaviour and Discipline in Schools](#) - advice for schools, including advice for appropriate behaviour between pupils
- [Equality Act 2010](#) and [Equality Act 2010: advice for schools](#)
- [SEND code of practice: 0 to 25 years](#) - statutory guidance
- [Alternative Provision](#) - statutory guidance
- [Mental Health and Behaviour in Schools](#) - advice for schools
- [Preventing and Tackling Bullying](#) - advice for schools, including advice on cyberbullying
- [Sexual violence and sexual harassment between children in schools](#) - advice for schools
- [The Equality and Human Rights Commission Advice and Guidance](#) - provides advice on avoiding discrimination in a variety of educational contexts
- [Promoting Fundamental British Values as part of SMSC in schools](#) - guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- [SMSC requirements for independent schools](#) - guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development
- [National Citizen Service](#) - guidance for school

Review Date

This policy will be reviewed in 2023/2024 or in line with statutory guidance updates. This policy will be reviewed by the headteacher, staff and governors. There will also be a consultation process with parents.

Appendix 1: NHCS RSHE Overview (PSHE Association)

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 4	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2 NHCS Science Curriculum

YEAR GROUP	TOPIC/THEME DETAILS
Year 1:	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Animals including humans)
Year 2:	Notice that animals, including humans, have offspring which grow into animals. (Animals including humans)
Year 3:	Identify that humans and some animals have skeletons and muscles for support, protection and movement. (Animals including humans)
Year 4:	Describe the simple functions of the basic parts of the digestive system in humans. (Animals including humans) Identify the different types of teeth in humans and their simple functions. (Animals including humans)
Year 5:	Describe the changes as humans develop from birth to old age. (Animals including humans) Describe the life process in some plants and animals (Living things)
Year 6:	Describe the ways in which nutrients and water are transported within animals, including humans. (Animals including humans) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Animals including humans) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Animals including humans) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Evolution and inheritance)
Year 6 Preparation for transition to secondary schools.	It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls 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. At NHCS both staff and visitors (e.g. School nursing team) deliver these sessions.

YEAR GROUP	TOPIC/THEME DETAILS
Non-statutory Sex Education	How a baby is conceived and born. Parents will be informed in advance of this session/s taking place.

Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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
Online relationships	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<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

TOPIC	PUPILS SHOULD KNOW
Mental well being	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

TOPIC	PUPILS SHOULD KNOW
Internet Safety and Harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health •
Healthy Eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) •

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and Prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing the facts and science relating to allergies, immunisation and vaccination
Basic First Aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle

Appendix 4: Parent form- withdrawal from non-statutory sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	