Burghfield Common Federation

Mrs Bland's Infant and Nursery School

and

Garland Junior School

Relationships, Sex and Health Education Policy

(RSHE)

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Statement of Values and Ethos

This policy covers our schools' approach to statutory Relationships Education. We understand the purpose of this education to be to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives, understanding and being respectful of beliefs and lifestyles different to their own, whilst recognising what constitutes respectful and positive relationships with others.

This is reflected through:
Our Vision: Discovering every child's sparkle and shining a light on their brilliance
Community, Curiosity, Creativity, Challenge
Every child can achieve within our schools and we encourage everybody to be the best they can be. Every individual has a different talent and our job is to encourage and recognise this.

Every child, parent and member of staff is an important part of the team at The Burghfield Common Federation. By recognising each individual's potential our partnership is strengthened. We have a culture of high expectations for all of the school community and we sustain this through an ethos of mutual trust and respect and by working with pupils and their families.

Our Core Values: Respect, Teamwork, Perseverance, Kindness
Our core values are our Federation's set of guiding principles and they act as a standard against which we compare our practice, behaviour and attitude. These four elements are the basis for all of our activity and effort at The Burghfield Common Federation.

We view the delivery of quality Relationships Education as a tool to safeguard children. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all children, including those with Special Educational Needs and Disabilities and those identified as living with a specific vulnerability or safeguarding concern.

Our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded through the curriculum rather than taught as a one-off event. If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead.
The key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Our curriculum promotes the teaching of spiritual, moral, social and cultural content.

In creating this policy we have consulted with staff, the governing body and parents as well as pupils. However the needs of pupils (as identified within the schools and following national guidance), takes precedence over any sensitivities of adults, in particular where there is a safeguarding element to any curriculum theme.

Following consultation with a cross-section of the school community (staff, parents and governors), we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.

We ensure our Relationships Education is inclusive and meets the needs of all pupils. This includes lesson content relating to gender equality and LGBT+ equality. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010.

Responsibility for the Policy

The lead teachers for this area of the curriculum have consulted all stakeholders and created the policy to reflect the curriculum content.

This Relationships Education and Health Education policy is aligned to the following Federation policies:

- Safeguarding policy
- Equality policy
- E-Safety Policy
- Positive Behaviour Policy

The curriculum content is taught by class teachers, supported by teaching assistants and senior leaders as necessary. Lessons are timetabled weekly as part of our wider Personal, Social and Health Education curriculum and an overview scheme of work is contained in this policy.

Teaching staff will receive regular training and updates on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils. This training will take place before the lessons commence and will be reviewed regularly.

Legal Framework and national guidance

Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 makes it a requirement for all primary schools to teach Relationships Education from September 2020.

This guidance does not form a National Curriculum but instead gives school guidance on age-appropriate compulsory subject content whilst giving schools "flexibility to shape their curriculum according to the needs of their pupils and communities". In primary schools this is defined as "the key building blocks of healthy, respectful relationships, focussing on family and friendships, both on and offline".

The guidance should be read in conjunction with:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Supplementary Guidance SRE for the 21st Century 2014
- Children and Social Work Act 2017
- Keeping Children Safe In Education 2018-Current

Implementation - How it will be taught

Ground rules will be agreed by pupils and teachers prior to commencement of the lessons. No personal information will be shared and distancing techniques such as using fictional case studies and the third person will be used.

Pupils will be taught that parents are a vital source of support and learning in the topic of Relationships Education.

Our Relationships Education lessons will be taught using a range of resources and teaching methods. Children are taught not only factual knowledge about the curriculum area but also to reflect on, and develop, their skills and attitudes to the subject matter. This may include challenging stereotypes and learning to resist peer pressure for example.

Pupils will have the opportunity to ask any **questions** both during the lesson and via the use of a question box at the end of lessons (pupils will be required to put their initials on any question in the box as a safeguarding measure). Staff will feed back any potential safeguarding concerns to the Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.

If children have questions which are outside of the typical content for their age and stage of development, teachers will use their professional judgement to determine how the question will be answered. This may

be in the whole class setting, or in a private conversation with the student involved. The topic may be deemed to be outside of the appropriate content for that student's age and development in which case the question will not be answered and the student will receive feedback as to why. Staff have received training on the teaching and appropriate content of Relationships Education and their judgements will be based on this professional knowledge.

We will ensure that the curriculum content is matched to the needs of our pupils through pupil voice, participation in curriculum design and through regular monitoring of lessons and resources used.
Assessment of lesson delivery and outcomes will take place by the subject lead and pupil outcomes will be monitored regularly by class teachers. We will use the system of children achieving expected progress, showing emerging progress in the area or exceeding expectations in the area (emerging, expected, exceeding).
Resources will be adapted for children with **SEND** as necessary, following liaison between classroom teachers and staff with responsibility for SEND provision in school, as well as We believe the children with SEND have an entitlement to age and stage appropriate Relationships Education and so children will not be routinely removed from lessons for individual support away from their peers; they will be supported with a more personalised approach to lesson objectives and outcomes. Where it is known that a situation in a child's personal life may affect their engagement with a particular topic within Relationships Education (for example some specific safeguarding issues), staff will work with children in advance to prepare them for the topic area and give the child ownership of how much, if any, of the lesson content they wish to access with their peers.

In addition to dedicated lesson times, **assemblies** may make reference to themes in Relationships Education. This is in line with established good practice in PSHE (Personal, Social, Health, Economic education) - using a spiral curriculum and developing on themes previously encountered.

External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of federation teaching staff. This will ensure that content and delivery styles reflect our federation approach.

Parents will be informed about the policy and lesson content both through material publicly available on our website and via invitation to content sessions developed for parents which will occur annually. Parents will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they have.

Parents have the right to **withdraw** their child from any Sex Education content taught in primary school which falls **outside** of the National Curriculum Science requirements and outside of the Relationships Education guidance. Any requests to withdraw should be made to the Executive Headteacher.

At The Burghfield Common Federation we do not teach any Sex Education content that falls outside of the National Curriculum or Relationships Education guidance for Primary age children.

Curriculum Content Overview
See Appendices 1 and 2

Review Procedures
This policy will be reviewed, in the first instance, in 1 year by the lead teachers and responsible governor. It will be reviewed bi-annually from then on.
The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community.
The review will be led by the lead teachers and responsible governor.
In addition, throughout the review period monitoring of lesson delivery and student outcomes will be regularly carried out by the leads for PSHE. In each review period provision will be audited to evaluate provision and coverage and feedback from staff, pupils and parents will be taken into account to evaluate coverage. The statutory guidance makes provision that parents will be consulted before the final year of primary school about the detailed content of what will be taught in terms of the non-statutory sex education element.

Appendix 1
Relationships Education

By the end of Primary School:

Families and people who care for me	**Pupils should know** • 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	**Pupils should know** • 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.
Respectful relationships	**Pupils should know** • 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. • 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	**Pupils should know** • 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. Being safe Pupils should know • 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.

Appendix 2
Health Education - Physical Health and Mental Wellbeing

By the end of Primary School:

Physical Health and Mental Wellbeing	**Pupils should know** • 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.
Internet safety and harms	**Pupils should know** • 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	**Pupils should know** • 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	**Pupils should know** • 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).
Drugs, alcohol and tobacco	**Pupils should know** • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	**Pupils should know** • 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	**Pupils should know:** • 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	**Pupils should know:** • 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