



Document Adopted By Governing Body	
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RSHE and PSHE Policy

Relationships, Sex and Health Education (RSHE) and
Personal, Social, Health and Economic (PSHE) Policy

2021

[Ecclesall Primary School](#)

1. Rationale and ethos

This policy covers Ecclesall's approach to relationships and sex education (RSE), as well as health education. These subjects meet statutory obligations as outlined in revised Department for Education statutory guidance (2019). The guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). This was delayed until the Summer of 2021 because of successive coronavirus lockdown measures.

Although schools are not required to provide sex education, Ecclesall will continue to provide this to pupils in Year 5 and Year 6, as it has done in the past. There is no change in the way that we deliver sex education and it remains optional for parents (Detail on opting out of sex education is available further down in this document). RSHE is not about the promotion of any particular sexual orientation, identity, belief system or activity.

Additional requirements on schools in law that have informed this policy and our approach include the Equality Act ([Equality Act 2010: advice for schools](#)) and [Keeping Children Safe In Education \(2020\)](#)

Definitions

RSHE - Relationships, Sex and Health education. Delivered as per the statutory guidance created by the government (all elements compulsory except education around sexual reproduction, which is entirely optional in primary school). The guidance around relationships education and health education are separate, but we have amalgamated them to make it easier to implement the new changes faster.

PSHE - Personal, Social, Health and Economic education. Lessons delivered using learning objectives from the PSHE association. PSHE and RSHE objectives overlap and will often be achieved simultaneously.

Citizenship - A non-statutory element of the national curriculum. Ecclesall teaches many of the non-statutory citizenship objectives alongside PSHE and RSHE. This is also the umbrella term that we use to describe all of the lessons that cover PSHE, RSHE and citizenship. Citizenship is also the umbrella that we use to describe all of these subjects to the children at Ecclesall. **In this document, the word citizenship will be used to refer to all of the above subjects.**

Relationships, sex and health education is the foundation for a safe, happy, healthy and kind society. Starting with their own families, we want children to feel secure, joyful and compassionate as they grow and move towards adulthood, both online and offline. We want children to be considerate and respectful to themselves and those around them, including those who are different. With parental permission, we want to educate children with age-appropriate information about the basics of sexual reproduction, so they can make informed choices (when they are old and mature enough to do so) and understand the world in which they live.

It covers the following themes:

- Healthy relationships in terms of family, friends and the wider world

- Emotional wellbeing
- Physical health
- Understand the diverse nature of people in their communities
- How our bodies grow and change as we get older

Our Ethos

Ecclesall Primary School's motto of Happy Children, Happy School, Learning Together, Growing Together and this ethos permeates through all areas of learning:

We believe relationships and sex education plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Ultimately, this education will help our young people to be happy, healthy and safe, now and in the future.

The Equality Act 2010

We ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for:

- faith perspectives in the context of balanced debate,
- cultural diversity,
- disability,
- varied family structures and home backgrounds,
- gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Healthy relationships

All pupils are supported to understand the features of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults. An important part of this process is creating time for pupils to come together to reflect on their learning and to be supported to discuss issues that are important to them.

2. Teaching and Learning

i) Delivery, monitoring and evaluation

Delivery

Although Ecclesall has taught PSHE, RSHE (previously referred to as SRE - sex and relationships education) and citizenship for many years, we are updating and improving our practice for several reasons:

1. The values, beliefs and conversation topics of society as a whole have changed and we need a curriculum that reflects that.
2. The statutory guidance from the department for education has changed and we have a responsibility to implement that guidance.
3. We are creating a new curriculum (to be launched in 2021) and therefore we are reviewing the way we deliver all subjects across the wider curriculum.

We will be adapting the Sheffield Primary RSHE and PSHE Curriculum, as well as using existing resources that we feel are already of a high standard. All staff have received training directly from Learn Sheffield who developed the Sheffield resources.

We aim to provide high quality stimuli, such as videos, books, pictures or scenarios. These will then lead on to class discussions, or questions for the teaching staff. Teachers will make it clear whether they are informing children or asking them to share their opinions. Where possible, citizenship lessons will be an opportunity for children to practise how to express their opinion and be honest, whilst also considering that other people in the room may not share their views. Other than in exceptional circumstances, we expect class teachers to deliver these materials themselves and to revisit topics that need more explanation at a later date.

Monitoring and evaluation

The school's citizenship curriculum will be co-created and monitored by the Senior Leadership Team in coordination with the RSHE curriculum leaders. It will be monitored by:

- SLT having an overview of all aspects of the curriculum through regular meetings, both formal and informal, with Curriculum leaders and class teachers
- RHSE leaders looking through planning, talking to curriculum leaders and looking at pupil books regularly
- The governing body will be given this policy and encouraged to review any lessons that they think might be sensitive, powerful or important.

ii) Inclusivity

Our school promotes inclusion of all people, especially those with the protected characteristics defined by the Equality Act 2010.

Students with SEND

Lessons are taught with special educational needs and disabilities in mind. Techniques such as using highly visual resources, group work, repetition and differentiated learning objectives are all part of our basic daily good practice. Teachers will adapt their lessons to bear in mind the specific needs of all pupils. This might include pre-teaching, extra support from staff or peer mentoring.

Single gender groups

Single gender groupings have been commonly used as a method for delivering some topics of RSHE other than SRE in Years 5 and 6. The statutory guidance highlights the Equality Act allows schools to take proportionate positive action to deal with particular disadvantages affecting one group because of a protected characteristic. At Ecclesall, we generally avoid splitting groups by protected characteristics, but will do so if specific circumstances make it the best option. Regardless of characteristics, all children will be given the same information, particularly around puberty and menstruation.

LGBT+

A key point is that this content is to be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. This can be with a range of resources that are reflective of diversity and through opportunities for cross-curricular learning. At Ecclesall, we believe it is important to include every person in our school community. Therefore, we encourage staff to include LGBT+ people in their teaching when relevant. For example, teachers in Foundation Stage might include pictures of same-sex parents when discussing the family unit. A teacher in KS1 might read a story that features gender non-conforming characters. In KS2, children might learn about the discrimination that LGBT+ people face because of homophobia and transphobia, this would be approached in the same way as when teaching about race or faith.

Faith perspectives

Ecclesall teaches about a variety of faith perspectives. The religious background of all pupils is taken into account when planning teaching, so that any issues that arise are appropriately handled. Staff will attempt to remain neutral in discussion of faith. They will be encouraged to recognise their own starting point and biases and ensure that these do not impact their teaching. Children are welcome to voice any opinion that they have and this will be treated with respect and compassion.

iii) Safe learning environment and safeguarding

Because we will frequently be discussing issues which are emotionally powerful or sensitive, it is important to establish ground rules before lessons begin. We encourage students to speak their mind but to also carefully consider their choice of words – and the impact these words can have – before speaking. Teachers will make it clear that freedom of speech does not allow you to use offensive or hateful language, and it does not contradict the equality act.

If children make disclosures, the standard safeguarding procedure will be followed. As laid out on the safeguarding policy. Some children may be particularly vulnerable and these vulnerabilities may be highlighted by discussion during citizenship lessons.

Conflict

Primary schools are well placed to support children to effectively manage conflict. Sometimes children's beliefs and values may not align with those of other people. An important role of our staff and the lessons they deliver is to teach children how to manage conflict and to disagree with other people with respect. When issues are sensitive or emotionally powerful, we remind all people to consider these two foundational principles:

- Members of our community have a right to their own opinion, but not the right to control the beliefs of others
- We consider all protected characteristics to be equally important and do not prioritise any particular aspect of the equality act 2010

Creating a safe learning environment

· Teachers will set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting.

· Teachers and pupils will agree on ground rules by discussion. These will be explained and be visible in the classroom. Teachers will refer back to these rules during discussions as appropriate.

· Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.

· Teachers will answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.

· Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.

· Teachers will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a verbal question is too personal, staff will remind the pupils of the ground rules.

· If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.

· Staff will not provide more information than is appropriate to the age of the pupil.

· If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the citizenship leader or a DSL/Deputy DSL. Questions may be discussed with parents / carers if that is considered to be appropriate.

· Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.

· All staff teaching RSE will be supported by the DSL or Deputy DSL for safeguarding and child protection if they have any concerns and the PSHE/RSE lead.

iv) Assessment and review of learning

Assessment plays a key role in effective RSE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Teachers will keep a note of pupils who have missed significant parts of RSE teaching and learning due to absence. Pupils' development in citizenship focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through verbal assessment and by the work in each child's book. Pupils' learning in these subjects will not be formally assessed through the provision of grades or through exams or tests.

Pupils will be encouraged to reflect and self-assess their own learning and progress. The following are examples of questions that may be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

- What do I know already?

- What new information have I learnt?

- What do I now think and believe?

- How did I feel about what I found out?

- Did I learn anything I did not expect to?

- How will it change my behaviour in the future?

- What do I now need to learn?

3. Roles and Responsibilities

Named member of staff/coordinator for RSHE, PSHE and Citizenship – Sallyann Raynor and Orlaith Firth

Staff responsible for managing safeguarding and child protection – Emma Hardy

Named governor(s) responsible for RSHE, PSHE and Citizenship – Kevin Corke

Governing Body

Overseeing the provision around Citizenship is the responsibility of the governing body, who will provide appropriate challenges and agree on the content of this policy. The governing body should liaise with senior leaders to access appropriate training to fulfil the role.

Senior Leaders/Lead members of staff

The lead members of staff will:

- develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure appropriate training is offered to members of the governing body.
- Ensure that all staff are given regular and ongoing training on issues relating to Citizenship and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to Citizenship.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of Citizenship to pupils.
- Ensure that Citizenship is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding Citizenship to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carer involvement in the development of the Citizenship curriculum. · Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for Citizenship, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.
- Ensure that provision of Citizenship at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.
- The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of Citizenship (see section 5).

- Ensure that any external sources/visitors are credible, evidence based and enhance learning.

All Staff

Teaching and support staff will:

- Ensure that they are up to date with this citizenship policy and curriculum requirements regarding relationships and sex education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's citizenship provision
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.
- Deliver RSE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced citizenship in school.
- Model positive attitudes to citizenship.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in citizenship.
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of citizenship.

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

Pupils

Pupils are expected to engage fully in citizenship and, when discussing issues related to citizenship, treat others with respect and sensitivity. Pupils will be given the opportunity to share their views on citizenship, the findings

from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.

4. Working together with parents/carers

Ecclesall recognises the primary role parents and carers have in the citizenship of their children. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and cooperation.

To support this, parents/carers;

- should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the school's policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the citizenship education of their child.
- Will receive information about citizenship so they can support their child's learning at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Right to withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education, delivered as part of statutory RSE (other than understanding the basics of sexual reproduction in plants and animals in the National Curriculum as part of science) but **not** from relationships or health education.

A letter, outlining the curriculum content will be sent out to parents/carers in advance of the SRE curriculum being taught in Y5 & Y6. If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the headteacher. The headteacher will meet them to discuss the request, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from sex education.

Please note: the DfE is clear that SEND should not generally be a consideration for withdrawal. As outlined in above, learning will be tailored to be inclusive of the needs of all pupils.

5. Policy sharing, monitoring and review

- This policy will form part of the induction of all staff members and annual staff training.

- The Policy is shared on our website.
- Parents and staff are invited to comment on the policy.
- This Policy is reviewed every 3 years