Sarum Hall School

RELATIONSHIPS, SEX and HEALTH EDUCATION (RSHE) POLICY

Date: October 2021
Review: Date: October 2022

INTRODUCTION

Relationships, Sex and Health Education (RSHE) is learning about ourselves, emotions, relationships, sex and health.

Effective RSHE can make a significant contribution to the development of the personal skills needed to establish and maintain healthy relationships. It also enables children and young people to make responsible and informed decisions about their safety, health and well-being.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. The teaching of Health Education in independent schools remains non-statutory, however, many topics are included within our PSHEE provision.

The RSHE curriculum is an essential vehicle in supporting the school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life.

SCHOOL SYLLABUS

The aims of Relationships, Sex and Health education (RSHE) at Sarum Hall 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

Relationships, Sex and Health Education (RSHE) is delivered by the Health and Wellbeing Coordinator for Year 6 girls and the form tutors for all the other year groups.

'Laying the Foundations' is a developmental programme which defines RSHE within a PSHEE framework and whole school approach. The programme involves teaching eleven different themes at an age appropriate level throughout KS1. These themes are then revisited and extended in KS2.

In our comprehensive PSHEE scheme 'Jigsaw', the core content of RSHE is delivered through the 'Changing Me' puzzle pieces. Foundation work is also done to; build self-esteem, enhance the sense of self with regard to body image, develop caring and healthy relationships and keep safe, valued and respected.

It is vital that children discuss a range of contexts to understand the features of relationships that are likely to lead to happiness and security. This should include age-appropriate teaching about different types of relationships in the context of the law such as different family models. The curriculum is 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).

Specific RSHE learning intentions for each year group are outlined below. The programme of study may be adapted according to the needs and values of individual year groups.

EYFS

Year	Theme	Lesson plans
N	Consent / Safeguarding	JIGSAW Celebrating Difference (Standing up for yourself)
R	Consent / Safeguarding	JIGSAW – Healthy Me (Stranger Danger), Relationships (Falling out and bullying), Changing me (Respecting my body)

Key Stage 1

Year	Theme	Lesson plans
1	Growing and changing Similarities and differences Feelings Keeping safe Keeping yourself clean and healthy Consent / Safeguarding	Laying the Foundations P50-52 Laying the Foundations P53-54 Laying the Foundations P55-57 Laying the Foundations P58-60 Laying the Foundations P60-62 JIGSAW Celebrating Difference (What is bullying?) Relationships (People who help us) Changing me (Boys' and girls' bodies)
2	Someone to talk to Friends Families of all kinds Choices and consequences Gender stereotypes Consent / Safeguarding	Laying the Foundations P63-64 Laying the Foundations P65-66 Laying the Foundations P67-68 Laying the Foundations P69-70 Laying the Foundations P71-73 JIGSAW Being Me in my world (Rights and responsibilities)

		Celebrating difference (Why does bullying happen, Standing up for myself and others) Relationships (Keeping safe - exploring physical contact, secrets, trust and appreciation)

Key Stage 2

Year	Theme	Lesson plans
3	Similarities and differences Feelings Keeping safe Keeping yourself clean and healthy **(not to include HIV)** Consent / Safeguarding	Laying the Foundations P86-88 Laying the Foundations P89-90 Laying the Foundations P91-92 Laying the Foundations P93-95 JIGSAW Relationships (Family conflict, witness and feelings, witness and solutions) Healthy Me (Being safe, Safe & Unsafe) Relationships (keeping myself safe online)
4	Someone to talk to Friends Families of all kinds (to include same sex marriage) Consent / Safeguarding	Laying the Foundations P97-99 Laying the Foundations P100-101 Laying the Foundations P102-104 Jigsaw- 'Changing Me' Puzzle pieces for Y4 and Y5 (Having a baby) JIGSAW Changing Me (Outside Body Changes) Celebrating Difference (Understanding Bullying) Healthy Me (Healthy Relationships, celebrating my inner strengths and assertiveness)
5	Growing and changing: puberty Menstruation Male and female body parts Consent / Safeguarding	Jigsaw- 'Changing Me' Puzzle pieces for Y4 and Y5 (contraception) JIGSAW Changing Me (Puberty for girls and boys) Celebrating Difference (Racism, rumours and name calling, Types of Bullying) Relationships (Online safety lessons)
6	Self-image Puberty Babies- conception to birth Choices and consequences Gender and sexuality (to include media and image stereotyping) Sexting Consent / Safeguarding	Jigsaw- 'Changing Me' Puzzle pieces for Y5 and Y6 (Puberty, contraception and birth) JIGSAW

		Celebrating difference (Am I Normal? Power struggles, Why Bully?) Relationships (My Mental Health, Power and control, being online: real or fake? Safe or unsafe? Using technology responsibly)

The areas that should have been covered by the end of primary education are detailed in Annex B below.

RSHE is embedded in other curriculum areas including Computing. Online safety and appropriate behaviour in a way are addressed. The curriculum also includes content on how information and data is shared and used online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

A question box is provided for girls to write and post individual questions in. These will be answered as appropriate, either as a whole class or individually.

RSHE Y6 topics:

Girl Talk

- The emotional and physical changes that take place as girls go through puberty
- To address the concerns and worries of young women

Boy Talk

- The emotional and physical changes that take place as boys go through puberty
- To address the concerns and worries of young men
- To make girls more aware of the changes that occur as boys become young men

Let's Talk About Sex

- To consider how sex is presented in the media
- To educate and reassure pupils about their changing emotions, and the process of human reproduction

PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN

Parents have the right to withdraw their daughter from all, or part of the sex education of the RSHE curriculum. However, parents do not have the right to withdraw their children for those parts about Relationships Education which are statutory nor from the components of sex education that are part of the science curriculum.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of Sex Education are invited to let the headmistress know in writing. A draft copy of the letter issued to parents is included at Annex A below.

DRUG AND ALCOHOL EDUCATION

Drug and Alcohol Education (DAE) is taught through the 'Healthy Me' puzzle of learning in our comprehensive Jigsaw PSHEE scheme of work. Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow

up. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Specific DAE learning intentions for each year group can be found here:
Documents\Curriculum\Subjects\RSHE and PSHEE\JIGSAW
The programme of study may be adapted to ensure that pupils receive provision at the appropriate time.

PUPILS WITH SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHEE education programme as all the other pupils. Careful consideration is given concerning the level of differentiation needed and teachers and/or teaching and learning assistants work with individual pupils as required.

MONITORING

The delivery of RSHE is monitored by the PSHEE Coordinator and Academic Director who conduct lesson observations and planning scrutinies, and ask for feedback from staff and children. Pupil development and contribution is monitored by class teachers as part of our internal assessment systems.

RESOURCES

Martinez, A and Cooper, V. (2006). *Laying the Foundations, Sex and relationships education in primary schools*. London: National Children's Bureau.
Channel 4 DVD 'Living and Growing'
JIGSAW- The Mindful Approach to PSHEE

Linked guidance, policies and procedures:

Keeping Children Safe in Education (KCSIE) statutory guidance

Working_together_to_safeguard_children.pdf

Statutory guidance – Relationships education, relationships and sex education (RSE) and health education.

Relevant school policies:

Keeping Children Safe in Education, Child protection Policy, Code of Conduct and Computing Policy,

Annex A

SARUM HALL SCHOOL

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Headmistress: Miss Victoria Savage BMus (Hons), PGDip (RAM), PGCE

Dear Parents,

As many of you are aware, the Relationships and Sex module of the Year 6 PSHEE course usually runs in the second half of the summer term. We feel it is necessary that the girls still receive this important part of their education, therefore I am writing to give you more information about the module.

Relationships, sex and Health education (RSHE) is learning about sex, emotions, relationships, sexual health and ourselves. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

This is a sensitive subject area that is treated as such. The biological content of RSHE is taught as part of the statutory National Science Curriculum. We are building on this by providing the RSHE that is recommended as best practice.

These PSHEE/RSHE lessons will cover puberty for males and females, menstruation, human reproduction, body image and relationships. The discussion is divided into 3 categories:

Girl Talk

- The emotional and physical changes that take place as girls go through puberty
- To address the concerns and worries of young women

Boy Talk

- The emotional and physical changes that take place as boys go through puberty
- To address the concerns and worries of young men
- To make girls more aware of the changes that occur as boys become young men

Let's Talk About Sex

- To consider how sex is presented in the media
- To educate and reassure pupils about their changing emotions, and the process of human reproduction

Girls will be asked for their evaluation and feedback after discussions. A question box is provided for the girls to write and post individual questions in. These will be answered as appropriate, either as a whole class or individually.
Parents have the right to withdraw their daughter from all, or part of the sex or health education of the RSHE curriculum but not for those parts about Relationships Education which are statutory.
Those parents wishing to exercise the right to withdraw their child from part or all of Sex Education are invited to let the Headmistress know in writing.

Yours sincerely,

Cara O'Connell
Health & Wellbeing Coordinator

Annex B

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

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.

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
- 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, for example family, school or other sources