

# Banks Road Primary School



## Relationships, Sex and Health Education (RSHE) Policy

Provenance / Author	Person (s) Responsible	Version	Reviewers and Date	Effective Date	Recommended Review Date	Distribution
James Savage	Headteacher	V5	Governors	July 2022	July 2023	All Staff
James Savage	Headteacher	V6	Governors	May 2023	May 2024	All Staff
James Savage	Headteacher	V7	Governors	Sept 2024	Sept 2025	All Staff

## **School consultation taken place concerning the implementation of the 2020 guidance in RSHE**

	Parents/Carers	Teaching Staff	School Governors
Date:		28.06.21	06.07.21
Action:	Parent/Carer focus group asked to read and approve draft RSHE policy.	Teachers asked to read, and approve draft RSHE policy.	Governors asked to read and approve draft RSHE policy.

### **Policy Statement - Aims and Objectives of RSHE**

It is the intention of Banks Road Primary School to teach high quality, age appropriate, pupil sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities at our school. It is expected that RSHE in Banks Road Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

### **Statutory Content: RHE**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Banks Road Primary School we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents and carers to present our RSHE curriculum, as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

### **National Curriculum Science**

At Key Stages 1 and 2, the National Curriculum for Science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

**There is no right for a parent/carer to withdraw their child from National Curriculum Science.**

### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

**There is no right for a parent/carer to withdraw their child from Health Education.**

### **Relationships Education**

The focus in Banks Road Primary School is on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

**There is no right for a parent/carer to withdraw their child from Relationships Education.**

### **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RHE and any disclosures or issues arising as part of RHE, will be dealt with in line with our safeguarding policy.

### **Non Statutory Sex Education**

Following consultation at Banks Road Primary School with the senior leadership team, teaching staff and a parent/carer focus group, it has been decided, not to teach Sex Education beyond the content taught within the Science Curriculum, which teaches about sexual reproduction in mammals.

This decision will be reviewed at regular intervals to meet the changing and specific needs of our pupils.

Teaching resources and lesson content will be shared with parents and carers at, 'Meet the Teacher' meetings at the start of the academic year.

### **Equality**

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep a safe, inclusive and caring place for all, upholding the core values and ethos of our school.

### **Monitoring evaluation and assessment.**

To ensure that the teaching and learning in RHE in our school is of the highest standard, it will be monitored by our RHE Curriculum Leader, James Savage

### **Planning and Differentiation**

Teachers follow the PSHE programme of study in teaching RHE, where the themes of 'Relationships' and 'Health' and 'Wellbeing' are covered. The lesson plans are adapted and differentiated to be age appropriate and suit the needs of each individual class.

### **Recording**

As in all curriculum areas, records of children's work will be demonstrated through a variety of means including written, artistic, photographic, audio, ICT, role-play, presentations and displays.

### **Assessment**

We use assessments to inform and develop our teaching:

- We use AfL strategies such as questioning, paired talk, group work, peer and self-assessment, baseline assessments and mini plenaries to support assessment and enhance the learning experience.
- Teacher feedback on children's work focuses on what is good in the piece of work and how it could be further improved. This is done through our marking as identified in our Marking Policy.
- Moderation of books and planning is carried out by the Subject Leader and is used to ensure that teachers' assessments are accurate and precise.
- A Google Sheet online is used to track progress and attainment for all pupils
- Learning will be evidenced by work in children's book

### **Reporting to Parents/Carers**

At the beginning of each academic year, parents and carers meet with their child's class teacher at 'Meet The Teacher' meetings. At this meeting, the RHE curriculum content is shared with parents and carers.

Parents and carers are informed of the progress their child has made in the annual report to parents. During two Parents Evenings throughout the year, parents have the opportunity to look at their child's book and discuss any concerns or achievements with the class teacher.

### **Resources**

At Banks Road Primary School, we use the following educational resources to teach RHE;

- Jigsaw PSHE for EYFS, KS1 and KS2
- No Outsiders for EYFS, KS1 and KS2
- NSPCC 'Speak out Stay safe' assemblies and follow-up lessons for KS2
- NSPCC PANTS (The Underwear Rule) resources for EYFS, KS1 and KS2
- Barnardos Real Love Rocks Health Relationships and Exploitation resources for Year 6

- The Proud Trust's 'Happily Ever After' resources for KS2

These resources will be reviewed and updated regularly. It is the role of the RHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RHE.