



Southdale

C of E Junior school

Shining like stars in the universe

**Southdale
C of E
Junior School**

**Personal, Social, Health and
Economic Education (PSHE)
including Relationship, Sex and
Health Education (RSHE) policy**



RSHE policy

Version: 1.0

Date Issued: November 2022

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1. Rationale and ethos

'At Southdale our school's overarching aims for our pupils is for us to prepare pupils for the opportunities, responsibilities and experiences of adult life and promote children's spiritual, moral, social, cultural, mental and physical development both at school and in society. In order to embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives, and these subjects can support children to develop resilience, to know how and when to ask for help, and to know where to access support.'

Life is a whole series of connections which we make. The decisions we make impact our connections by strengthening them or weakening them. Connections is our umbrella term which covers a broad category of important life skills and attributes, rather than just single one-off items which hold little value and don't link with everyday life. Through connections, we cover: RSHE, PSHE, mental health and well-being as well as British values. Connections is threaded through not just our school curriculum, but also through our school culture.

'Connections' helps children and young people to understand their own and others' emotions, develop healthy coping strategies and seek appropriate support. Furthermore, talking openly about mental health issues is an effective means of breaking down any associated stigma.

Connections equips pupils to adopt healthy behaviours and strategies, and to seek trustworthy support when they or their friends need it. Protective learning – including good communication, problem-solving, healthy coping skills, resilience and recognising emotions – can reduce the risk of pupils turning to unhealthy coping mechanisms. These factors lay the foundations for more specific learning later on.

As well as following statutory requirements, Southdale's Connections also cover wider topics such as 'Community and Responsibility' and 'Economic well-being and positive career choices'.

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The intended outcomes of our programme are to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

2. Roles and responsibilities

The RSE subject lead, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver RSE and wellbeing confidently. The RSE lead will be supported by the Head teacher. Teaching staff will receive RSE training at regular intervals to support them with understanding the importance of teaching RSE to pupils, curriculum knowledge and updates.

3. Legislation (statutory regulations and guidance)

We are required to teach relationships education/RSE as part of the statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science.

Health Education is also statutory in all schools.

Our PSHE curriculum, including statutory Relationships and Health education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental fitness and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

At Southdale, we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

The RSE policy supports/complements the following policies:

- Safeguarding/Child Protection policy (inc. responding to disclosures)
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)

- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory
- safeguarding guidance (2016)
- Children and Social Work Act (2017)

4. Curriculum design

Our RSE programme is an integral part of our whole school PSHE and Southdale character curriculum that we offer. We will ensure every child is guaranteed an education that covers mental fitness and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. Our RSE programme is inclusive of all children regardless of their level of need, gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. Our RSE programme will be planned and delivered through regular curriculum time like any other subject. Assemblies at Southdale will enhance a timetabled programme of regular, planned lessons. All of which are carefully sequenced to ensure children revisit and build on prior learning. RSE is matched to the needs of our pupils as we ensure we know our school community well and therefore address the current needs of our pupils. The curriculum will be appropriate for the age and stage (including emotional maturity) of our children. Southdale uses a thematic, book based approach based on the PSHE association guidance.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including ensuring children debate probing questions, have the opportunity to consider and respect the views of others and link their learning to their everyday lives. Careful thought will be given to the needs of more vulnerable pupils and pupils with Special Educational Needs and Disabilities (SEND) ensuring that they can access the content in particular, with a focus on friendships and healthy relationships and how this can impact on emotional wellbeing. In addition, this focus on healthy relationships will be taught explicitly and referred to at appropriate points throughout as pupils with any additional needs and vulnerabilities can be more susceptible to abusive relationships. The whole school is invested in the quality of relationships, sex and health education for all pupils, including pupils with SEND, as part of pupils' personal development and preparation for independent living. Life skills covered in these lessons can be particularly useful for pupils with SEND. When the needs of pupils in the classroom suggest it, teachers will consider supplementing their approach with alternatives to classroom teaching, such as digital approaches, one-to-one discussions, small-

group sessions, or targeted sessions for some pupils. This can help to teach key vocabulary or concepts that pupils may not understand, consolidate learning, and ensure content has been understood. It also gives an opportunity for personalised teaching to meet specific needs.

High quality resources will support our RSE provision and will be regularly reviewed to ensure they are current and meet the needs of our school community. Selected resources, support and promote understanding within a moral/values context and underpin Southdale's core values. Pupils will be encouraged to reflect on their own learning and progress by linking this with everyday decisions they or their peers make.

5. Safe and Effective practice

At Southdale, we will guarantee a safe learning environment by ensuring children feel comfortable to speak openly to trusted adults. Children will understand that they can speak in front of their peers knowing that their views and beliefs will be respected. A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. In order to provide this, teachers and pupils will decide ground rules by agreeing to follow the school rules consisting of; we all have the right to learn, feel safe and the right to be treated with respect. Ground rules also help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils.

Teaching some of the topics in the curriculum can be challenging as almost any topic has the potential to be sensitive. In these instances, distancing techniques are used as they 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. Pupils who struggle with written work often come into their own when given the chance to take on roles or to respond to scenarios. This also ensures teachers are less anxious about the possibility of upsetting pupils, it is less likely that unexpected disclosures or inappropriate comments will occur. At Southdale, we acknowledge the importance of encouraging pupils to ask questions, but at times more sensitive issues may need to be discussed. In these instances, pupils will be able to raise questions anonymously by using the classroom, 'On my mind' jars. This approach allows teacher's to have time to reflect upon and respond appropriately to any

questions raised. All staff teaching RSE will be supported by the RSE lead and the Senior Leadership Team.

6. Safeguarding

At Southdale, safeguarding is of paramount importance and underpins everything we do. All teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this occurs, all staff are fully aware of safeguarding policy and procedure. In the event of an immediate safeguarding concern, teachers will consult with a member of the designated safeguarding team. Southdale also ensure any concerns about children are shared with key staff via CPOMS (Child Protection Online Monitoring and Safeguarding system). Children are also very familiar with the 'Safety Team' and know that they can approach them with any concerns at any time. The 'Safety Team' are the school's designated safeguarding leads.



The graphic features a red header with white stars and the text "SAFEGUARDING TEAM" in white. Below this, on a light pink background, are three circular portraits of women, each with their name and role listed to the right.

Portrait	Name	Role
	Mrs K Partington	Designated Safeguarding Lead
	Mrs R Mohebi	Deputy Designated Safeguarding Lead
	Mrs L Helliwell	Deputy Designated Safeguarding Lead

Any visitors/external agencies which support the delivery of RSE will be required to sign to say that they understand the school's safeguarding procedures at the point of signing into the building.

7. Engaging stakeholders

This policy has been made accessible to parents, teachers, other school staff and governors through the school internal systems and the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. We are committed to working with parents and carers by ensuring that they are fully aware of what is being taught and provide additional resources and support through updates on the school website. As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be provided in an online presentation which can be viewed at any time to suit the busy lives of our community. Parents will be welcome at any time to discuss the curriculum in more with a member of the Senior Leadership Team as part of the school's open door policy. School will also publish FAQs on PSHE education, including RSE, on the school website.

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). The statutory requirements of RSE do not extend to sex education at KS2 (beyond the biological/reproductive aspects schools are already required to cover in science). Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we would always encourage a conversation with the head teacher before this action were to be taken. The head teacher would discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. If a parent/carer requests that their child be removed from relationships and sex education, we would respect their decision and provide an alternative to the specific lesson.

Governors will be informed of the RSE policy and curriculum through regular governing body meetings. Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils through regular lesson observations and conversations with pupils as well as an annual RSE pupil survey.

8. Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSE through regular discussions with their year group teams as well as with the RSE lead. Pupils will have opportunities to review and reflect on their learning during lessons and feed back to teachers. Pupil voice will be influential in adapting and amending planned learning activities to ensure children are fully engaged in their learning experiences.

9. RSE policy review date

As part of effective RSE provision, the RSE policy will be reviewed at least every 18 months / 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Review date: November 2024

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)