



RHE and PSHE Policy

September 2021

Reviewed January 2023

Rationale and Ethos.

This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors.

At Lyng Primary School, Relationship and Health Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE), aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, reflecting local needs, is also designed to build students understanding of how to keep themselves safe both now and in the future. The curriculum encourages students to develop their own ideas, opinions and beliefs whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.

The biological aspects of RSE are taught within the Science curriculum, where there is no parental right to withdraw. Other elements of the curriculum are addressed through assemblies.

We believe Relationship and Health Education (RHE) is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, providing them with the skills and knowledge to prepare them for decisions that they make throughout their lives. Relationship and Health education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

RHE at Lyng Primary School, lays the foundations for factual knowledge and the more sexually explicit information required by young people in later years (secondary education). Effective RHE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

RHE, as taught at Lyng Primary School, does not encourage sexual experimentation, the taking away of a child's innocence, over-ruling the wishes or rights of parents or imposing ideas onto young people.

RHE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important for our pupils and our schools to ensure students can reflect upon their own beliefs, values and ideas in an age and developmentally appropriate way and to develop an understanding of other's ideas, beliefs and values.

Lyng Primary School recognises that effective RHE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals; local faith communities and (where relevant) the voluntary sector.

All those who teach aspects of RHE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

The outcomes, intentions and values underpinning Relationship and Health Education are:

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils' develop skills (including language development associated with RSE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way which does not instil fear in children) – Year 5/6.
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.
- To respect and care for their bodies including body autonomy and the importance of consent – Years 3-6.
- To be prepared for puberty and adulthood including learning and understanding of physical development, reproduction and associated emotional changes in an age appropriate manner – Year 5/6.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way which does not instil fear in children) – Year 5/6.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of Relationship and Health education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

Roles and Responsibilities.

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Co-ordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RHE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the student voice programme).

Legislation including statutory regulations and guidance.

Documents which inform the schools RSE policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated)
- The Public Sector Equality Duty.
- ‘PSHE Education Programme of Study Key stages 1-5’ (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)
- Subject specific research: Ofsted.

Related school policies include:

- School Curriculum.

- Lyng Primary Safeguarding.
- Lyng Primary Child Protection.
- Safeguarding guidance including Keeping Children Safe in Education guidance.
- Working Together to Keep Children Safe.
- Confidentiality policy.
- Behaviour Policy.
- Inclusion Policy.
- Anti-Bullying/Positive Behaviours Policy.
- Health and Safety.
- External Visitors Policy.
- Equality Policy.
- E-Safety Policy.
- Extremism and Radicalisation in Schools Policy.

Curriculum Design

Our RHE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out in the National Curriculum for Relationships Education, Relationships and Sex Education and Health Education (2018 and 2020) and Science. The curriculum model we use is based upon best practice as established by leading subject organisations including Jigsaw and the PSHE Association, which has a developed age-appropriate and inclusive approach to teaching RHE. Further detail of our curriculum can be viewed via our school curriculum planning on the school website or available on request.

We use a variety of resources including:-

- **The Local Authority** approved curriculum model, the “Healthy Mind, Happy Me” curriculum which focuses upon developing student’s mental health and emotional wellbeing. The themes addressed in the curriculum are included below.
- **School Nursing Team** approved by the local authority who deliver age appropriate classroom lessons in primary schools.
- **NSPCC “Pants” Talk delivered by school staff**
- **A theatre in education production focused around puberty and bullying**
- **Dog, Duck and Cat Programme for whole school**
- **Primary Picture News: A nationally recognised PSHE and Citizenship focused resource which provides weekly resources focusing upon an issue in the news.**
- **Choices programme for years 5 and 6 only, looking at Child criminal exploitation and Child sexual exploitation**
- **DECCA who work with children around drugs and alcohol from years 5 and 6 and for youngers years medication safety**
- **Black Country Women’s Aid- years 5 and 6 around consent and positives relationships**
- **National Online safety programme for children and parents whole school**
- **Police- anti social behaviour county lines and gangs**
- **- School nurse team – Work with whole school around, personal hygiene, Puberty, Consent, Positive relationship, PANTS talk, dental care.**

The Jigsaw Curriculum model is designed to be used flexibly within the school to ensure issues are addressed in an appropriately and timely position and which reflects the needs of the pupils. This curriculum comprises of six key modules which are revisited during the pupil’s time in the school,

allowing young people to add to their thinking, skills and knowledge as they develop and mature in their thinking. These modules are:

Theme	Description of topics	Themes addressed.
Being Me in My World.	Understanding my place in the class, school and global community as well as devising Learning Charters.	Self-awareness, understanding feelings, self-esteem and self-regulation, being a member of a community and what my role is within it.
Celebrating Differences.	Anti-bullying (cyber and homophobic bullying included) and diversity work.	Considering other people's emotions and perspectives, celebrating the differences within our community and similarities and cultural awareness, respecting others.
Dreams and Goals.	Goal-setting, aspirations for yourself and the world and working together.	Effective learning; setting, planning and reaching goals, creativity, encouraging mastery goals, high expectations and aspirations.
Healthy Me.	Building self-esteem and confidence as well as healthy lifestyle choices (includes drugs and alcohol education – Year 5/6)	Making good, healthy choices. Identifying what is right and wrong physically, mentally and emotionally.
Relationships.	Understanding friendship, family and other relationships, conflict resolution and communication skills.	Effective learning; setting, planning and reaching goals, creativity, encouraging mastery goals, high expectations, understanding positive and negative relationships.
Changing Me.	This includes relationships education in the context of coping positively with change. (includes sex education which parents can opt in or out of – Year 6)	Conflict management, positive coping strategies, reframing failure, facing adversity, self-control, responsible decision-making and self-management. Year 5 and 6 – growing up and changes we will experience.

In each year, we cover the following themes:

Year 1: Friendships Module; Belonging Module; My Wider World Module.

Year 2: All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

Year 3: Friendships Module; Belonging Module; My Wider World Module

Year 4: All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

Year 5: Friendships Module; Belonging Module; My Wider World Module.

Year 6: All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe. Wherever possible, this information will be shared with parents. In addition, we use resources from a variety of other sources (local authority approved) taking into account the age and developmental needs of the class and adapt curriculum packages and lesson plans to address the needs of the children in the class.

External Speakers and Agencies.

Lyng Primary School invites, as appropriate, various speakers to support and develop the curriculum provision. This includes, but is not limited to:-

- DECCA (supporting curriculum around drugs, alcohol and smoking education).
- School Nurses Service (to deliver various aspects of health education).
- NSPCC to address issues around Safeguarding.
- Safer 6 Partnership (Local authority initiative) to address aspects of safeguarding.
- West Midlands Police to address various safeguarding issues.
- Rewind – preventing extremism and racism.
- Loud Mouth – Staying safe from child exploitation, abuse and knife crime.

Other external speakers may be invited as appropriate to the curriculum and theme, with advice and support from trusted sources including other schools in the local authority and PSHE Advisory Teacher. All materials provided by the external agency will be viewed prior to being shown in class. All external speakers will be expected to follow school policies which includes, but is not limited to, Visitors Policy, Safeguarding Policy and RHE policy. They will remain under staff supervision at all times.

Sex Education

Lyng Primary School has decided to deliver sex education sessions; these sessions will take place in Summer term and will be available to **Year 6 pupils only**. The intention of covering this content is to prepare children for the Sex Education curriculum they will be taught in Secondary school. **Parents continue to have the right to withdraw their children from these sessions only** (apart from content covered in the National Curriculum for Science – which is statutory). Where a parent wishes to withdraw their child, this should be communicated with the school. Lyng Primary School would encourage parents wishing to do this, to contact the school to discuss this further. Where a child has been withdrawn from the curriculum, they will be taught elsewhere in the school.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or part of Relationship or Health Education.

Safe and Effective Practice including answering sensitive questions.

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions anonymously – encouraging children to speak to a trusted member of staff at break/lunchtime, write a question on a post-it note and deliver it to their trusted member of staff and/or visit the 'Wellbeing Tree' where pupils will have an opportunity to reflect on their learning and process their thoughts and feelings about it. All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations including, but not limited to, the PSHE Association.

During PSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, School Nurse Service, the child/young person's doctor or to an established external organisation; it important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

Safeguarding

All staff are trained in safeguarding. Teachers are aware that effective RHE, 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. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school. We actively work with Sandwell Metropolitan Borough Council approved providers to supplement the teaching of the subject.

All visitors will be familiar with and understand the school's RHE policy and work within it as they will be sent a copy as part of the teaching agreement. As part of school entry to site approach, all visitors will be given a copy of safeguarding visitor policy and signed into school with appropriate identification.

As per Safeguarding policy, visitors are supervised/supported by a member of staff.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary. The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

SEMH (Social, Emotional and Mental Health)

Please see SEMH policy for further details and procedures at Lyng Primary School

Sandwell Healthy Mind Happy Me Curriculum

This programme is used to support our pupils who require additional interventions with SEMH needs including:

- Resilience/Self Esteem
- Peer Relationships
- Conduct management
- Emotional support and guidance
- Equality and diversity (My wider world)
- Building confidence and promoting positive mind set

Engaging Stakeholders (including parents/carers/guardians and pupils).

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Lyng Primary School believes in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body (Amend acco in a safe, age and developmentally appropriate way.
- Talking with their children about feelings and relationships

Parents are encouraged to support the school's RHE and have access to this policy.

Parental Right to Withdraw.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationship or Health Education content.

Lyng Primary School would encourage parents with concerns around content, to contact the school to discuss this further. Where a child has been withdrawn from sex education lessons, they will be taught elsewhere in the school.

Student voice in determining curriculum.

Throughout RSE and PSHE lessons, students can contribute to class discussions and to reflect upon their own ideas and opinions.

As part of the PSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns (in lessons or through the medium of the School Council). Students in older key stages will be able to voice opinions on resources / external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

Monitoring and Evaluation

In the first instance, the lead teacher for PSHE and RSE will be responsible for monitoring and evaluating the subject who will monitor the impact of the policy on children's learning, subject development, report to SLT and assist the Headteacher to report to the Governing Body. All monitoring in the subject will be in accordance with school policy.

Policy Review Date.

This policy will be reviewed in **September 2021** to ensure compliance with new statutory guidance, Department for Education advice and guidance, and to ensure it continues to meet the need of pupils, staff, parents and the wider community.

Headteacher: Mr Andrew Fowler

Chair of Governing body: Mrs Lynn Howard

PSHE Lead: Mrs Olivia Strobe

DSL/SMHL : Mrs Wellings Sian Wellings

Mentor/SEMH: Mr Thomas Boughey

SENCO/SMHL: Miss Beresford