

# Uplands Junior School PSHE/RSHE Policy

## (Personal, Social, Health and Economic/Relationships, Sex and Health Education) September 2024

This policy sets out the approach we take to Personal, Social, Health and Economic (PSHE) education, incorporating statutory Relationships, Sex and Health Education (RSHE), approved by the board of governors in July 2024 following a consultation with parents and carers.

### Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this PSHE/RSHE policy also covers health education.

This PSHE/RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying
- Safeguarding and child protection
- Equality objectives.

## What is RSHE?

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. Our school has a 'Respect for all' ethos, which has been in place since January 2015 and underpins all our work. It has been shared with governors, staff, parents and children and is displayed in prominent areas across school. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help to develop their sense of self-worth. We teach them how society is organised and governed, ensuring that they experience the processes of democracy in school by electing a Rights Respecting Ambassador for each class. We teach them about rights and responsibilities and what it means to be a positive member of a diverse, multicultural society. As a curriculum subject, RSHE education plays a hugely important part in supporting these aims. An effective RSHE curriculum also allows us to discharge various other statutory duties, most notably those required of schools within the Ofsted Education Inspection Framework and the need to teach children about safeguarding.

### Intent

At Uplands Junior school we place a high value on the development of the 'whole child'. The teaching of PSHE/RSHE underpins children's development as individuals and supports their learning capacity. PSHE/RSHE also forms part of our approach to addressing sensitive subjects and protecting our pupils. Through our PSHE/RSHE curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens who make a positive contribution to society.

Our PSHE/RSHE programme is designed to provide accurate and age-appropriate information that helps children to develop their knowledge, skills and attitudes and supports them to make informed choices. We want our pupils to understand their rights and the rights of others and to develop positive and inclusive attitudes to everyone, including those who have protected characteristics under the *Equality Act 2010*. We seek to build children's confidence, self-esteem and positive personal attributes, and to prepare them for the next stage of their education and for adulthood.

Statutory Relationships education includes understanding friendship, family and other relationships, conflict resolution and communication skills, and dealing with bereavement and loss. Children are taught to celebrate difference, how to recognise bullying behaviour and strategies for dealing with bullying situations.

Statutory Health education covers mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, rest and exercise, basic first aid, and the physical and emotional changes associated with adolescence and puberty. Please note that we are required by law to deliver statutory lessons on adolescence and puberty and there is no parental right to withdraw children from these lessons.

At Uplands, PSHE/RSHE sits within a wider approach to promoting mental wellbeing that includes Trick Box strategies for dealing with feelings, and the Art of Brilliance project. Some elements of

statutory Relationships and Health Education are also reinforced through links in other areas of the curriculum such as Online Safety, Science (Animals including Humans) and Religious Education.

The government recommends that all primary schools have a sex education programme, tailored to the age and maturity of pupils, that teaches the facts about human reproduction. We therefore provide some non-statutory sex education in Year 6, covering how human reproduction occurs. Parents have the right to request their child be withdrawn from non-statutory sex education lessons, and the procedure for doing so is outlined later in this document.

## **Implementation**

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- RSHE is covered as part of a wider programme of PSHE education that includes additional work on mental health, dealing with difficult feelings, online safety and economic education.
- RSHE is delivered in five units over the course of the year. These are:
  - Citizenship;
  - Families and Relationships;
  - Economic Wellbeing;
  - Health and Wellbeing;
  - Safety and the Changing Body.
- PSHE/RSHE lessons are a minimum of 45 minutes in length. In some cases, two lessons may be delivered in an afternoon session (lasting 90 minutes in upper school or two hours in lower school).
- RSHE is taught, wherever possible, by the class teacher to ensure that children are familiar and comfortable with the adult leading the session where sensitive topics are being covered. RSHE is occasionally complemented with additional sessions led by visitors. Please see below for further details.
- The online safety content of statutory RSHE is provided through an additional programme of online safety lessons using Project Evolve. Each year group provides eight units of online safety over the course of a year.

## **Teaching and learning**

RSHE is delivered in line with our teaching and learning policy. As the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Lessons are delivered by the class teacher or, if visitors are present, with the class teacher in attendance.
- Clear ground rules are established at the beginning of the lesson in consultation with the children. Ground rules include confidentiality, respect for others, privacy and boundaries.
- Children are reminded that RSHE is not the right context for making a disclosure, but that staff are available for them to speak to following the lesson, should they need to.
- We use distancing techniques including de-personalised scenarios and role play. Classes have access to a stuffed toy to use as a talking object or as subject of discussions if helpful.
- We use clear and unambiguous language to avoid misunderstandings.
- Staff endeavour to avoid prejudice and assumptions about children's abilities, desires, background and experiences.

- Teachers deal sensitively with unexpected questions and comments. In sensitive topics such as puberty and sex education, a question box is used to anonymise questions and to allow teachers to screen questions for appropriateness.
- We use a range of learning techniques and activities to ensure that learning is engaging, including structured discussion and problem-solving.
- Lessons allow time for reflection.
- Where required to ensure inclusion, activities are differentiated to ensure all children can access learning. Working groups are varied to enhance learning.

## **Roles and responsibilities**

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

### Governors:

Governors are responsible for signing off the PSHE/RSHE policy and for overseeing implementation of the policy through PSHE teaching. Governors receive regular updates on developments in the area of PSHE including curriculum development and the wider policy context.

### Headteacher:

The role of the headteacher includes the following elements:

- Overseeing the development, delivery and monitoring of RSHE.
- Providing training for the subject leader and staff, as required.
- Supporting the subject co-ordinator to liaise with parents and carers.

### Subject co-ordinator:

The role of the PSHE/RSHE co-ordinator includes the following:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

### Teaching staff:

The role of teaching staff includes the following:

- To understand and implement the PSHE/RSHE policy.
- To teach PSHE/RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

## **Curriculum content**

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group. Access to Kapow PSHE is funded

by the local authority for all schools in the area, to ensure consistency of provision between schools. In addition, we have chosen to supplement Kapow with additional lessons on money and finance provided by Twinkl in partnership with Santander bank.

A school-wide overview of PSHE/RSHE and online safety teaching is attached as an appendix to this policy.

Any additional resources will be selected carefully, and the subject leader will oversee the selection. Additional resources will be:

- Up-to-date.
- Age appropriate.
- Relevant to children.
- Consistent with the aims and values of the school.

## **Visitors**

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject coordinator. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for PSHE/RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

## **Equality**

Under the *Equality Act 2010*, the school has a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

The school must also consider the needs of those with Special Educational Needs and Disabilities (SEND).

Our PSHE/RSHE programme will be designed and adapted to meet the needs of all children. Lessons include content that tackles discrimination and fosters good relationships.

## **Right to withdraw from sex education**

A parent or carer cannot legally withdraw their child from any aspect of statutory relationships

education or health education. However, a parent or carer **does** have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The following content is deemed to be sex education:

- Year 6: Safety and the changing body, Lesson 5: Conception
- Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents will be informed by letter in the summer term about forthcoming sex education lessons.
- Parents will be given an opportunity to come into school to view the resources used to help come to an informed decision about whether they wish their child to be withdrawn.
- Parents should inform the PSHE Coordinator in writing if they wish their child to be withdrawn from these lessons.
- Children who are withdrawn from sex education lessons will be given alternative work to do and will sit with another year group while the lessons take place.

## **Safeguarding**

PSHE/RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to the safeguarding policy and procedures to deal with these appropriately.

The subject coordinator should discuss potentially sensitive topics with class teachers before these are covered. These should also be discussed with the designated safeguarding lead if deemed necessary by the subject coordinator or teacher. Appropriate steps will be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

## **Support**

PSHE/RSHE is not a time for children to make disclosures, and children should not be under the impression that it is. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school:

- Class teacher.
- Safeguarding team.
- Any trusted member of staff.

External:

- Local agencies.
- National agencies such as Childline.

## **Monitoring and evaluating**

The headteacher and subject coordinator will be responsible for monitoring and evaluating RSHE in line with other subjects. Monitoring will take place through the following activities:

- Learning walks to observe the prominence of PSHE/RSHE as a subject within classrooms and school displays.
- Lesson observations.
- Pupil voice consultations.
- Staff voice surveys.
- Feedback from staff through informal discussions, staff meetings or training sessions.

## **Professional development**

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

## **Communication of policy**

This RSHE policy will be available to read on the school website and copies can be requested free of charge from the school office.

## **Review**

This policy will be reviewed in September 2027.