

# BROOMFIELDS JUNIOR SCHOOL



## RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

**2023-2024**

### DOCUMENT STATUS

Version	Date	Action
1	February 2007	Policy Agreed
2	November 2009	Policy Updated
3	January 2011	Policy Reviewed
4	January 2012	Policy Reviewed
5	May 2018	Policy Reviewed
6	Jan 2020	Policy Reviewed
7	April 2020	Policy Updated
8	October 2020	Policy Updated
9	October 2021	Policy Updated
10	September 2022	Policy Updated
11	April 2023	Policy updated with Medway resources

## CONTENTS

### Policy Statement

#### 1) INTENT

- Consultation and Development Process
- Context
- What is RSHE Education?

#### 2) IMPLEMENTATION

- The PSHE Education Programme of Study includes 3 core themes for key stages 1-5
- Topics within the RSHE Programme
- Organisation of the RSHE Programme
- Guidelines (for teachers)
- Right of Withdrawal of pupils from RSHE Education from September 2020

#### 3) IMPACT

- Dissemination of the policy
- Monitoring and Evaluation
- Conclusion

**The PSHE (including RSE) Scheme of work is available on the school's website**  
**[BROOMFIELDS JUNIOR SCHOOL](#)**

### **POLICY STATEMENT – RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY**

This policy was developed in response to PSHE Association advice and current legislation including:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act 2010
- Supplementary Guidance SRE in the 21st Century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Statutory guidance for Health Education, Relationships Education and RSE in June 2019
- The new Ofsted framework.

#### **The Public Duty of the Equality Act 2010**

Protected characteristics in the act include sex, sexual orientation and gender reassignment.

Schools have due regard to:

- (a) "eliminate discrimination, harassment, victimisation"
- (b) "advance equality of opportunity"
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"

This includes tackling prejudice and promoting understanding.

The RSHE programme is delivered in line with the PSHE Association programme of study. This policy has also been updated in light of relationship education becoming statutory for all primary schools in September 2020. RSHE is an integral part of PSHE education at Broomfields Junior and embedded as a whole school approach.

## **INTENT**

The intent of this RHSE policy is to provide a working document giving clear guidance to governors, staff and parents on what is delivered, why it is delivered, how it will be delivered and when it will be reviewed.

## **Consultation and Development Process**

The following people will be involved in developing this policy:

### **Pupils**

Regular school council meetings allow a representative member of each class to meet and discuss topical issues within and around the school environment. All classes also participate in regular circle time activities allowing time for reflection and discussion of the PSHE and SEAL curriculum.

### **Parents**

The parents are consulted through the school newsletter about current RSHE provision. Separate meetings are scheduled for parents each year to consult, in advance, of the summer term schemes of work (currently Year 5 and Year 6). In addition, the parents and staff of Year 5 children receive a specific meeting time with the School Health Adviser. Parents will be given an opportunity to view the RSHE policy on the school website.

### **Staff and Governors**

The staff has been consulted at various stages during the development of this policy and Governors have agreed this policy.

Consultation also regularly takes place with the wider school community e.g. the School Health Adviser and LA staff (RSHE Policy Guidance).

## **Context**

At Broomfields Junior School our PSHE curriculum is inclusive for all. We want our pupils to feel happy, safe and included. As a result of this, they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially. It will give them confidence to tackle many of the moral, social and cultural issues that are part of growing up in our diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We want our children to 'Be the Best you can Be!'

The RSHE programme is delivered in line with the PSHE Association programme of study. This policy has also been updated in light of relationship education becoming statutory for all primary schools in September 2020. RSHE is an integral part of PSHE education at Broomfields Junior and embedded as a whole school approach.

## **What is RSHE Education?**

Relationships, Sex and Health education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. High quality RSHE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care.

RSE involves:

- Gaining knowledge and understanding

- Developing personal and social skills
- Forming positive beliefs, values and attitudes.

At Broomfields Junior School we believe that Relationships, Sex and Health Education is an important need within the overall development of the child. Children should be provided with age appropriate knowledge and information to build healthy and safe relationships into adulthood. The Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' Schools must offer a curriculum that: 'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

Broomfields Junior School recognises its commitment to sharing this task with families and consequently the Relationship, Sex and Health Education Programme will be made available to all learners as part of the wider National Curriculum for Science and Religious Education.

### **IMPLEMENTATION**

Broomfields Junior School is well resourced with children making full use of the school as a learning environment. We arrange both day and residential educational visits which relate to pupils' curricular work and social/personal development. These visits have the full support of parents and the Governing Body.

We are proud of our liaison with the local community. Our choir members are regular visitors to St. Mary Magdalene's Church, Appleton, and Brampton Lodge giving concerts to the elderly. Additionally, we are proud of our status as a registered Young Enterprise Centre.

The children in school, as part of their social and moral education, are encouraged to take responsibilities for supporting people less fortunate than themselves. We therefore, have frequent charity events, mostly organised and administered by the children themselves in support of charities of their choosing. It is usual to focus on one major charity each school year. SEAL (Social and Emotional Aspects of Learning) plays an increasing role throughout the Broomfields' curriculum and therefore runs in line with our RSHE scheme of work.

Special guests often supplement work in classes where additional expertise enhances the curriculum. Additionally, support is readily available from colleagues and professionals e.g. our School Health Adviser

### **The PSHE Education Programme of Study includes 3 core themes for key stages 1-5:**

- Health and Wellbeing
- Relationships
- Living in the wider world

Pupils will be able to express their opinions whilst respecting others' points of view. They will be able to recognise the different relationships they are in and understand that the actions they perform have consequences.

All year groups will follow the objectives for RSHE (included on the school website). A number of the objectives are also covered through the Science and RE curriculum and the 'hidden curriculum' of daily school life.

**Topics within Relationship and Sex Education cover:**

- Actions (keeping secrets, dares, discrimination, teasing and bullying and how your actions affect you and others).
- Handling feelings (feelings, resolving conflicts and disputes, stereotypes, listening and responding, people's similarities and differences)
- Types and differences (positive healthy relationships, unhealthy relationships, marriage and civil partnerships and different types of relationships)
- Sex and contact – understanding personal boundaries, accepting physical contact, sexual orientation and sexting\*.

\*The term 'sexting' is used to describe the sending and receiving of sexually explicit photos, messages and video clips, by text, email or posting them on social networking sites. It's increasingly done by young people who send images and messages to their friends, partners or even strangers they meet online.

Health Education involves:

- Mental Health and Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Please see the Broomfields Junior School PSHE (including RSHE) Scheme of Work on the school website.

BROOMFIELDS JUNIOR SCHOOL WEBSITE PSHE

**Organisation of the RSHE programme**

Good quality RSHE is taught through a spiral curriculum which develops with the child. Class teachers, under the guidance of the PSHE Coordinator and Senior Leadership Team, will deliver the RSHE curriculum through PSHE lessons, RE and Science lessons with support from professionals where appropriate (School Health Adviser and external sources of support).

A variety of teaching methods will be used across Key Stage 2 developed from the Medway Scheme of work. It is important that the children are prepared for the physical and emotional changes of puberty. Broomfields Junior School will adapt learning for the needs of the children they are teaching. The resources have been recommended by the PSHE Association.

We intend our policy to be sensitive to the needs of the society in which our pupils are growing up, we will cover subjects designed to foster respect for others and for difference, and educate pupils about healthy relationships. We will ensure RSHE is inclusive and meets all the needs of our pupils including different family structures, LGBTQ+ and different ethnic groups. We want our children to thrive in a modern Britain. For some children it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns as necessary.

We will ensure that all young people receive RSHE education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice as necessary.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred home.

More expert or specialist teachers e.g. school nurse, will support any aspects of the curriculum necessary. Support will also be offered within the year team or from the PSHE coordinator who will help with the planning or delivery of the lessons if required.

## The Medway curriculum outline:

<p><b>Year 3</b></p>	<p><i>1. What makes a good friend?</i> We are learning about friendship, including why it is important and what makes a good friend</p> <p><i>2. Falling out with friends</i> We are learning how to maintain good friendships and about solving disagreements and conflicts with peers</p>	<p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Year 4 and 5</b></p>	<p><i>1. Puberty: time to change</i> We are learning about the physical changes that happen during puberty</p> <p><i>2. Puberty: menstruation and wet dreams</i> We are learning about the biological changes that happen during puberty</p> <p><i>3. Puberty: personal hygiene</i> We are learning about the importance of personal hygiene during puberty</p> <p><i>4. Puberty: emotions and feelings</i> We are learning about emotional changes during puberty</p>	<p><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p>	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>



<p><b>Year 6</b></p>	<p><b>1. Puberty: recap and review</b> We are learning about the changes that happen during puberty (recap from year 4-5)</p> <p><b>2. Puberty: change and becoming independent</b> We are learning about managing change and becoming more independent</p> <p><b>3. Positive and healthy relationships</b> We are learning about positive, healthy relationships</p> <p><b>4. How babies are made</b> We are learning about how a baby is made</p>	<p><b>In addition to recapping on the Year 4 and 5 content:</b></p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>R5.</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
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## **TEACHER GUIDANCE & STATUTORY REQUIREMENTS:**

The lessons reflect the DfE's statutory requirements to teach RSHE. Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education

Creating a safe learning environment and signposting support:

Pupils need to feel comfortable about sharing feelings and opinions, exploring values and attitudes and considering the views of others without fearing negative feedback

- Teachers need to ensure they are familiar with this SRE policy and PSHE policy before teaching
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- Provide access to balanced information
- Always work within the school's safeguarding and confidentiality policies (designated safeguarding lead)

Before teaching the lessons, it may be useful to discuss how pupils feel about them – explaining that feelings of embarrassment or humour are normal. Discuss strategies to manage them.

### **GROUND RULES:**

Need to be developed with the children and revisited at the start of every lesson and applied consistently in discussions. Ensure the rules cover:

- Respecting what pupils say
- Listening to others
- Not asking personal questions or putting people on the spot
- Not making assumptions about other people
- Having the right to pass if someone doesn't wish to comment

### **ANONYMOUS QUESTION BOX**

This encourages pupils to ask questions with anonymity and without embarrassment. Introduce the box with the ground rules at the start of the lessons. The box should be accessible during and after every lesson:

- Anyone can post a question, at any time and as many times as they want
- Questions can be anonymous, or you can put your name on the question to follow up individually
- Only the teacher will see the questions – unless concerns for safety
- Questions raised will be revisited in the lesson/following lesson

### **INCLUSION**

Sex and gender are not explored in depth but language is used carefully. The lessons can be taught in mixed sex classes and all pupils should learn about the changes in puberty for both male and female bodies – all pupils then get access to the information needed for them. Adaptive teaching works best.

Therefore:

- 1) All lessons will start with clear ground rules discussed and agreed with the children.
- 2) The presentation will be a response to the perceived individual needs of children as they appear.
- 3) A wide variety of situations will be created to stimulate a questioning response from children.
- 4) A more formal approach will be followed in Year 5 and Year 6. This utilises the Channel 4 resource 'Living and Growing' and the Medway scheme of work and is delivered by Year 5 and Year 6 teachers and SHA. A DVD will be used to present this programme alongside resources provided by the SHA in Year 5. Parents will be informed in advance and given the opportunity to discuss with the school the nature of work to be undertaken. Parents are to be given the opportunity to withdraw their child from the non-statutory aspects of the lessons if they so choose (i.e. not the statutory elements of the Science and RE curriculum).

### **Right of Withdrawal of pupils from RSHE Education from September 2020**

There is no right to withdraw from Relationships Education at primary school, as the Government believes the contents of these subjects: such as family, friendship, safety (including online safety) is important for all children to receive this information.

Parents will be informed in advance and given the opportunity to discuss with the school the nature of the SRE work to be undertaken. Some parents may prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the SRE except for those parts included in the statutory National Curriculum (i.e. Science and RE lessons) until further guidance becomes available. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSHE resources the school uses.



## **IMPACT**

We aim to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationships with others. This will include developing the following RSHE skills and values:

- Valuing themselves as unique individuals
- Keeping themselves and others healthy and safe
- Communication, decision making and assertiveness
- Knowing how and where to gain information and support
- The education of children into the importance and quality of stable, loving relationships and family life.
- To provide knowledge of the relevant facts.
- To allay fears and to encourage an open and honest approach.
- To meet the developmental needs of children.
- To emphasise the shared parental/school interest in and responsibility for the all-round development and well-being of the child.

## **Dissemination of the policy**

The information in this policy will be disseminated to staff and governors. Curriculum content will be shared annually with all parents through the school newsletter and specifically to parents of children in Year 5 and 6 through separate meetings.

RSE delivered by schools is complemented by support and training offered to staff. This will ensure that pupils are provided with consistent messages and advice around making safe and healthy decisions in relationships.

## **Monitoring and Evaluation**

There will be ongoing monitoring and evaluation of the RSHE work in Broomfields Junior School. The policy will be updated annually. Year groups will be constantly reviewing RSHE work and how well it has embedded itself into the new, updated curriculum. Parental meetings will also be used to informally monitor satisfaction with the current scheme of work.

Knowledge, skills and understanding will be assessed against our school's milestone indicators. Children will progress through basic, advanced or deep understanding and these will be recorded on the whole school tracking system.

## **Conclusion**

We hope that by introducing the children to the fundamentals of RSHE in a controlled, sensitive manner, and in partnership with parents that we will be supporting and assisting them in their development into full maturity. It is our aim to impart not only the factual knowledge necessary but also a mature awareness of the importance of caring relationships.