



# Roberts Primary School

## RSHE (Relationships, Social, Health and Economics) Policy



Reviewed: Spring Term 2021  
Consultation Period: ended March 2021  
Approved by Governors: March 2021

Date of Next review: Spring Term 2022

**To be read in conjunction with:**

Positive Behaviour Policy  
The Equality Policy  
Accessibility Plan  
Acceptable use and Online Safety Policy  
Intimate Care Policy  
RE Policy  
Safeguarding Children Policy  
SEND Policy  
Learning and Teaching Policy  
Section 34 of the Children and Social Work Act 2017  
Section 403 of the Education Act 1996

**Approved by:**

Senior Leader – Mrs D Hunt (Head Teacher)  
Governor – Mrs S Smith (Chair of Governors)

## **PSHE (Personal, Social, Health, Economic Education) and RSE (Relationships and Sex Education) Policy**

At Roberts Primary School, we believe that PSHE helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. PSHE also flows through all other curriculum areas. Under the new guidance issued by the DfE, by September 2020 (deferred to Summer 2021), Relationships Education at primary school will be compulsory. We believe that to be effective, RSE should always be taught within a broader PSHE education programme and alongside the Roberts Charter. RSE enhances and is enhanced by learning related to topics including anti-bullying; families and relationships; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; understanding money and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making. Therefore, Roberts Primary School has amalgamated PSHE and RSE to form RSHE (Relationships, Social, Health and Economic education).

### **The aims of RSHE at Roberts are to:**

- Promote the spiritual, moral, cultural, mental and physical development of all children
- Prepare children for the opportunities, responsibilities and experiences of later life
- Encourage children to value themselves and others
- Allow children to acknowledge and appreciate difference and diversity
- Teach children how to make informed choices
- Prepare children to be positive and active members of a democratic society
- Teach children to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide children with a toolkit for understanding and managing their emotions
- Provide children with the opportunities to consider issues that may affect their own lives and/or the lives of others
- Help children to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

### **Statutory requirements at Roberts Primary School, we teach RSHE (PSHE and RSE) as set out in this policy.**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils. In addition, it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At Roberts, we have committed to retain our current choice to continue to teach age-appropriate sex education (linked to Science) alongside relationships education.

We are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

### **Policy development**

This policy has been developed in consultation with staff (01.07.20), pupils (Autumn term 2020) and parents (9.11.20) (considering COVID restrictions).

The consultation and policy development process involved the following steps:

1. Review – members of the Senior Leadership Team pulled together all relevant information including relevant national and local guidance -reviewing current practice in line with this guidance.
2. Staff consultation –school staff from the Primary Leadership Team were given the opportunity to look at the RSHE developed scheme of work and make recommendations.
3. Pupil consultation – members of the School Council discussed their understanding of RSHE.
4. Parent consultation – parents were invited to partake in a questionnaire and their recommendations and queries were then addressed.
5. Ratification – the scheme of work and policy documents were shared with and reviewed by governors from the School Improvement Committee and approved by the full Governing Body.

### **Definition**

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables children to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

### **Delivery of PSHE and RSE**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Some biological aspects of sex education are taught within the science curriculum.

At Roberts, we have developed our own RSHE scheme of work for Years Reception to Year 6, which incorporates guidance from the PSHE association. These lessons are based around a themed question that changes half-termly.

## Overview R.S.H.E. Termly Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>Respect/Cooperation</b>	<b>Respect</b>	<b>Cooperation</b>	<b>Reflect</b>	<b>Communication</b>	<b>Reasoning</b>
	<p><b>How do we decide how to behave?</b></p> <ul style="list-style-type: none"> <li>-class rules</li> <li>- respecting others needs</li> <li>- behave</li> <li>- listening</li> <li>- bodies hurt</li> </ul> <p>Environment covered through forest school all year. How to look after our local area?</p>	<p><b>What makes us special?</b></p> <ul style="list-style-type: none"> <li>-respecting</li> <li>- similarities and differences</li> <li>- special people</li> <li>- everyone unique</li> </ul>	<p><b>How do we feel?</b></p> <ul style="list-style-type: none"> <li>- different kinds of feelings</li> <li>-sharing feelings</li> <li>- manage change</li> </ul>	<p><b>How do we keep safe and healthy?</b></p> <ul style="list-style-type: none"> <li>-healthy bodies need physical activity, sleep, rest and healthy food</li> <li>-personal hygiene</li> <li>-safe use of medicines and household products</li> <li>-ask for help when needed</li> </ul>	<p><b>When it is right to keep a secret?</b></p> <ul style="list-style-type: none"> <li>-keeping secrets</li> <li>-what to do when secrets make us feel uncomfortable, scared or afraid</li> </ul>	<p><b>What can we do with money?</b></p> <ul style="list-style-type: none"> <li>-where is money from</li> <li>-used for</li> <li>-spending/saving</li> <li>-keeping money safe</li> </ul>
2	<b>Respect/Cooperation</b>	<b>Respect</b>	<b>Reflect /Reasoning</b>	<b>Reflect / Resilience</b>	<b>Communication</b>	<b>Curiosity</b>
	<p><b>How can we help?</b></p> <ul style="list-style-type: none"> <li>-rules and their importance</li> <li>- respecting rights at school and in our community</li> <li>- privacy</li> <li>- environment</li> </ul>	<p><b>What is bullying?</b></p> <ul style="list-style-type: none"> <li>-play cooperatively</li> <li>-hurtful teasing is wrong</li> <li>- what to do about bullying</li> <li>- unsafe secrets</li> <li>- what to do with inappropriate touching</li> </ul>	<p><b>How can we be healthy?</b></p> <ul style="list-style-type: none"> <li>-things that keep minds and body healthy</li> <li>- healthy choices</li> <li>- spending money on appropriate things (not too many sweets)</li> <li>-saving money</li> </ul>	<p><b>What makes us unique?</b></p> <ul style="list-style-type: none"> <li>-what we are good at</li> <li>- setting ourselves goals as we grow we change and become independent</li> <li>- belonging to different groups, respecting similarities, and differences</li> <li>-family give us security</li> <li>-recognise different families</li> </ul>	<p><b>Why is it important to show our feelings?</b></p> <ul style="list-style-type: none"> <li>-recognising different kinds of feelings</li> <li>- feelings can be hurt</li> <li>- recognising how others are feeling</li> <li>-managing feelings</li> </ul>	<p><b>How do we stay safe everywhere?</b></p> <ul style="list-style-type: none"> <li>-on line</li> <li>- community</li> <li>- who to ask for help</li> <li>- emergencies</li> </ul>
3	<b>Respect / Cooperation</b>	<b>Cooperation</b>	<b>Resilience</b>	<b>Communication/ Reflect</b>	<b>Respect/ Cooperation</b>	<b>Curiosity</b>
	<p><b>Why do we have rules?</b></p> <ul style="list-style-type: none"> <li>-importance of school rules for health and safety</li> <li>-respond to adults encountered</li> <li>- class and group rules</li> <li>- responsibilities, right and duties at home and at school</li> <li>-help in an emergency</li> <li>- community and environmental</li> </ul>	<p><b>How do we build a positive relationship?</b></p> <ul style="list-style-type: none"> <li>-inappropriate touch</li> <li>-playing cooperatively</li> <li>- doing something about bullying</li> <li>- impact of bullying</li> <li>- positive relationships (friends /family)</li> </ul>	<p><b>How can we maintain a healthy body and mind?</b></p> <ul style="list-style-type: none"> <li>-balanced diet</li> <li>- making choices about food</li> <li>- habit and how to change habits</li> </ul>	<p><b>Is sharing your feelings always healthy?</b></p> <ul style="list-style-type: none"> <li>- different types of behaviour show how people feel</li> <li>- a range of feelings</li> <li>- confusing feelings</li> <li>- describing feelings</li> </ul>	<p><b>Why is it important for everyone to have a voice?</b></p> <ul style="list-style-type: none"> <li>-setting targets</li> <li>-sharing thoughts and opinions</li> <li>- respect</li> <li>- similarities and differences</li> </ul>	<p><b>How can we show charity?</b></p> <ul style="list-style-type: none"> <li>-why we support charity</li> <li>- saving money and using a bank</li> </ul>
4	<b>Respect/ Communication</b>	<b>Cooperation</b>	<b>Reflect/Resilience</b>	<b>Communication</b>	<b>Curious</b>	<b>Reflect/Reasoning</b>
	<p><b>How can we be a good friend?</b></p> <ul style="list-style-type: none"> <li>-solving disputes and conflicts</li> <li>-acceptable physical contact</li> <li>- negotiation and compromise</li> <li>- secret/confidentiality</li> <li>- managing dares</li> </ul>	<p><b>How can we embrace our differences?</b></p> <ul style="list-style-type: none"> <li>-debating issues</li> <li>- appreciating differences</li> <li>- differences and diversity</li> <li>- value customs around the world</li> </ul>	<p><b>How can we choose a healthy lifestyle?</b></p> <ul style="list-style-type: none"> <li>-make choices for health</li> <li>-too much screen time</li> <li>- medicines, caffeine, alcohol, tobacco</li> <li>- how the spread of infection can be prevented</li> <li>-oral hygiene</li> </ul>	<p><b>Who helps us to keep safe?</b></p> <ul style="list-style-type: none"> <li>-local environment/ bike/ rail/ water/ fire</li> <li>- first aid</li> <li>-family and where to go for help if unhappy</li> </ul>	<p><b>What does the future hold for you?</b></p> <ul style="list-style-type: none"> <li>-personal target for future</li> <li>- changes due to puberty (sweating etc.) (Nurse)</li> <li>- Online images</li> </ul>	<p><b>How are we custodians of our world?</b></p> <ul style="list-style-type: none"> <li>-resources</li> <li>- economic changes</li> <li>- sustainability</li> <li>-money</li> </ul>

5	<b>Reflect/ Cooperation</b>	<b>Curious/ Respect</b>	<b>Reflect/Resilience</b>	<b>Curious</b>	<b>Reasoning</b>	<b>Communication</b>
	<b>How could you be affected by discrimination?</b> -how you behave can affect you and others - valuing differences - ability to raise concerns, challenges and points of view	<b>How is our behaviour influenced by society?</b> -mobile phone -society rules - anti-social behaviour, impact and dealing with it - making appropriate decisions	<b>How do we keep a positive and a healthy mind?</b> -negative/positive emotions affecting health and well-being - healthy choices contribute to healthy lifestyle including food - leisure time - time for yourself - personal perspective conscience etc.	<b>How do we grow and change?</b> -personal goals and aspirations -physical and emotional changes and how to deal with them - (My Mate Fancies You)	<b>Why do people struggle in our community?</b> -everyone's responsibility in the community family/wider family/local - who might help me if struggling - teachers, police, child-line, Samaritans, churches, charities	<b>How does advertising influence our lives?</b> - critical consumer - stereotypes/images - loans/debt - contribute towards paying for their own things - gambling
6	<b>Curious</b>	<b>Communication</b>	<b>Respect/Resilience</b>	<b>Cooperation</b>	<b>Reflect</b>	<b>Reasoning</b>
	<b>What rights do you have?</b> -class discussions and debates, looking at the importance of human rights - rights of the child from UN declaration	<b>Are things always what they seem?</b> -distorting reality - body image/expectations - body enhancing drugs - slimming pills - peer pressure -county lines -Who would you go to for help?	<b>What makes a healthy relationship?</b> -different types friends, family, couples - marriage/civil partnership -commitment -skills to maintain positive relationship - recognise when it is unhealthy (controlling) - confidentiality, but recognise when it is necessary to break -arranged marriage if agreed, forced illegal -personal boundaries and the right to privacy	<b>How can we make a difference?</b> -how resources are allocated, and effect has on the environment Fairtrade/McDonalds	<b>What does it mean to be you?</b> -stereotypes -sexual orientation, gender identity -pre-judice - coping with discrimination with you or your family differences - challenging points of view	<b>What makes us enterprising?</b> - high expectations - growth mind-set - what enterprise means for work and society - future careers -qualities you would need for different jobs -personal goals and achievements

At Roberts, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships. We believe that RSHE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Children should receive teaching on LGBT relationships, which is delivered at Roberts, for example, through teaching about different types of family, including those with same sex parents supported by sensitive books and resources.

### Pupils with SEND

As far as is appropriate, children with special educational needs should follow the same RSHE education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases, the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from RSHE education, these aspects of personal and social development are as important to all children.

### Assessment

The children will be assessed throughout the year with observations made during lessons, participation in class activities noted (taught lessons, circle time and behaviour) and written work produced.

## **Roles and responsibilities**

The governing body will approve the RSHE (PSHE and RSE) policy and hold the Head Teacher to account for its implementation.

The Head Teacher is responsible for ensuring that RSHE (PSHE and RSE) is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

## **Staff**

Staff are responsible for:

- Delivering RSHE (PSHE and RSE) in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the [non statutory/non-science] components of (RSHE) PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teacher.

## **Pupils**

Children are expected to engage fully in RSHE and, when discussing issues, treat others with respect and sensitivity. Anyone who is unable to follow these guidelines will be dealt with through the behaviour policy.

## **Parents' right to withdraw**

The school understands the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust, and co-operation.

In promoting this objective, we:

- Make available online, via the school's website, this RSHE (PSHE and RSE) Policy.
- Answer any questions that parents may have about the RSHE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Inform parents about the best practice known regarding RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. We have committed to a retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the child's educational record. The Head Teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

### **Training**

Staff are trained on the delivery of RSHE as part of their continuing professional development. The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

### **Confidentiality and Child Protection Issues**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead: Dawn Hunt (Head Teacher), Ken Hughes (Deputy Head Teacher), Carol Ratledge and Sarah Burns, who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Roberts Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Head Teacher, Dawn Hunt, and RSHE Leaders, Debbie Garside, Jenny Parker-Kinnaird and Wendy Baxter, through planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.