



Relationships Sex and Health Education (RSHE) Policy

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At Platt C of E Primary School, our vision is based on the parable of the mustard seed. Through the teaching of RSHE, children gain further knowledge and understanding about themselves and their relationships with others in their family and community. This enables them to grow and flourish as individuals and as future global citizens.

1. How this Policy was developed

The policy was written by Headteacher and SLT. This was shared and approved with the school governing body in July 2020. It has been reviewed in June 2021 in consultation with staff.

A consultation of parents happened in May 2020 and they were given a draft overview of the curriculum and its aims. Any enquiries or questions were discussed and the governing body for the school approved the use of CORAM SCARF curriculum for the whole school in May 2020.

2. Requirements on schools in law

The school is required by law to deliver a Relationships Education and Sex Education curriculum from September 2020. This is outlined

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

As of September 2020 it is statutory for schools to deliver Relationships Education in primary schools. We are encouraged to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and drawing on knowledge of the human life cycle as set out in the National Curriculum for science. Health Education is statutory from September 2020 and covers the key facts about puberty and changing adolescent body.

3. What is Relationships (and Sex) Education?

RSE is a key element to our values of care, learn and forgive. We believe that by learning about the diverse world we live in and the cultural, religious and social diversity our pupils will be empowered to live their life in all its fullness and be successful in school and beyond.

We will adopt the CORAM SCARF curriculum for all year groups and will follow this as our long term coverage. (This is outlined on the school website and on long term plans for each year group) This can also be found on the Coram Life Education RSE lesson plan grid online and within the appendix below.

Classes will be taught weekly in whole class groups and when appropriate in split groups or small groups.

4. How Relationships (and Sex) Education is monitored and evaluated

Monitoring of lessons and standards will follow the same whole school approach as other lessons.

In order to ensure that students are making progress and the delivery of lessons enables this progress to take place we will access the SCARF 6 half termly units and assessment opportunities.

Following the guidance of PSHE Association it is evident that Assessment in PSHE and RSE education should not be about levels and grades but about ipsative assessment. This will enable a comparison on an individual basis of pupils building knowledge in comparison to previous years. This ensures that the personal progress is the measure and not that of grade boundaries and set syllabus which would be inappropriate for PSHE.

5. How the delivery of the content will be made accessible to all pupils

The curriculum choice ensures that RSE is relevant to our pupils and setting. As consistent with equal opportunities procedures, where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of our society. Stereotyping in terms of race and gender should be avoided, and pupil's religious beliefs and cultural differences should be respected.

The curriculum ensures that the RSE programme has opportunities for both boys, girls and those identifying as transgender to access lessons equally and respectfully.

The curriculum covers a variety of ethnic, religious (alongside our RE curriculum) and cultural topics to enhance pupil understanding and promote respect and understanding for the views of different ethnic, religious and cultural groups.

The curriculum covers a variety of home and family situations to increase awareness, respect and understanding of various home situations. These are acknowledged and discussed throughout the school journey.

The curriculum acknowledges that on average 5% of pupils will define themselves as gay, lesbian or bisexual. Students may also have family members or friends who define themselves as these. The curriculum acknowledges these choices in a sensitive, honest and balanced manner in order to promote a respect and understanding of these choices.

As with our wider curriculum all pupils will be given support for learning, emotional, behavioural and physical disabilities in order to fully access the content of the lessons. In 2023, Health and Wellbeing workshops will be available for Reception (Bouncing Back), Year 1 (Taking Care), Years 2 and 3 (Acceptance). These workshops will be led by experts from CORAM SCARF to compliment the wider impact our PSHE curriculum provides.

The teaching of Relationships and Sex Education will be delivered at an age appropriate level. When children may have a delayed cognitive development, which could hinder the understanding appropriate to their age, family and SENDCo will meet and agree a plan to ensure safety for the pupil.

6. Parental concerns and withdrawal of students

Parents were asked to contribute to the consultation period regarding introducing the new approach to RSE and PSHE within the school from September 2020. This was done in a public consultation where parents were able to openly ask and also privately voice concerns.

Long term plans and coverage will be shared with families to ensure that they are aware of topics being covered and enable them to contribute to the development of values and attitudes respectful to their own family beliefs.

When delivering RSE parents have the right to withdraw students from all or part of the SRE but not for those areas outlined in the national curriculum. Parents are allowed to withdraw their child from sex education but not the relationships elements of the new curriculum as outlined by the DfE (2019)

Before teaching Sex Education information will be shared with families upon the content of the curriculum and information regarding withdrawal will be shared.

Should a child be withdrawn from the lessons they will be given work appropriate to their age group and be invited to sit within another classroom for supervision purposes.

N.B, Before granting any such request it would be good practice for the headteacher to discuss the request with the parent and, as appropriate and with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice is also likely to include the headteacher discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

7. Dissemination of the Policy

The policy was sent to all parents and staff in September 2020. The policy and guidance will also be shared on the school website and should families require a paper copy can be provided.

Parents have been informed following the original consultation period that SCARF CORAM will be adopted by the school. Families joining the school are given this information during induction.

8. Policy Review and Development Plan

The policy will be reviewed annually by staff and governors to ensure suitability.

When areas of development are identified these will be addressed through staff CPD and community events.

9. Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following policies:

- Child Protection Policy
- Behaviour policy
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2023)

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

Appendix 1 – long term plan

Health and wellbeing long-term plan based on SCARF suggested half-termly units and related key themes

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
P1	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy, – food, exercise, sleep Growth Mindset	Cycles Life stages
P2	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe Keeping healthy Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
P3	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
P4	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
P5	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
P6	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help Keeping safe Getting help