



The Pochin School



RSE and Health Education Policy

Aims

From 2020, all primary schools in England are required to teach Relationships Education and Health Education (RSE) so that children know how to be safe and healthy and can manage their academic, personal and social lives in a positive way. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Primary schools are required to focus on the knowledge and skills that children need to develop healthy, respectful relationships, focusing on family and friendships in all contexts, including online. Learning how to be healthy is also a key focus including enabling children to have a good understanding of mental well-being.

At The Pochin School, the compulsory content of RSE will be taught within a wider programme of Personal, Social, Health and Economic Education (PSHE) so that our pupils are able to understand what a healthy relationship looks like and learn what is and is not acceptable behaviour. We enable our pupils to understand and respect who they are and to equip them with the knowledge and skills needed to act according to their beliefs throughout their lives. Although at primary school, there is no statutory requirement to teach sex education beyond what is required in the Science National curriculum, we follow the DfE recommendation that children are taught about how a baby is conceived and born prior to leaving primary school. The non-statutory teaching of conception and birth is included in the RSE content at Years 5 and 6.

Equality

The PSHE and RSE policy at The Pochin School promotes respect and value for each individual pupil. Teaching aims to meet the needs of all children in school and to foster good relationships between groups.

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics." Schools within the Trust are free to determine how and when they teach the pupils about LGBT content (Lesbian, Gay, Bisexual, Transgender) and all pupils are taught the LGBT content at a timely point as part of the curriculum.

At The Pochin School, we respect the right of pupils, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

SEND

RSE is statutory for all children, and it is important to us that all children at The Pochin School take part in the lessons. High quality lessons are accessible to children with special educational needs; we recognise these children may be more vulnerable and that this learning is of vital importance to help keep them safe.

Safeguarding responsibilities

We recognise that many issues covered in PSHE and RHSE are of a sensitive nature; they work with pupils' real-life experiences, so it is vital that both pupils and staff are protected in these lessons. To ensure that children can learn about sensitive issues safely, a safe and supportive environment is created in various ways. These include: regular safeguarding training for all staff; teachers are made aware of the Pochin guidelines on confidentiality and disclosure; the boundaries around confidentiality are made explicit to learners; ground rules are agreed with the children when discussing sensitive topics; these ground rules are regularly revisited and amended when necessary; techniques such as storytelling, puppet talk and video clips are used to allow children to explore issues thoroughly and safely; choosing the timing of lessons thoughtfully; using a question box. Whenever possible, issues of a sensitive nature are taught by a trusted adult who has built relationships over time with young learners.

If sensitive issues are to be addressed, teachers may choose to have a conversation with the child or their parents prior to the lesson.

If teachers recognise that a child needs additional support, this may include adjusting activities to ensure they will not cause additional distress, having additional support from an adult or trusted peer, ensuring children know they do not need to talk about their experiences, creating a safe space for the child to go to if they are upset, moving the lesson to a different time of year.

Teachers will also bear in mind significant local and national events and the impact these may have on the planned curriculum. They may influence the order of teaching so that support can be given to children in dealing with a particular issue or perhaps distance given so events are not so raw.

Teachers and other adults will be vigilant that disclosures can occur during or after a RSE lesson and will follow the schools' safeguarding policy carefully and report any concerns to the DSL in school.

How RSE is taught at The Pochin School

RSE is delivered as part of the PSHE curriculum by teachers and other adults familiar to the children. Often the RSE content may be taught alongside similar topics in other subjects such as Science, computing, and P.E. The school follows a mixed -age scheme of work which ensures full coverage of the National Curriculum objectives.

The curriculum is age-appropriate enabling children to have considered issues in the safe learning environment of the classroom before they experience them in real life.

A range of teaching methods are used which involve children's full participation are used including discussion, case studies, drama, and role play. Whilst most sessions will involve whole class, mixed gender groups, some sessions may be delivered to smaller or single gender groups of children.

The Pochin School values working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors may be invited to deliver appropriate sessions to pupils within the school.

All visitors are subject to the Trust's Child Protection and Safeguarding policy and the credentials of visiting organisations, and any visitors linked to external agencies are always checked. We also ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

Parents' right to withdrawal

RSE is statutory and it is important that all children take part in the lessons. Each lesson includes differentiation to support teachers in meeting their individual needs. Parents do not have the right to withdraw their children from RSE.

We inform parents when the non-statutory concepts of the RSE are being taught and provide opportunities for parents to view the videos and resource being used. These areas are taught in Year 6 :the changing body, conception, pregnancy and birth. We believe that learning about these sensitive issues in the safety of the primary school setting enables children to gain accurate information and to understand the skills and attitudes which will help them make safe, healthy choices in the future.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from these aspects of RSE.

The RSE curriculum at The Pochin School

Our curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the children the opportunity to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided into 3 overarching themes

1. Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

2. Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

3. Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

Assessing

As with any learning, the assessment of pupils' RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also used to adapt and amend material for RSE and ensure it is relevant and effective to both our learners and wider community.

Roles and Responsibilities

The Local Advisory Board

The PSHE and RSE policy will be approved by The Pochin School's Governing body, and they will hold the Headteacher to account for its implementation.

The Headteacher

It is the responsibility of the Headteacher to ensure that PSHE and RSE is taught consistently across the school. It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSHE

Staff

The staff at The Pochin School are responsible for:

- The delivery of PSHE and RSE in a safe and sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

There is an expectation that all pupils at The Pochin School fully engage in PSHE and RSE and treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

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| Policy Name | PSHE and RSE Policy |
| Author | H Southwell |
| Statutory, regulatory and/or contractual considerations | Statutory |
| Implementation Date | August 2021 |
| Reviewed Date | Oct 2022 H Sharpe |
| Review Cycle | Annually |

The PSHE and RSE policy is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years]
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools
- UNICEF rights Respecting Agenda

Appendix 1 The 2021 RSE curriculum at The Pochin School- to be reviewed July 2022

| | Introductory lesson | Family and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--------|---|--|---|---|--|--|
| Year 1 | Setting ground rules for RSE and PSHE lessons | L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes | L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies | L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances | L1 Rules L4 Similar, yet different L6 Democratic decisions | L1 Introduction to money L4 Saving and spending |
| Year 2 | Setting ground rules for RSE and PSHE | L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs | L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth | L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine | L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion | L3 Wants and needs L4 Looking after money |
| Year 3 | Setting ground rules and signposting | L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender | L1 My healthy diary L5 Resilience: breaking down barriers L6: Diet and dental health | L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Drugs, alcohol and tobacco: influences L8 Keeping safe out and about | L1 Rights of the child L5 Charity L6 Local democracy | L1 Ways of paying L3 How spending affects others L5 Jobs and careers |
| | Introductory lesson | Family and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
| Year 4 | Setting ground rules and signposting | L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss | L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health | L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco | L1 What are human rights? L5 Diverse communities | L2 Keeping track of money L4 Influences on career choices |
| Year 5 | Setting rules and signposting | L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion | L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety | L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions | L1: Breaking the law L6 Parliament | L3 Risks with money |
| Year 6 | Setting ground rules for RSE and PSHE | L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss | L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns | L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">Conception, Pregnancy and Birth (parents have a right to withdraw their child from this unit)</div> | L1 Human rights L4 Prejudice and discrimination L6 National democracy | L1 Attitudes to money L4 What jobs are available Identity L3 Identity and body image |

Appendix 2: Parent form: withdrawal from non-statutory RSE lessons (birth and conception)

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |