



ST. MARY'S
ACADEMY TRUST

Queens Road Academy



RSHE policy November 2020

Adopted by Queens Road Academy Local Governing Body on 9.12.20
Signed T.Rodger
(Chair of Queens Road Academy Local Governing Body)

To be reviewed by November 2021

Vision

Our schools overarching intent is for all of our children to experience a rich and balanced PSHE and RSHE curriculum. Our intention is that children will leave Queens Road Academy as rounded individuals with open minds, who are also equipped with the knowledge, understanding and skills they need to manage their lives now and in the future.

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom. It was produced in consultation with our staff, board of governors, and most importantly with our pupils and parents. It will be reviewed every year to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils. To ensure its use, this policy will be available on the school website.

From key stage 1 to key stage 2, RSHE includes laying foundations of understanding about growth and change and respect for one another; later in key stage 2 it will promote the preparation for the changes of puberty. We believe it is important to address relationships and sex education in this age group because it will promote the values 'the importance of stable relationships', 'marriage' and 'family life. We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our relationship, sex and health education programme.

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

In promoting this objective we:

- inform parents about the school's relationship, sex and health education policy and practice
- answer any questions that parents may have about the sex 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
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- inform parents about the best practice known with regard to 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.

Parental rights

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, 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. The school always complies with the wishes of parents in this regard. Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers.

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils have always access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information as well as covering the law in

relation to forced-marriage, female genital mutilation and abortion. It should also cover the concept of, and legislation relating to, equality.

PSHE/RSHE and other subjects

While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.

In addition to the RSHE covered in PSHE education, for example, there is also work in the science national curriculum that covers basic human biology. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives. It is also very important to make links with the ICT/Computing curriculum. As part of RSHE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

In RSHE we teach the children:

- The importance of family life, moral questions and relationship issues
- The physical development of their bodies as they grow into adults and how humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- Respect for the views of other people
- What they should do if they are worried about any sexual matters, including possible abuse.

Teaching Strategies

- Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time and discussion groups
 - The programme will be taught through a range of teaching methods, including poems, posters, stories, DVDs etc.
- We follow the guidelines for Equal Opportunities and Inclusion as stated in the PSHE and Citizenship policy
 - We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty.
- It is important that children feel able to ask any questions that they wish and that their questions are valued.
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting
- If a question is too personal, the teacher should remind the pupils of the ground rules and /or refer her or him to the appropriate person such as a school nurse or outside agency
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that they both research this later.
- If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In some cases this may result in talking to the parents of the child
- If a teacher is concerned about sexual abuse, they should follow the school's safeguarding procedures.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. (See also Child Protection Policy.)

Monitoring and review

The Governing Board will monitor the relationship, sex and health education policy on an annual basis.

This RSHE policy should be read in conjunction with the:

- PSHE and Citizenship policy
- Safeguarding policy
- Inclusion policy
- Behaviour Policy
- Anti-Bullying policy