



**Relationships Education,
Relationships and Sex Education
and Health Education
(RSHE) Policy**

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We shine our light for each other

We share peace, respect and friendship

We flourish and grow together

‘Your word is a lamp to my feet, a light to my path.’ Psalm 119

Rationale and Ethos

At Darrington, our school’s overarching aims for our pupils is for us to prepare pupils for the opportunities, responsibilities and experiences of adult life and promote children’s spiritual, moral, social, cultural, mental and physical development both at school and in society. In order to embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

RSHE is taught through our One Life programme, following a deliberately planned and carefully sequenced curriculum which goes above and beyond the Department for Education’s statutory guidance.

Through One life, RSHE content is broken down into 3 strands: Mental Fitness: Physical Fitness and Social Fitness. We are passionate in our belief that, for our children to grow into happy, healthy and well-rounded young people and adults, we must teach them, explicitly, how to develop mentally, physically and socially.

The policy is informed by [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)

Roles and Responsibilities

The RSE subject lead, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver our One Life programme effectively. Teaching staff will receive One Life training at regular intervals throughout the year to support them in the delivery of our One Life programme. Our One life programme goes beyond the teaching of RSE. At Darrington, it is part of our culture and daily routines.

Legislation (statutory regulations and guidance)

We are required to teach relationships education/RSHE as part of the statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools 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 set out in the National Curriculum for science.

Health Education is also statutory in all schools.

Our RSHE curriculum, including statutory Relationships and Health education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental fitness and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

At Darrington, we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our RSHE provision.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory
- Safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum design

Our One Life programme is an integral part of our whole school character curriculum that we offer. We will ensure every child is guaranteed an education that covers mental fitness and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. Our One Life programme is inclusive of all children regardless of their level of need, gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. Our programme will be planned and delivered through regular curriculum time like any other subject. Assemblies at Darrington will enhance this offer. RSHE is matched to the needs of our pupils as we ensure we know our school community well and therefore address the current needs of our pupils. The curriculum will be appropriate for the age and stage (including emotional maturity) of our children.

Our One Life programme will be taught through a range of teaching methods and interactive activities, including ensuring children debate probing questions, have the opportunity to consider and respect the views of others and link their learning to their everyday lives. Careful thought will be given to the needs of

more vulnerable pupils and pupils with Special Educational Needs and Disabilities (SEND) ensuring that they can access the content in particular, with a focus on friendships and healthy relationships and how this can impact on emotional wellbeing. In addition, this focus on healthy relationships will be taught explicitly and referred to at appropriate points throughout as pupils with any additional needs and vulnerabilities can be more susceptible to abusive relationships. The whole school is invested in the quality of relationships, sex and health education for all pupils, including pupils with SEND, as part of pupils' personal development and preparation for independent living. Life skills covered in these lessons can be particularly useful for pupils with SEND. When the needs of pupils in the classroom suggest it, teachers will consider supplementing their approach with alternatives to classroom teaching, such as digital approaches, one-to-one discussions, small-group sessions, or targeted sessions for some pupils. This can help to teach key vocabulary or concepts that pupils may not understand, consolidate learning, and ensure content has been understood. It also gives an opportunity for personalised teaching to meet specific needs.

High quality resources will support our provision and will be regularly reviewed to ensure they are current and meet the needs of our school community. Pupils will be encouraged to reflect on their own learning and progress by linking this with everyday decisions they or their peers make.

Safe and Effective practice

At Darrington, we will guarantee a safe learning environment by ensuring children feel comfortable to speak openly to trusted adults. Children will understand that they can speak in front of their peers, knowing that their views and beliefs will be respected. A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. In order to provide this, teachers and pupils will decide ground rules by agreeing to follow the school rules consisting of; we all have the right to learn, feel safe and the right to be treated with respect. Ground rules also help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils.

Teaching some of the topics in the curriculum can be challenging as almost any topic has the potential to be sensitive. In these instances, distancing techniques are used as they depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives. Pupils who struggle with written work often come into their own when given the chance to take on roles or to respond to scenarios. At Darrington, we acknowledge the importance of encouraging pupils to ask questions, but at times more sensitive issues may need to be discussed. In these instances, pupils will be able to raise questions anonymously by using the classroom, 'On my mind' jars. This approach allows teachers to have time to reflect upon and respond appropriately to any questions raised. All staff teaching RSHE will be supported by the RSHE lead and the Senior Leadership Team.

Safeguarding

At Darrington, safeguarding is of paramount importance and underpins everything we do. All teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this occurs, all staff are fully aware of safeguarding policy and procedure. In the event of an immediate safeguarding concern, teachers will consult

with a member of the designated safeguarding team. Darrington also ensure any concerns about children are shared with key staff via CPOMS (Child Protection Online Monitoring and Safeguarding system).

Engaging stakeholders

This policy has been made accessible to parents, teachers, other school staff and governors through the school internal systems and the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. We are committed to working with parents and carers by ensuring that they are fully aware of what is being taught and provide additional resources and support through updates on the school website. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be provided online. Parents will be welcome at any time to discuss the curriculum in more detail with a member of the Senior Leadership Team as part of the school's open-door policy.

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

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). The statutory requirements of RSHE do not extend to sex education at KS2 (beyond the biological/reproductive aspects schools are already required to cover in science). Parents/carers have the right to withdraw their children from RSHE content that is not part of statutory NC Science, however we would always encourage a conversation with the head teacher before this action were to be taken. The head teacher would discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. If a parent/carer requests that their child be removed from relationships and sex education, we would respect their decision and provide an alternative to the specific lesson.

Governors will be informed of the RSHE policy and curriculum through regular governing body meetings. Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils through regular lesson observations and conversations with pupils.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.
- Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex. See Appendix 1 for the Church of England Charter.

Monitoring the quality of provision for RSHE

Teachers will critically reflect on their work in delivering RSHE through regular discussions with the RSHE lead. Pupils will have opportunities to review and reflect on their learning during lessons and feed back to teachers. Pupil voice will be influential in adapting and amending planned learning activities to ensure children are fully engaged in their learning experiences.

Policy title	RSHE Policy
Monitoring and review	Every 2 years or as guidance changes
Links	SEND/INCLUSION POLICY
Staff responsible	SEND/Headteacher
Committee responsible	Pupils and Standards Committee
Date approved	March 26
Review date	March 28