



NURTURE ASPIRATION EQUALITY
INCLUSION CREATIVITY

Meridian Primary School Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

The Children and Social Work Act 2017 includes legislation on Relationships and Sex Education in schools. This policy sets out how the school meets the subsequent, statutory requirements of the Department For Education, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' June 2019.

Relationships Education, Sex Education and Health Education (referred to in this policy as RHE)

1. Introduction

At Meridian, we have a holistic approach to education. Through our curriculum and ethos, we aim to foster a learning environment in which our children develop an understanding of their rights and responsibilities within their immediate and wider community and develop the skills, attitudes and knowledge that will support them to stay safe and prepare them for life in modern Britain.

Relationships Education, Relationships and Sex Education and Health Education (*referred to in this policy as RSHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RSHE involves lifelong learning, starting early in childhood and continuing throughout life and so it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

Personal, Social and Health Education (PSHE) has always been a fundamental part of learning at Meridian - lessons, assemblies and the modelling of appropriate behaviours for learning are all part of the learning process. RSHE - Relationships Education, Relationships and Sex Education and Health Education - is one aspect of our PSHE curriculum (Personal, Social and Health Education).

2. Aims and Objectives

The over-arching aim of RSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens - both now and in the future.

In line with all RBG schools, the main objectives of Meridian's RSHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;

- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Meridian is an inclusive learning community which values individuality and celebrates differences. Within this diverse learning community, Meridian values all children, staff, parents and members of the community regardless of sex, Gender Reassignment, Marriage or Civil Partnership, Pregnancy or Maternity, Race (including Ethnic or National Origin, Nationality), Disability, Sexual Orientation, Age, or Religion or Belief (these are Protected Characteristics as defined by the *Equality Act 2010*). RSHE at Meridian is compliant with the Equality Act 2010 and supports our fulfilment of the Public Sector Equality Duty, which requires schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

3. Curriculum Content

RSHE is one aspect of our PSHE curriculum (Personal, Social and Health Education). Through assemblies, weekly PSHE lessons and other curriculum subjects, children regularly learn about national and international events such as Black History Month, Anti-Bullying Week, Deaf/Dyslexia Awareness and topics such as E-Safety. In addition, we are working towards becoming a Unicef Rights Respecting School and children are taught about the Unicef Rights of the Child.

Lessons are taught with clear learning questions and knowledge is developed as children's progress through the school, building on previous knowledge and understanding.

It meets the requirements of statutory elements of the National Curriculum relating to: Science (Sex Education); Relationships Education and Health Education. As recommended by RBG, the school uses the Christopher Winter Project.

Although RSHE is a subject in its own right, it is usually taught in the context of other learning and, where applicable, is complemented by teaching and learning in other subjects such as RE and Science.

A core element of RSHE is about understanding and managing our mental health and well-being. Throughout the curriculum, children are taught about managing and regulating feelings and developing the characteristics of resilient Meridian learners - the Meridian Learning Muscles (focussed, persistent, resourceful, curious, reflective).

All children, including those with SEND, have a right to effective RSHE. Different children's needs are taken into account when teaching this. They may require adjustments to the curriculum to support their access.

Parental partnership in RSHE is important and curriculum details are published on curriculum plans sent home with class newsletters each term and published on the website.

4. Teaching and Learning

At Meridian, RSHE is taught by class teachers and the school is supported by RBG (Royal Borough of Greenwich) who offer advice and training.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any RSHE is taught, time is spent on developing ground rules with the children. These ground rules ensure the most effective climate for learning and apply to both children and adults in the classroom. These ground rules are based on three fundamental rights of the child:

- The right to learn;
- The right to be and feel safe;
- The right to feel and be respected.

Teaching takes place in a variety of ways but always aims to ensure that learning happens in an engaging way. Classroom activities will depend on the topic but will include a variety of approaches such as individual work; group work; discussions; research; writing; drawing; use of IT and media.

Teachers use children's questions and their own questioning to inform future learning.

5. Use of Outside Visitors to Support RSHE

RSHE at Meridian is taught by class teachers who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with children. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning (e.g. Little Fish transition project).

When any aspect of the RSHE programme is being led by an outside agency, the class teacher will also stay in the room, to ensure that learning from the session can be followed up appropriately and to reassure children that the class ground rules are being honoured.

6. Assessment and Monitoring of RSHE

Assessment is key to learning. Any teaching and learning in RSHE starts with an assessment activity, to establish children's learning needs and prior understanding. Teachers also use the Christopher Winter resources to assess children's progress and ensure assessment is matched to the requirements set out in the DfE statutory guidance.

Children and teachers evaluate learning in RSHE in a variety of ways. At times, this will include written work but the majority of RSHE assessment will be in the form of discussions, photos and personal reflection and will inform planning.

In general, children's learning in RSHE should be assessed by the development of their skills and attitudes/values, e.g. increasing maturity in their relationships around school and behaviours for learning. It will be reflected in their positive behaviour and contribution to the life of the school.

7. Parental Engagement With RSHE

Children **cannot** be withdrawn from Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are additional to that covered by the science curriculum, which is mandatory. (They may request to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so.)

If a parent/carer requests to withdraw their child from Sex Education, it is vital that the school talks their request through with them so that parents/carers are able to understand:

- what their child would be learning and why;
- what aspects they can and cannot be withdrawn from;
- what the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

If, after discussion with parents/carers, it is agreed that a child will be withdrawn from any non-statutory Sex Education taking place then the schools will ensure that the child is occupied meaningfully during that time, with suitable and alternative learning provision.

The school will also ask the parents/carers how they will be ensuring that the child to be withdrawn is going to be supported at home, to ensure that they are able to take part in all other statutory RSHE taking place.

8. Policy Leadership

RSHE is led and managed by the school PSHE Lead with the support of the SLT and RBG. The school's governors are responsible for ensuring an up-to-date policy is in place and for final approval of the policy.

9. RSHE and Safeguarding

Effective RSHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard children, RSHE at this school follows the principles for effective RSHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RSHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.

- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

10. RSHE and Faith Perspectives

At Meridian, children of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RSHE is taught in a way that respects all views and which takes the backgrounds of the children into account. Primarily, RSHE is a subject dedicated to building children's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage). However, RSHE is always taught within the context of the Equality Act 2010.