

RSHE Policy – George White Junior School

This relationships, sex and health education policy covers George White Junior School's approach to teaching relationships, sex and health education (RSHE). It was produced through consultation with the whole school community including pupils, parents/carers, staff and school trustees.

It will be reviewed every three years, or sooner if the RSHE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSHE consultation events, referencing in the school prospectus and a link from the school website. If a hard copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships, sex and health education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSHE is taught in a way that is complementary to the wider ethos, values and principles of our school. RSHE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum allowing for the development of knowledge relevant to the age and stage of the learner. A spiral curriculum means that children will be taught age appropriate RSHE lessons from Year 3 –6. Each year, lessons will build on previous learning.
- ✓ Providing an inclusive learning environment, which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.

- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Help managing shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSHE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSHE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSHE curriculum are a statutory requirement to teach in order for the school to meet RSHE Statutory guidance, September 2020 and The Equalities Act, 2010. It is important to teach RSHE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSHE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSHE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

The RSHE programme will be led by Abbie Breakenridge, and taught by class teachers and HLTAs. All staff involved in the delivery of RSHE have received specialist training ensuring pupils are taught with consistent approaches to RSHE throughout their time at George White Junior School.

RSHE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSHE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At George White Junior School our school's motto All Different, All equal, All Learning is visible across the whole school. We actively celebrate the diversity of our pupils, their families and the wider whole school

community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'Ask it Basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSHE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers, review the resources being used and consider ways to build on RSHE at home. The school operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

R Time:

Positive relationships are encouraged throughout all aspects of life at George White Junior School. A way that we explicitly allow time for children to practise these skills is through R Time: **Relationships to improve education**. R time is an exciting, dynamic, fun-filled Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of Random Pair work. R time has been shown to improve behaviour, reduce bullying, raise self-esteem and accelerate learning.

All children will take part in one R Time session each week across all year groups. This is part of our school's RESPECT ethos:

Respect: Children learn to listen to and to respond to their partner and everyone in the classroom. There's a huge focus on manners and using each other's names. Children are encouraged to actively listen to the speaker.

Engagement: Children are encouraged to actively listen to their partner and will be asked about what their partner's opinion is rather than their own. They will also take part in a short activity together. This could be a verbal activity or an activity where they need to plan and produce something.

Safety: Children learn to move around the room safely, take turns and to be aware of others and their surroundings. R Time skills are encouraged on the playground e.g. lining up on the playground. Building resilience and learning that it's okay not to be first in the line or that someone's idea for a game won't always be chosen.

Empathy: Children will be encouraged to listen to their partner's point of view and to respond. They will speak in a kind way and will be encouraged to talk about how it makes them feel when they show respect to others. As they will be randomly paired each week, they will work with a variety of children throughout their junior school life.

Confidence: Children are encouraged to speak aloud about what their partner has said. They are also encouraged to be proud of who they are. By listening to one another in a focused way, children will have an increased feeling of self-value.

Teamwork: Children are encouraged to take turns by saying phrases such as, 'Would you like to go first?' or 'Is it okay if I go first?' They will work together on an activity, taking into consideration each other's viewpoints and negotiating to make a joint decision about the task. At the end of the session, children are encouraged to thank their partner for something specific within the session. This helps children to grow in resilience and to accept that sometimes their idea will be chosen but it's also okay if it isn't chosen.

Pupil Voice:

At George White Junior School, we encourage our students to share their opinion in a non-judgemental and safe way. Smart School Council is a way in which our children are able to share their opinion about different topical subjects. Every child is a school council member and each week, children will take part in a school debate that is either set up by Smart School Council or by Mrs Breakenridge. This allows children to feel part of a school or national debate and to allow for each child's voice to be heard. At the end of each session, children are asked if there is anything that they would like to change or do to improve the school. Each Class Council meeting should be lead by a different student each week. Each class has a Communications Team representative. The Communications Team is expected to meet up regularly to discuss the school and to be the voice of their class.

RSHE During Covid19:

During the current pandemic, parent consultations will be delivered via a video consultation. Parent and carers will be given the opportunity to respond and ask questions through a parent questionnaire. If parents/carers wish to discuss this further with their class teacher or SLT then a meeting will be arranged. Parents will receive examples of lessons and will be informed when their child's RSHE lessons will take

place. Lessons will be adapted so that children can socially distance as much as possible. Teachers will respond to pupils needs and may need to teach content from the previous year to make sure that gaps are filled and the relevant information is taught.

R Time is not randomly paired at the moment but the sessions still take place. Children will just work with their regular partner.

The Communications Team meetings cannot go ahead at the moment but Class Council meetings continue to take place meaning that children can still take part in whole school debates. These will be about improving our school and also issues in the wider world. The Communications Team representative will lead these sessions for the time being.

