

Gorse Hill Primary School



Relationships, Health, Education Policy March 2021

Subject Leader	Miss Holly Smith
Ratified by governors	10 th March 2021
Review	Spring 2022
Consultation with staff	7.10.20
Consultation with Governors	10.2.21
Consultation with Parents	Spring Term 2021

This policy covers our approach to RHE; a statutory component of the PSHE curriculum from the summer term 2021. It aims to set out the purpose of RHE and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Intent

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. Parents are invited to ask questions about the new RHE curriculum and answers will be provided by the PSHE lead. Parents will have the opportunity to discuss feedback with the senior leadership team if this is required.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Implementation

Our inclusive RHE curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

Our PSHE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our RHE curriculum through a variety of teaching methods and interactive activities.

Where appropriate, outside agencies such as the school nursing team will support with the delivery of the curriculum. Staff will ensure prior to the lesson that the content of any lessons delivered by an outside agency is appropriate. An outside speaker would always have a member of the Gorse Hill Staffing team present.

Impact

Through our comprehensive RHE provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Safeguarding

Teachers are aware that effective RSE, 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. In this instance, teachers will consult with the designated safeguarding lead (DSL) and in his/her absence, their deputy.

DSL- Mrs Lisa Bates, Miss Ceri Coxé Deputy DSLs- Mrs Emily Rodda, Mr Calvin Bates

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Reviewing the Policy

This policy will be reviewed on an annual basis by Miss Holly Smith

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.