



The Governing Body of
Herons Dale Primary
School

have adopted the following policy:

**Relationships, Sex & Health
Education (RSHE)**

Reviewed by:

Meg Palmer

Date:

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Ratified by Governors:

Review Date:

September 2023

Introduction

Hérons Dale School is a Special Primary School in Shoreham which caters for pupils with a diverse range of needs, including PMLD, CLDD, SLD, MLD and ASD. We believe 'Communication is the key' to success and everything we do is geared towards developing language and communication skills. We are keen to make our children aware of the importance of Personal, Social, and Health Education (PSHE) in their everyday lives and these skills are a vital part of our curriculum. It is important for us to provide the PSHE skills that will be invaluable in later life.

The teaching of Relationships, Sex & Health Education (RSHE) falls within the curriculum area of PSHE. At Herons Dale School, we strive to maximize every possible opportunity to deliver good quality PSHE and within this RSHE. This policy outlines the teaching, organisation, and management of the RSHE taught and learnt at Herons Dale School. The implementation of this policy is the responsibility of all the teaching staff.

Rationale and Aims

At Herons Dale School we help all our pupils to achieve their full potential by providing a broad, balanced, relevant, and inclusive curriculum. We ensure that all our children are given access to a curriculum which is fully inclusive, regardless of race, gender, religion, or ability. We help all pupils to show consideration for themselves, each other, and the wider community.

At Herons Dale School, RSHE contributes to the curriculum for PSHE by ensuring that all children:

- Develop confidence in talking, listening, and thinking about feelings and relationships
- Are encouraged to explore values, attitudes, and personal relationships
- Can differentiate between boys and girls
- Can name parts of the body and describe how their bodies works
- Are prepared for puberty
- Are aware that some parts of their (and other peoples') bodies are private
- Are empowered to feel confident about taking ownership of their bodies
- Develop self-esteem and self-awareness
- Know ways to stay safe and ask for help and support

RSHE will promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, at school, at work and in the community.

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Herons Dale School Aims

Happy days filled with learning

A happy and relaxed child will be able to engage in all learning.

Experiences which develop a fit and healthy lifestyle

A variety of strategies and approaches in the delivery of PSHCE ensures that this is the case.

Relevant, broad, balanced, creative and inclusive curriculums

Herons Dale teachers use a range of curriculums to ensure that all children have the opportunity to develop skills in all relevant areas of the PSHCE curriculum at their own level.

Opportunities to be part of the community

Pupils participate in a range of events such as carol singing, fundraising days, shoebox appeal etc. in order to develop awareness of and contribute to the wider community.

Nurturing relationships

Achievements in PSHCE are celebrated together and where appropriate, our pupils are encouraged to work collaboratively and reflect on their learning through sharing work and experiences.

Stimulating learning environments where pupils feel safe and secure

An environment which is underpinned by PSHCE learning and encourages children to develop, rehearse, consolidate and apply their skills in a functional way.

Diverse and personalised approaches to learning

Staff work closely with pupils to ensure learning matches their PSHCE needs in the broadest possible sense, whether that be a focus on self-care skills, developing an awareness of relaxation techniques, running nurture groups etc.

All-encompassing communication

Where possible, activities are supported through the use of different communication pathways including objects of reference, symbols, PECs, pictures, eye-gaze technology, switch sounds and a multi-sensory approach.

Life skills development

Educational Visits provide opportunities for pupils to apply their PSHCE skills in a wider field e.g. taking part in collaborative activities with others

Encouragement and support to have respect, confidence and resilience

We always strive to ensure that pupils are able to generalise the skills they have learnt, at a pace which supports the development of confidence, in order to help prepare them for their future.

Legal Requirements for the Provision of Relationships, Sex and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.”

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.”

At Herons Dale we believe that RSHE should contribute to preparing pupils for the opportunities, responsibilities, and experiences of adult life.

Definition of Relationships Education

Learning content comes under the following main headings:

- **Families and people who care for me**
- **Caring Friendships**
- **Respectful Relationships**
- **Online relationships**
- **Being Safe**

Definition of Health Education

Learning content comes under the following main headings:

- **Mental Wellbeing**
- **Internet safety and harms**
- **Physical health and fitness**
- **Healthy Eating**
- **Drugs, alcohol and tobacco**
- **Health and prevention**
- **Basic First Aid**
- **Changing Adolescent Body**

Sex Education

Government guidance states “It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.” If it is decided at Herons Dale that sex education is to be taught to meet the specific needs of certain pupils, then parents must be consulted and parents have a right to withdraw their children. At Herons Dale we cover all aspects of puberty in our primary PSHE curriculum and science content includes the human body as it grows from birth to old age and reproduction in plants and animals. This content meets the needs of our pupils and allows them to understand the transition phase of their ongoing emotional and physical development effectively.

The Curriculum

The school’s curriculum is based on the National Curriculum and Early Years Foundation Stage Curriculum and planning is linked with ‘Every Child Matters’ (see Appendix 1). Teachers also have access to other curriculums to ensure that the needs of all our children are being fully catered for. In situations where other curriculums are being utilised, this will have been rigorously planned for in liaison with the Deputy Head for Achievement.

Other curriculums which we use include:

- IMPACTs
- NCCA Ireland Curriculum
- Penny Lacey
- WSCC Education for Safeguarding (E4S)
- Herons Dale PSED curriculum

Staff plan together to help ensure continuity and progression and they meet regularly to evaluate the curriculum on offer and to update the school’s policy documents on each curriculum area.

We ensure that we maximise each child’s learning opportunities and that they have access to a broad and balanced curriculum. Our Schemes of Work ensure that our pupils are introduced to a wide range of PSHCE skills which are taught in half-termly blocks throughout the school.

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The RSHE curriculum is mostly taught through the following strands:

- **Feeling Good About Me/Relationships/Taking Care of Myself**

The Science curriculum, PE curriculum and Computing curriculums also contribute to the teaching of RSHE.

In Years 5 and/or 6, pupils also receive a block of additional sessions, taught by Year 5/6 teachers in the Summer Term. As part of these sessions, boys and girls will have the opportunity to work in single-sex groups. This work centers on all aspects of puberty. Parents will be consulted about what will be taught at the beginning of the Summer Term and invited to meet with staff to discuss topics and any concerns.

Pupils are given opportunities to explore and develop RSHE concepts in a practical and meaningful way. At Herons Dale, pupils are given opportunities to develop and rehearse each of these skills at their own level.

The various curriculums which are used at Herons Dale allow for each pupil to receive a uniquely tailored RSHE experience which is underpinned by an understanding of the above.

Through careful personalised planning and preparation, we aim to ensure that throughout the school children are given opportunities for:

- a personalised teaching approach to make sure that all the children are taught at their appropriate level
- a creative curriculum to ensure that RSHE is not taught only as discrete lessons, but that it is embedded through our topic-based work, so children can use their PSHCE skills in a range of different sessions throughout the day
- practical activities and games
- individual, group and whole class discussions and activities
- open and closed tasks
- PLAY

Teachers' Planning, Organisation and Homework

Each class teacher is responsible for the teaching of RSHE in their class. All teachers will be expected to adapt plans to fit the individual needs of the children and to ensure that learning is developmentally appropriate for each child.

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Teachers employ many different strategies and approaches, from Herons Dale's basket of tools, to enhance the teaching of RSHE and these are outlined in the school's Teaching and Learning Policy.

We are a total communication school, ensuring that all children have access to the mode of communication that enables them to communicate as effectively as possible. The delivery of RSHE will be supported by relevant communication systems to allow all pupils to access the learning and to share their understanding of concepts.

Assessment for Learning

Teachers will continuously assess their pupils through questioning, observations and assessing recorded work. In this way short-term assessments will be an informal part of every lesson to check children's understanding and inform future planning. All teachers will assess against the school's bespoke assessment package One Stop Shop (OSS) throughout the term. The Early years teachers will populate OSS in the summer term to support teachers planning and assessment as they move further into the school. All annotations will be made in accordance with Herons Dale's Marking Policy.

Where appropriate, pupils will be encouraged to engage in self and peer assessment.

All progress is celebrated with the children. Feedback is provided to the children in a multitude of ways including verbal, physical, written, stickers, thumbs up, certificates, team points etc. It is delivered in a way which is meaningful for each individual child.

Staff Development

Staff meetings, Learning Walks, work scrutiny, planning scrutiny and INSET training days will be utilised to support staff in their development as identified through feedback, consultation, data analysis, progress meeting discussions and performance management etc. The sharing of good ideas and good practice is actively encouraged, and opportunities are created to facilitate this.

As appropriate, staff are enabled to attend externally provided training to support their development. Staff meetings are then be used as a platform to disseminate this training. Additionally, guest speakers are invited to school to support staff development.

Partnership with Parents/ guardians

- Parents are invited to attend a meeting with the PSHE Coordinator and Year 5 and Year 6 class teachers to share the topics which will be covered within the RSHE topic in the summer term.
- Parents have the right to withdraw their child from any RSHE that is provided outside the National Curriculum Science Orders.
- Where there are specific issues which may affect a pupils' ability to deal with the RSHE program, the school will consult with parents/guardians and any other appropriate agencies to meet the needs of the pupil.
- Parents are always welcome to contact the school about any aspect of RSHE.

Resources

There are a variety of resources stored centrally in the Resource Room. These include books and session resources. The EQUALS scheme provides suggested activities to meet the learning intentions of all our pupils. Online resources specifically for teaching RSHE to SLD and PMLD pupils are also used and detailed on the PSHE medium-term plans. Additional resources and support from the school nurse is used as appropriate.

Technology

Technology will be used in various ways to support teaching and motivate children's learning as often as possible, be it through 'fun' activities to aid learning; reinforcement of data handling or by use of specialist software to encourage, extend or assess progress. Technology will involve the computer, audio-visual aids and iPads etc. All staff will be compliant in adhering to the school Online-Safety Policy and will ensure pupil use all equipment appropriately.

Role of the PSHE Coordinator

In liaison with the Deputy for Achievement, the role of the coordinator is to:

- Audit resources and manage the budget for replenishment
- Undertake work scrutiny
- Undertake planning scrutiny
- Access pupil voice
- Oversee delivery of the curriculum
- Write and update the policy
- Analyse data
- Identify CPD needs

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- Produce a yearly action plan
- Support staff and signpost to support

Equality and Diversity

- We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning in PSHE
- We will ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity

Accessibility

- We will ensure that all pupils have access to learning in PSHE by making necessary changes to the physical environment e.g. height adjustable tables
- We will ensure that the curriculum is tailored to meet the needs of each individual learner in PSHE. Individual targets will be detailed in each child's termly Personalised Learning Plan.
- We will ensure that any written information that is to be shared with children during PSHE sessions is delivered in a way which best suits the learner.

Confidentiality, Child Protection and Disclosure

All staff follow the procedures detailed within the Herons Dale Child Protection policy.