

Personal, Social, Health Education (PSHE) Policy
including
Relationships Education and Health Education (RHE)
STATUTORY

Date	Review Date	Review Cycle	Coordinator	Nominated Governor
Dec23	Dec24	Annually	PSHE Lead	

Introduction

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). For all maintained schools there is also a statutory duty to provide Health Education which includes primary aged children learning about the '*changing adolescent body*'.

RHE involves learning about the emotional, social and physical aspects of growing up, relationships and human sexuality, including the importance of stable and loving relationships, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

Philosophy

RHE plays a very important part in fulfilling the statutory duties all schools have to meet:

- RHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.
- It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety.
- Together, along with the Science curriculum, the RHE curriculum aims to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

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Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We work hard to ensure that pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate. Therefore, at the appropriate time we will teach pupils about LGBT issues not as stand-alone lessons but being fully integrated into their programmes of study. We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Foxdell, RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RHE programme will be covered through:

- Science curriculum
- Computing
- Assemblies
- Stories
- PE in the context of health and hygiene

We believe that RHE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of RHE at our school are:

- To provide a safe learning environment where mutual respect and tolerance is embedded
- To nurture a child's natural curiosity to create happy, independent and ambitious learners
- Deliver a creative, innovative and exciting curriculum that encourages reasoning and problem solving
- Promote equality and diversity by being an inclusive school where all children have the same opportunities in order to excel in their learning
- Create a culture within our school which promotes respect for self, respect for others and respect for the environment
- To provide pupils with accurate information in order to combat ignorance, misconceptions, stereotypes and prejudice in order to enhance mutual respect, self-esteem and consideration for others.
- To use a 'spiral' approach to delivering the curriculum so that it is addressed each year in a manner that is appropriate to the development of children at particular ages.

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Curriculum

Our RHE curriculum is embedded within our PSHE curriculum and will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Relationships Education has the following five areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

Families and people who care for me

Children should know:

- That family is important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring friendships

Children should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Children should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

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- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

Children should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Foxdell we use the Jigsaw scheme, which is a mindfulness approach to PSHE, in conjunction with the Christopher Winter Project scheme of work.

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Jigsaw Curriculum (EYFS-Y6)

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	EYFS Content	KS1 Content	KS2 Content
Autumn 1:	Being Me in My World	Includes rights and responsibilities, understanding my place at school, understanding own and others feelings.	Includes rights and responsibilities in school and community, choices and consequences and devising a Learning charter.	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes understanding diversity and anti bullying, problem solving and being a good friend.	Includes anti bullying, similarities and differences between peers and making new friends as well as diversity.	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes overcoming challenges, goal setting and positive attitudes.	Includes goal setting, working together with peers and overcoming challenges.	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes healthy lifestyle choices, road safety, keeping clean and understanding germs and stranger danger	Includes healthy lifestyle choices, keeping clean and understanding germs, road safety and self esteem and confidence.	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on- and off-line)
Summer 1:	Relationships	Includes understanding friendship, showing respect, anti bullying, conflict resolution and communication skills.	Includes understanding friendship, family and other relationships, conflict resolution and communication skills	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes growing up and Relationship Education in the context of looking at and managing change	Includes life cycles of humans and animals, Relationship Education in the context of looking at and managing change.	Includes Relationship Education in the context of looking at and managing change

Christopher Winter Project (CWP)

To ensure that all areas of the new RHE curriculum are covered, Foxdell Junior School have made the decision to support our current Jigsaw scheme of work in conjunction with the CWP scheme of work.

The CWP encourages children to develop skills of listening, empathy, talking about feelings and relationships with families and friends.

The following grid shows specific CWP content for each year group and will be taught in the summer term:

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Age	Christopher Winter Project
Yr3 7-8	Valuing Differences and Keeping Safe
Yr4 8-9	Growing Up
Yr5 9-10	Puberty
Yr6 10-11	Puberty, Relationships and Reproduction

Jigsaw & CWP Content

Our combined Jigsaw & CWP scheme of work covers all areas of PSHE/RHE for the primary phase, as the detailed table below shows:

Jigsaw Curriculum	Being Me in My World	Celebrating Difference, including Anti-Bullying	Dreams and Goals	Healthy Me, including health friendships	Relationships, including Online Safety & Mental Health	Christopher Winters Project + Lesson 1 and 6 from Jigsaw: Changing Me
Year 3	<p>I can develop my cooperation skills and social skills to work collaboratively with others.</p> <p>I feel a sense of pride in achievements.</p>	<p>I can tell you about a time when my words (including homophobic language) affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know to store my feelings of success internally.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including whom to go to for help.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can explain how some of the actions and the work of people around the world help and influence my life.</p> <p>And can show an awareness of how this could affect my choices.</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>Valuing differences & Keeping safe.</p>
Year 4	<p>I can develop my cooperation skills and social skills to work collaboratively with others.</p> <p>I feel a sense of pride in achievements.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p>	<p>I can explain different points of view on an animal rights issue.</p> <p>And express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5.</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can</p>

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		I can explain why it is good to accept people for who they are	have a positive attitude.	I can identify feelings of anxiety and fear associated with peer pressure		describe how to go about this. Growing up.
Year 5	I can develop my cooperation skills and social skills to work collaboratively with others. I feel a sense of pride in achievements.	I can explain the differences between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.	I can describe the dreams and goals of a young person in a culture different from mine. And can reflect on how these relate to my own.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body.	I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.	I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. I understand that people can be attracted to those of their own or different gender.
Year 6	I can develop my cooperation skills and social skills to work collaboratively with others. I feel a sense of pride in achievements.	I can explain ways in which difference can be a source of conflict or a cause for celebration. And can show empathy with people in either situation (including tolerance towards same sex families).	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.	I can evaluate when alcohol is being used responsibly, anti-socially and being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this.	I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on the development and birth of a baby. Puberty, Relationships and Reproduction

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Throughout the PSHE lessons, opportunities are provided for children to:

- direct their own learning
- work individually or as part of a group
- take part in group discussions
- set rules for their classes
- take part in circle time
- take part in investigations and problem-solving activities
- participate in activities to resolve conflicts

Menstrual Wellbeing

Some pupils will begin menstruation while still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units available in toilets;
- Access to sanitary products;

If a pupil starts menstruating in school, we will support them on-site and will inform parents. Our RHE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6. Within these lessons, boys and girls will be taught separately.

If your child has difficulties managing their periods at school, please contact their class teacher for support.

Health education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

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Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Year Group	
YR	Naming body parts; family; growing up; responsibilities; making friends, problem solving; being kind, healthy foods and exercise; keeping clean and germs; stranger danger; perseverance; achieving goals; positive attitude; inclusion; differences; bullying; solving problems; compliments; rights and responsibilities; feelings; fears and worries; working with others.
Y1	Understanding life cycles; body changes from baby to adult, naming parts of the body; family members and relationships; sharing and cooperation, conflict and resolutions; appreciation, community friends and school relationships; types of secrets; fitness challenges; healthy food choices; road safety; dreams and goals; new challenges and overcoming difficulties; working together; celebrating differences; bullying; rights and responsibilities; respect.
Y2	Life cycles of humans and animals; gender differences; appropriate relationships; identifying members of family and their importance; conflict and resolution; working with peers; appreciation; keeping healthy, understanding how the body works; healthy lifestyle choices; dreams and goals, working alone and in groups successfully; differences and individuality; bullying; hopes and fears; rights and responsibilities; choices and consequences.
Yr3	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others Healthy and safe choices; body changes at puberty.
Yr4	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
Yr5	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
Yr6	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; Body image; impact of media; discernment; puberty; reflections about change; respect and consent.

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Health Education has the following eight areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

- Mental well-being
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

Community links

Opportunities are provided for parents/carers to be involved in children's learning through:

- Invitations to family and class assemblies
- Involvement in celebrations
- Participation in school trips
- Opportunities to help in the classroom
- Involvement in parent/teacher fundraising initiatives
- Family support – shared learning
- Class coffee mornings

Visitors from the local community (e.g. church workers/motivational speakers) lead some of our assemblies.

Safeguarding

Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (see Safeguarding and Child Protection Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

Additional Materials

The use of age-appropriate published texts, both fiction and non-fiction, are proven methods to support the teaching of teaching across the curriculum; this is also the case with RHE. We will continue to build on our collection of books and additional resources that help children to understand the different relationships and family structures that exist in modern society.

SEND

We ensure Relationships Education and Health Education are accessible to all pupils and we believe our flexible differentiated curriculum planning caters for pupils with SEND.

We have high expectations of our pupils and we set appropriate challenging targets. All teaching is assessed and assessments are used to identify those pupils who need extra support or intervention.

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Evaluation monitoring and review

The PSHE programme including Relationships and Health Education is monitored by the subject leader, who draws up an annual subject action plan detailing how PSHE and RHE are monitored (book scrutiny, child interviews, analysis of assessment data) and developed. Whole staff discussions take place where successful strategies can be shared, new resources introduced and whole school issues resolved. The policy will be reviewed annually.

Training and support for staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE/RHE issues is incorporated in the staff INSET programme, drawing on staff expertise and/or a range of external agencies. The subject leader is also available to team teach with other members of staff.

The role of the Headteacher and governing body

It is the responsibility of the Governors to ensure that, as well as fulfilling their legal obligations, they also make sure that:

- All pupils make progress in achieving the expected educational outcomes in regard to PSHE and RHE;
- PSHE and RHE is well led, effectively managed and well planned;
- The quality of PSHE and RHE provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Senior Leadership Team and PSHE Lead liaises with external agencies regarding the school RHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. SLT and the PSHE Lead monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The governing body monitors the PSHE and RHE policy on an annual basis, gives serious consideration to any comments from parents about the programme, and makes a record of all such comments.

The Role of Parents and Carers

We recognise that parents and carers are the primary providers of RHE for their children. Our RHE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RHE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RHE programme;

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- Answer any questions that parents may have about RHE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RHE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document for further information.

Linked Policies

- Computing
- Curriculum
- Equality
- PE
- Behaviour and Anti-bullying
- Safeguarding
- Science
- Special Educational Needs and Disabilities

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Appendix A - Managing difficult questions

During both formal and informal PSHE/RHE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. See Appendix A for more detail.

Teachers will:

- Use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class.
- Clarify that personal questions should not be asked.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.
- Year 3 in “Changing Me”, the growing up unit, the notes advise teachers to be sensitive of transgender issues but this is not mentioned in teaching or in any lesson resources.
- Year 4 in “Relationships”, the teachers notes advise being sensitive to the possibility that some children may have same-sex couples within their family groups and recognising in an unsensational way that boyfriend or girlfriend pairings can be same gender as well as opposite.
- Year 5 in “Changing Me”, the growing up unit, the notes advise teachers how to explain the words gay, lesbian, bisexual and transgender in simple non-sexual terms, if not already known by children.
- Year 6 in “Changing Me”, the growing up unit, the lessons include anonymous question and answer sessions where children can submit questions in writing. The teacher then evaluates each question before answering it or setting it aside if it is unsuitable for discussion. The notes provide guidance on how to answer questions about being gay – that it is natural and nothing to be ashamed of, and that we shouldn’t make fun or discriminate because it’s against the law (under the Equality Act). Questions about gay sexual relationships would not be read out but would be set aside as not age appropriate.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering, or that is not age-appropriate (or within the school’s RHE policy), provision may be made to address the individual child/young person’s requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

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Appendix B - Teaching Strategies in RHE

- Ground Rules – help to create a safe environment for both teacher and pupil. A basic template for ground rules is provided for staff to use as a starting point. These should be discussed, added to if necessary and agreed with each class before RHE lessons commence.
- Distancing techniques – help to avoid embarrassment and protect privacy. Role play, case studies with invented characters; videos etc. can help children to discuss issues in a depersonalised, safe environment.
- Dealing with questions: Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. Where a topic is sensitive or potentially embarrassing, anonymous question boxes are a useful technique. Children's questions are written anonymously on paper. The following guidelines should be applied when responding to questions.
- The teacher should consider whether a question is appropriate before reading it out.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, explain that the question isn't something that needs to be known at this age and move on.
- If a question is of a personal nature, remind the pupil of the ground rule: 'no personal questions'.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- Colleagues or the PSHE Co-ordinator can always be consulted for support. It may be appropriate to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary. A simple and concrete piece of information offers clarity and may avoid confusion.
- Place within the context of the school's RHE curriculum. If the subject matter of a question does not fall within the primary RHE curriculum it should not be answered.
- If questions cause safeguarding or child protection concerns, follow the school's child protection procedures.
- Some RHE lessons may be taught as a whole-class exercise, but children may also be split up into boys and girls or small groups at times: for example, children may be taught about puberty in single-sex groups.

Discussions

Discussion and reflection should be a part of the RHE lessons. Active learning ensures opportunities for considering beliefs and attitudes and for developing greater understanding. Watching a video or reading written material is used only to support or to complement wider structured activities.

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Appendix C - Including and valuing all children. What do we teach about LGBT at Foxdell Junior School?

We have prepared this section to provide parents with information about how LGBT (Lesbian, Gay, Bisexual and Transgender) issues are covered in Relationships and Health Education, delivered through our PSHE curriculum.

Why include LGBT in Relationships and Health Education?

- To ensure all children feel included. There are many different family types in British society and we want to ensure that no child feels that their family is less accepted.
- Children may already be aware that some people are LGBT and have questions or misunderstandings, or be using words such as 'gay' to insult others. We want children to have an accurate but age appropriate understanding of what these mean, and to know that using any word as an insult is hurtful and unkind.
- We teach children to accept difference and foster good relationships with others. LGBT is included in lessons about similarity and difference along with a range of other characteristics such as personality, physical appearance, opinions, beliefs, culture, ethnicity, ability and special needs. Furthermore, children are taught to respect and celebrate differences.
- The Equality Act requires all schools to eliminate discrimination and advance equality of opportunity. Part of the Equality 'duty' is to teach children about acceptance, empathy and understanding of others.
- We have a safeguarding duty towards children to protect them from bullying, including homophobic bullying and the inappropriate use of words like 'gay' to insult and upset others.

What resources do we use?

In Years 5 and 6, children watch a video that includes a scene at a family party which depicts couples in a range of different relationships, married, unmarried and same sex. The video treats these different types of relationship with a very light touch and there is no reference to the same sex couple being in a romantic relationship. Once again it is up to the child's own interpretation to decide the relationship involved.

We hope that the information provided here is useful. It is important to note that Relationships Education is statutory in primary schools and that there is no parental right of withdrawal from these lessons, with the exception of lessons focusing specifically on how human conception and reproduction occurs.

If you have any further questions please contact a member of SLT or the PSHE Lead.

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Appendix D - USEFUL LINKS

Puberty:

- Puberty www.childline.org.uk/info-advice/you-your-body/puberty/
- Leaflet NHS: www.nhs.uk/Livewell/puberty/Documents/4youmarch2010nonprinting.pdf
- NHS: www.nhs.uk/livewell/puberty/pages/puberty-signs.aspx

Periods:

- Periods Leaflet www.nhs.uk/Livewell/puberty/Documents/fpa-periods-PDF.pdf
- Periods www.betty.me/parents/
- Periods www.periodpositive.com

Relationships:

- Relationships www.childline.org.uk/
- All aspects of RSE: www.brook.org.uk
- SEN support https://contact.org.uk/media/379646/growing_up_young_people.pdf