

HOLLAND HOUSE SCHOOL



RSE Policy

Applicable to all pupils in the school, including
the Early Years Foundation Stage

Review Arrangements:

Date	November 2021
Approved	June 2021
Review Date	June 2022

School Mission Statement, Fundamental British Values and Equality and Diversity Statement

SCHOOL MISSION STATEMENT

Holland House is an academically selective school that provides a high-quality learning environment which aims to provide an opportunity for every child to reach their potential. We recognise each child to be unique with individual needs and talents. We support pupils' development in a stimulating and creative academic environment. Pupils are well prepared for their next school and for their future lives in a fast moving and challenging world.

PROMOTING FUNDAMENTAL BRITISH VALUES IN SCHOOL

Within Holland House School's PHSE and RSE Curriculum, the aim is to champion the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

EQUALITY AND DIVERSITY STATEMENT

Holland House prides itself in using its resources with common sense and reason to provide equal opportunities for all its staff and pupils regardless of religion, culture, gender, sexual orientation, marital status, race, ethnic origin, colour, age or disability, gender re-assignment, pregnancy and maternity.

Staff and pupils are expected to treat each other with respect as individuals and will not tolerate prejudicial remarks. Examples of prejudicial remarks will be dealt with promptly and all forms of intolerance will be taken seriously.

Details of the School Equality and Diversity statement can be found in the Staff Handbook.

Regulatory Requirements

Paragraph 2A – Relationships and sex education

- (1) The standard in this paragraph is met if the proprietor—
 - (a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - (b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - (c) [relates to Academies – not within ISI’s remit]
 - (d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - (e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - (f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - (g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- (2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil’s parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.
- (3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age.

Policy Availability

This policy is available on the school website.

Policy Context and Rationale

- This policy covers our school’s approach to relationships education.
- It has been written with the pupil community in mind and reflective of the diversity of the children with high tolerance and respect of differences being a key theme in which the pupils take pride
- It was produced by the Deputy Head Pastoral through consultation with the Head, Designated Safeguarding Lead, teachers, governors and parents.
- Consultation took the form of discussions, reviewing policy through working parties.
- Parents were invited to a consultation. They were made aware of the following:
 - That the DfE published statutory guidance stating that from September 2020, Health and Relationships Education must be taught in primary schools and sex education must be taught in secondary schools. (To clear any misconceptions)
 - The government consultation was done with various agencies taking into account various religious, cultural and ethnic backgrounds. Pupils are required to participate in

all relationships lessons, as it is believed that the content of these lessons, such as family, friendship, safety (including online safety) – are important for all children to be taught.

- Presented with the policy and scheme of work to give an opportunity to contribute
- Presented with the rationale of our recommendations based on the pupil community
- Presented with a survey to complete to give feedback
- The policy is available on the website for all parents to read and feedback on if desired.
- Pupils have been involved in the creation of this policy through pupil voice lessons where their opinions and feedback have been considered to help with evaluation with planning. This was at Key stage 2 level where it was felt the children had the appropriate maturity.
- Key needs identified were part of the new SOW. For example, anti-bullying and hurtful behaviour, managing money and knowing how to fix broken friendships, a form of relationships
- The Summer 2021 OFSTED review of sexual abuse in schools and colleges informed a review of our policy by the Head to ensure compliance.

Policy Review and Approval

This policy will be formally reviewed on a yearly basis by the Head in conjunction with the Senior Leadership Team and will be ratified by the governors in the Summer Term meeting. However, ad hoc changes made are made over the course of the year in line with the needs of the pupils and any changes to legislation. Parents are welcome to give their views on the policy and the content covered, bearing in mind the regulatory requirements which can be viewed [here](#).

Approach to Relationships education at HHS

Objectives and Aims

Relationships education at HHS is embedded within the PSHE and Relationships curriculum, which helps to give children and young people the knowledge, skills and understanding they need to be confident, healthy and independent in today's modern life. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

Many aspects of the PSHE and Relationships curriculum form part of daily life at HHS across the whole school community such as responsibility, therefore it is at the core of all teaching and learning across the curriculum at HHS school in line with the school aims:

1. Providing a school where children are happy, secure and productive
2. Providing an education with breadth and strong academic foundations through which pupils' flourish
3. Providing an education underpinned by strong relationships between teachers, pupils and parents
4. Imparting the best of traditional values as a central theme running through a Holland House education
5. Fostering robust relationships with leading secondary schools

6. Rewarding achievement in whatever field

The School follows the guidelines of the DfE with respect to the teaching of Sex and Relationships Education. Notably, that Sex Education is mandatory in secondary schools but not Primary schools and, in accordance with parental and staff opinion, we do not teach Sexual Education. Some cross over topics such as menstruation will be taught in Y5 and Y6 Science lessons.

The objective of Sex and Relationships Education is to help to inform and support the pupils during their physical, emotional and moral development within the wider range of the School policies.

- The School recognises the need to supply accurate information and support to the children at the appropriate stages of their development.
- The School aims to promote self-esteem, self-awareness and a sense of moral responsibility as a basis for informed choice and the fostering of a just and democratic society.
- The School recognises that children need a framework of guidelines within which they can operate, and they should know what values are considered important in our community. The staff should act as positive role models for the children.
- The School regularly monitors the delivery of the Relationships Education programme. This is done by weekly consideration of the topics taught and if the content meets the needs of the pupils, keeping up to date with regulatory requirements, such as the #Everyonesinvited movement and the subsequent OFSTED review, discussions in staff meetings about provision (any difficulties encountered or questions posed by pupils), training etc.

Entitlement and equal opportunity of relationships education

All pupils are entitled to a PSHE and relationships education. (Please refer to our equal opportunities policy).

- We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring it is a varied curriculum
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE and RSE education provision.
- We expect our pupils to consider others' needs by showing respect for others, tolerance and being open to discussions and ensuring that all children feel comfortable to ask questions.
- We will use PSHE RSE education as a way to promote diversity.

We recognise the right for all pupils to have access to PSHE RSE education learning which meets their needs.

- We will ensure that pupils with SEND receive access to PSHE RSE through inclusive lessons and content, and offering support of TA if needed.
- We will not exclude access to PSHE RSE for any pupil by regularly withdrawing them from PSHE RSE to catch up on core curriculum subjects as these aspects of personal and social development are as important to all pupils as their academic achievement.

The Department for Education states that, "There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught."

Objectives

The objective of the RSE Policy as part of the PSHE and Relationships curriculum is to promote the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of later life. As such the objectives are shared.

In particular the aims of the RSE element are to:

- Give the pupils the confidence, knowledge and guidance to develop good relationships
- Give pupils an understanding of healthy and unhealthy relationships
- Help pupils recognise the challenges and differences of the two worlds they live in and their real relationships and the virtual world of online relationships and to stay safe online
- Giving children vocabulary and confidence to say no to any situation that makes them feel uncomfortable
- Giving children the vocabulary and confidence to speak up to safe guard themselves and others
- To teach pupils about relationships, healthy lifestyles, diversity and personal identity.
- To teach pupils about diversity and tolerance
- Develop their sense of social justice and moral responsibility
- Become independent and self-confident
- Respect different national, religious and ethnic identities, including particular religious, dietary, language or cultural needs. This is also addressed within the teaching of Religious Studies in the Pre-Prep.
- Engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK and the world
- Embrace change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives
- Learn to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes.

PSHE includes the four strands as defined by the Qualifications and Curriculum Authority:

- To develop confidence and responsibility
- To prepare pupils to play an active role as citizens
- To develop a healthy, safer lifestyle
- To develop good relationships and respect others.

HHS Key Messages

Our RSE curriculum sits comfortably within our PSHE and relationships curriculum's Key Messages, notably:

- Give our children a voice, the vocabulary and the confidence to stay safe
- Kindness, consideration and respect for all
- Tolerance, Inclusion and diversity
- Tasteful and appropriate preparation for secondary school
- Tailored for our school community

Learning Outcomes

Ultimately, when HHS pupils leave the school we want them to have the knowledge, vocabulary, confidence and resilience to deal with the modern world, make sensible decisions, contribute to the world around them and have the courage and conviction to stand up for what they believe in.

Through interactive lessons, there will be active engagement in learning, rather than passively receiving information, as this is most effective in teaching PSHE and RSE education through discussions, role plays, etc. (see teaching and learning and assessment)

As a result of our PSHE and Relationships programme of learning, pupils will:

- Know and understand factual information regarding an array of topics as outlined in our scheme of work, which is comprehensive, balanced and relevant to help inform their decision making
- Be able to consider and clarify their values and beliefs
- Develop the skills of developing enquiry and interpersonal skills
- Understand they have a right to express their opinion
- Understand they have a responsibility to themselves and the community around them now and in their future lives

TEACHING AND LEARNING

Relationships education is part of the PSHE curriculum and will be taught in the following way:

1. By Form Teachers during a weekly timetabled PSHE and Relationships lesson (See Appendix 1.1)
2. The curriculum will be taught as it is with other subjects in the school, in a spiral programme where topics will be covered a number of times over various years but will be taught in more depth, or detail as is considered age appropriate.
3. PSHE and relationships Assemblies
4. There is flexibility within the curriculum to ensure there is time to react immediately as and when issues arise. Therefore, Form Teachers have the flexibility to teach a topic to meet the needs of the children
5. PSHE and relationships education is often integrated throughout daily activities in the school day as it underpins life and culture at HHS
6. There are some biological topics in Y5/Y6 which will be taught in Science lessons

Other opportunities to develop personal attributes as follows:

7. Additional Focus will be made during special calendar weeks throughout the academic year such as Anti-bullying week, Internet Safety week through PSHE and relationships lessons, assemblies and class discussions
8. Cross-Curricular Links
 - ICT lessons for internet safety
 - Science lessons

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of school and family life.

LGBT Content in relationships education

The school has taken into account the religious background of various communities in the school when designing the curriculum. As a non-denominational school, we do not reflect any specific beliefs in our teaching. Our focus is to ensure children are taught to be accepting and tolerant and respect all. We take on the DfE guidance that children are growing up in modern Britain and what that looks like:

“The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England.”

Where parents may question why primary schools are being asked to talk about LGBT content, we have discussed our rationale and recommendations in the parent consultation and explained that we take our reasoning directly from the DfE which states, *“Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.*

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.”

Creating a safe and supportive learning environment

At Holland House School we take pride in our respect for all, tolerance and celebration of diversity. Being a small school there is a sense of community and school spirit.

- The form teachers create a sensitive, safe and supportive learning environment by ensuring that all children feel that they may express their opinions without judgement as there is a culture of respecting each other in the classroom.
- We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by their form teacher, deputy head pastoral or DSL as appropriate.
- This policy is informed by the school's safeguarding policy.

All teachers have had INSET training on handling complex issues in the classroom and ensuring a safe environment where ground rules are set, and all feel comfortable to be honest.

Confidentiality

Due to the nature of the topics covered in PSHE and relationships education lessons, there exists the potential for a pupil to make a disclosure that may require safeguarding procedures to be invoked. In such circumstances and in accordance with Safeguarding Guidelines and our Safeguarding Policy, teachers cannot promise confidentiality.

If a pupil makes a disclosure, we will bring the matter to the attention of the DSL, in accordance with the school's safeguarding policy and guidelines.

Responding to pupil questions

The school recognises the need for sensitivity and decisions to be made at the teacher's discretion when answering pupil questions. Although the teachers should be honest and factual, prior learning and ages of the children must be considered when dealing with pupil questions.

Teachers can tell a pupil that they will come back to them with an answer or explain that whilst the question was an interesting one to ask, it goes beyond the scope of our curriculum. In these circumstances, teachers will guide children to ask parents for more clarification.

Opportunities for anonymous questions or surveys may be provided at times during the year as deemed appropriate by the form teacher.

If a safeguarding concern is raised as an anonymous question the teacher will inform the DSL to decide on a course of action.

ASSESSMENT

- We will assess pupils' learning and progression through discussion and questioning and various exercises during the lesson demonstrating pupils' attitudes and confidence in discussing topics.
- The focus of pupil assessment in PSHE and Relationships will be more on the knowledge and understanding of the topics rather than on their academic ability. However, in line with HHS Curriculum policies, any opportunity to use new vocabulary will be encouraged.
- Assessments will be done through questioning, role-play, responding to scenarios, mind-maps, pair and group work or class discussion. Depending on age of pupils, end-of-topic quizzes may be set in order to ascertain if comprehension of topics is secure or if further teaching/reinforcement is necessary.
- We will evidence pupils' learning and progression in a variety of manners eg: through their dedicated PSHE and Relationships exercise books and any questionnaires/surveys. Not all lessons will require a written element.
- Written reports to parents will reference PSHE and Relationships

LINKS WITH OTHER POLICIES

- Curriculum Policy
- Safeguarding Policy
- Anti-Bullying and Anti-racism Policy
- PSHE Policy

Appendix 1.1 PSHE and Relationships Education: Core Themes and Topics

Health and Well Being	Relationships	Living in the Wider World
<p>Healthy lifestyles Taking care of our bodies and our minds, smoking and alcohol, how medicines and drugs can help us, healthy food choices, physical exercise, sleep and rest, taking care of our skin and teeth, germs and diseases</p>	<p>Healthy relationships What it means to be a friend, what is fair and unfair, knowing our special people and what makes them special, knowing about how to give and receive permission to do things (consent), recognising positive and healthy relationships, knowing when people are being unkind or hurtful, challenging teasing and bullying, difference between off line and online relationships. Families and friends. Dealing with peer pressure. (Caring/ conflict resolution)</p>	<p>British Values What does it mean to be British and what are British Values? Rule of the law, democracy, individual liberty and mutual respect for and tolerance of those with different faiths and those without faiths.</p>
<p>Keeping safe Online safety, first aid, recognising risks in situations, ways of taking care of ourselves, road/travel safety, knowing whom to go to when we are worried or afraid.</p>	<p>Valuing Difference Celebrating how we are the same and the ways in which we are different, developing mutual respect for people who are different to us, recognising what makes people special to us and to others Equality/Discrimination/Anti-racism/ Black History Celebrating key figures for social change throughout history, Relate back to British Values</p>	<p>Rights and Responsibilities Exploring differences and similarities between people, belonging to different groups, recognising stereotypes, rules we have to follow and responsibilities we have. Classroom and school rules and citizenship. Why do we have rules? What classroom rules do we want? What is the role of the school council?</p>
<p>Growing and changing Growing older, changing emotions and feelings, changes in our bodies, taking care of our bodies and protecting them, differences and similarities between boys and girls, acceptable and unacceptable physical contact, different kinds of friendships and relationships, managing change e.g. to new school</p>	<p>Feelings and emotions Recognising and dealing with our own feelings and emotions. Techniques to manage our feelings and what we can do to deal with anger, anxiety, worries etc. Developing – virtues: honesty, patience,</p>	<p>Money Money, how to keep it safe, budgeting, choices we have about how we spend money, how we can save money, knowing what the difference is between a want and a need, how we can use money to help others</p>
<p>Aspirations and goals Understanding specifically how to increase effort to reach our goals and ambitions - 6Ps of Effort Growth Mindset - “the idea that intelligence can be developed rather than it being set in stone” so helping pupils understand that they can develop their abilities</p>	<p>Hurtful behaviour and anti-bullying Knowing how to solve disagreements in a kind way, recognising that friends can put us under pressure, recognising all types of bullying and hurtful behaviour including online, knowing whom to go to when we need help with relationships both in and out of school</p>	<p>Media influence How the media can affect how we feel about ourselves and our bodies, influence of social media on friendships and relationships, attitudes and decisions, recognising the difference between things that are private and things that are public</p>

REFERENCES

1. PSHE Association Website and documentation
<https://www.pshe-association.org.uk/>
2. Department for Education - Draft Statutory Guidance on Relationships and Sex Education
February 2019
3. Department for Education - Relationships education, relationships and sex education (RSE)
and health education: FAQs
4. The Equality Act 2010
5. Relationships Education, Relationships and Sex Education and Health Education . DFE,
updated September 2021
6. KSCIE, September 2021