



# Relationships, Health and Sex Education Policy (2021)

Review: 2022

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## 1. Aims

The aims of relationships, health and sex education (RHSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To respond to the diversity of children’s cultures, faiths and family backgrounds.
- To give equal time and provision for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEND staff.
- Support pupils through every day mental health and well-being issues.
- Inspire pupils to become healthy, compassionate and resilient citizens.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Croft Primary we teach RHSE as set out in this policy.

## 3. Policy development

All staff members and governors receive a copy of the RHSE policy. Training is delivered to staff on the policy content. The policy is available on the school website or from the school office on request.

## 4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE covers the importance of mental health and well-being for all pupils.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

## 5. Curriculum delivery

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

RHSE is not delivered in isolation but firmly embedded in all curriculum areas, it is taught within the personal, social, health and economic (PSHE) education curriculum through the 'Jigsaw' programme. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a health professional or a teacher.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- › Online relationships
- › Being safe

For more information about our RHSE curriculum, see Appendices 1 and 2.

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).

## 6. ORGANISATION

The PHSE leader monitors the planning and delivery of RHSE throughout the school. RHSE is normally taught by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Within any teaching in single sex groups, issues relating to both genders will be discussed. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHSE in school. Croft Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's RHSE policy and work within it
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised and supported by a member of staff at all times; a staff member is present whenever a visitor is working with children
- The input of visitors is monitored and evaluated by staff and pupils; this evaluation informs future planning

Elements of the sex education in the science curriculum are assessed in line with current national assessment requirements. Evaluation of the RHSE programme outside the science order is conducted using a variety of informal activities which have been built into the school's PHSE Scheme. Teachers are required to keep a general evaluation of each topic and pupils' progress and understanding. These are used by both the teacher and PSHE leader to inform future planning.

Liaison procedures are already in place with the main secondary schools in the area. Discussions on RHSE are included. The school believes in the importance of training for staff delivering RHSE. Staff are encouraged to access appropriate training and support to help them deliver effective RHSE.

## 7. Roles and responsibilities

### 7.1 The governing body

The governing body will approve the RHSE policy, and hold the headteacher to account for its implementation.

## 7.2 The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from any sex education outside of what is taught in science.

## 7.3 Staff

Staff are responsible for:

- › Delivering RHSE in a sensitive way
- › Modelling positive attitudes to RHSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

**CONFIDENTIALITY:** As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he must talk to the Headteacher, who is the named child protection coordinator. The school's Confidentiality policy will be followed.

**CHILD PROTECTION:** The school has a separate Child Protection Policy. Effective RHSE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

**CONTROVERSIAL AND SENSITIVE ISSUES:** Staff are aware that views around RHSE related issues are varied. However, while personal views are respected, all RHSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have different opinions.

**DEALING WITH QUESTIONS:** Both formal and informal RHSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and may be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE leader or Child Protection coordinator if they are concerned.

## 7.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

The content of the RHSE programme will be included in the plans for the term that are sent home to parents. In addition, a specific letter will be sent to parents one to two weeks before the teaching programme, giving parents more details and inviting them to come into school to see the teaching materials that are to be used.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from any components of sex education outside what is taught in science. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE

## **10. Monitoring arrangements**

The delivery of RHSE is monitored by N.Hartley-PSHE Lead through:

Monitoring arrangements, such as planning scrutinises, lesson observations, pupil conferencing and learning walks, etc.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the headteacher / N.Hartley annually. At every review, the policy will be approved by the governing body and headteacher.

## Appendix 1: Curriculum map

### Relationships, Health and Sex Education

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Rec-Y6 units	Autumn 1	Being me in my world	JIGSAW PSHE/Health and well-being
Year Rec-Y6 units	Autumn 2	Celebrating difference	PSHE Association
Year Rec-Y6 units	Spring 3	Dreams and goals	Brook.org.uk (SE)
Year Rec-Y6 units	Spring 4	Healthy me	NSPCC Learning
Year Rec-Y6 units	Summer 5	Relationships	Go-Givers
Year Rec-Y6 units	Summer 6	Changing me	Discovery Education

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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 violence is never right</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Mental well being	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <ul style="list-style-type: none"> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul> <p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>
Internet safety and harms	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RHSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	