

Relationships, sex and health education policy

June 2020

Whinstone Primary School



Helping each other to be the best we can be.

Approved by:

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1. Aims

The overall aim of relationships and sex education (RSHE) is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse. The focus is how children learn skills and realise talents, develop character and resilience, and learn about British Values, Diversity and Mental Health & Wellbeing, developing pupil's cultural capital.

In our school we will:

- 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

Our teaching of RSHE will complement our school ethos of 'Ready, Respectful and Safe'

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

At Whinstone primary School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were sent the policy for consultation and feedback was invited, **additionally a consultation meeting was held on 24 March 2021.**
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is learning accurate and age-appropriate (across both primary and secondary school) skills, attitudes and knowledge about the body, reproduction, puberty, hygiene, sex, sexuality and sexual health. RSHE also gives children and young people essential skills for building healthy, positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

RSHE is not about the promotion of sexual activity. There is often concern that RSHE will encourage sexual experimentation however evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity and to use contraception. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

5. Curriculum

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. Our curriculum follows the Programme Builders scheme of work from the PSHE Association.

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. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

Primary sex education is not compulsory in primary schools (biological/reproductive systems are required to be covered in Science). However, the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

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

6. Delivery of RSHE

RSHE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education and Science.

RSHE 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. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). The main RSHE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RSHE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child..

Relationships and health education (supported by the science curriculum) 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
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Within RSHE children will develop confidence in talking, listening and thinking about their health and relationships. This will be achieved by using a number of teaching strategies and ensuring the following during the delivery:

- RSHE will normally be delivered by class teachers or our KIDSAFE trainers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Teaching assistants may provide additional support for children with special educational needs
- Ground Rules are used in all PSHE and RSHE lessons.
- Pupils are able to ask anonymous questions by writing a note for the physical worry box (found in Key Stage wet areas) or our online worry box (found on our school website)
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Correct medical vocabulary will be used throughout the RSHE and PSHE curriculum
- RSHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions. •
- External agencies can be invited to support the delivery of RSHE. These include: the school nuRSHE, NSPCC and the police.

For more information about our RSHE 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

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

All class teachers and KIDSAFE trainers are responsible for teaching RSHE at Whinstone Primary School. Teaching assistants may provide additional support for children with special educational needs. The personal beliefs and attitudes of staff will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

7.4 Pupils

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

7.5 Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Inform parents about the school's RSHE policy and practice
- Answer any questions that parents may have about the sex education of their child

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

To promote effective communication and discussion between parents and their children we will notify parents through our parent letters and the school website about when particular aspects of RSHE will be taught. Parents are also encouraged to discuss any issues that may arise with school staff in a positive, sensitive and proactive manner.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from the RSHE or science curriculum, **sex education is not part of the RSHE curriculum in Whinstone Primary School.**

There may be exceptional circumstances when parents of children with SEND want to further discuss and explore aspects of the curriculum before it is taught to their child. In these circumstances they should discuss their concerns with the headteacher, and make it clear which aspects they do not wish or feel their child is able to participate in. The headteacher will discuss the request with parents and may seek additional support and guidance from professionals in making a decision. Parents are required to confirm this in writing.

Alternative work will be given to children who are withdrawn

9. Training

If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and training days.

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

10. Monitoring arrangements

The delivery of RSHE is monitored by Elaine Stephenson, PSHE Co-ordinator through a range of methods including planning scrutinies, learning walks, pupil voice.

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

This policy will be reviewed by the Governing Body annually.

11. Confidentiality and Child Protection

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSHE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Leads – Mr Craig, Mrs Batty or Mr Ford who will take action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

12. Special Considerations

Sanitary products are available in the disabled toilet near the year 5 classrooms. Children in year 4 upwards will be informed of where they can access sanitary protection in the event of commencing menstruation during the school day.

13. The RSHE curriculum does not teach sex education

The requirement to teach Relationship Education and Health Education for primary schools is outlined in the “Relationships Education, Relationships and Sex Education (RSE) and Health Education” guidance page 10 [here](#)

In Whinstone Primary School the RSHE curriculum and policy link closely with the science curriculum. The following draws on advice from a joint policy statement issued by the Association for Science Education and PSHE Association (March 2016)

In Whinstone Primary School we do not teach sex education, we recognise that there are differing interpretations of what sex education is, in order to help define sex education the following apply:

1. The changing adolescent body (puberty) is part of the Physical Health and Wellbeing aspect of the RSHE curriculum. *By the end of primary school pupils should know*

- *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.*
- *about menstrual wellbeing including the key facts about the menstrual cycle.*

(page 35 of “Relationships Education, Relationships and Sex Education (RSE) and Health Education” guidance page 10 [here](#))

Puberty is part of the RSHE curriculum, it is a statutory duty to teach this

2. The National Curriculum for science (Year 5 programme of study [here](#)) states that pupils should be taught to:

- *describe the changes as humans develop to old age*
- *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*
- *describe the life process of reproduction in some plants and animals*

Guidance continues to state

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

The Whinstone science curriculum follows the National Curriculum programme of study - an aspect of this is to describe the process of reproduction in some animals. We have made the decision to link the RSHE curriculum and science curriculum at this point. The RHSE curriculum in in Y6 (growing up) lesson 5 and 6 will be delivered as a joint science and RSHE lesson. These lessons are titled

- Human reproduction
- Conception to birth

It is important to understand the definition of conception in this context. Conception is defined as the point at which the egg is fertilised – not the process of how the sperm enters the female body.

This is classed as reproduction

Reproduction is part of the science curriculum, it is a statutory duty to teach this

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	TEAM	It's my body	Britain	Be YouRSHElf	Aiming High	Money Matters
Year 2	VIP's	Safety First	Respecting Rights	Growing Up	Think Positive	One World
Year 3	TEAM	It's my body	Britain	Be YouRSHElf	Aiming High	Money Matters
Year 4	VIP's	Safety First	Respecting Rights	Growing Up	Think Positive	One World
Year 5	TEAM	It's my body	Britain	Be YouRSHElf	Aiming High	Money Matters
Year 6	VIP's	Safety First	Respecting Rights	Growing Up	Think Positive	One World

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"> • That families are 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	<ul style="list-style-type: none"> • 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 violence 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none">• 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• 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 giving in relationships with friends, peers and adults
Page 10	

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none">• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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 • 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 • <p>Where to get advice e.g. family, school and/or other sources</p>

Topic	PUPILS SHOULD KNOW
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. <ul style="list-style-type: none"> • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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 when accessed early enough

Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • 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 • 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 • why social media, some computer games and online gaming, for example, are age restricted • 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 • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • 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 • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • 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)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle •

Appendix 3: Parent form: withdrawal from RSHE

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	