

RSHE Policy



Relationships, Sex and Health Education Policy

June 2022



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Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties with which schools must comply when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Development of the Policy

This policy has been developed by working in Partnership with schools in Transform Trust. A core focus of this partnership was seeking and gaining the views of local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2010.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in appendix x of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed annually about the content of the Relationships and Health Education taught in each year group. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children, learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. 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 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 Brocklewood, children will learn key knowledge, skills and vocabulary (see appendix 1) to help keep them safe and prepare them for adult life.

Key Objectives

The key objectives of our RSHE program are to:

- Develop knowledge and understanding of positive and healthy relationships
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare children for the physical and emotional changes of puberty
- Understand reproduction and birth within the context of loving and caring relationships
- Explore attitudes and values around sex and relationships
- Ensure children know how and where to access appropriate support

The RSHE program is based on the needs of the children in the school, with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum will be firmly embedded within the broader PSHE, Citizenship, and Science curricula. Pupils will be helped to understand difference and to respect themselves and others.

Curriculum content

Our curriculum is articulated around six themes:

- **Identity and Diversity**
- **Sustainable Development**
- **Rights and Responsibilities**
- **Health and Wellbeing**
- **Peace and Conflict**
- **Social Justice and Equity**

Relationships and Health Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum (see appendix 2), Science curriculum (see appendix 3), Physical Education (PE), computing and some aspects are included in religious education (RE).

We understand our responsibility to deliver a high-quality, age-appropriate and relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Relationship Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See appendix 2 for the content laid out in our PSHE progression document.

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See appendix 2

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary Science curriculum – this includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals (including humans).

The sex education part of RSHE will be delivered during the summer term – parents/carers will be informed of the exact dates by letter prior to delivery.

In addition to the Science curriculum, we use a scheme called 'Teaching RSE with Confidence' by the Christopher Winter Project to deliver our RSHE. The scheme is strengthened by use of video resources and storybooks.

The scheme provides a gentle introduction to some key RSHE themes in Reception, Year 1, 2 and 3. Children are introduced to the words 'penis' and 'vagina' to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene. From year 4, we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in years 5 and 6. More details on the lesson content for each year group is given below:

Christopher Winter Project 'Teaching RSE with Confidence' scheme content:

Year Group	Lessons
Reception – Family and Friendship	Lesson 1: Caring friendships Lesson 2: Being kind Lesson 3: Families Lesson 4: PANTS (NSPCC)
Year 1 – Growing and Caring for Ourselves	Lesson 1: Different friends Lesson 2: Growing and changing Lesson 3: Families and care Lesson 4: PANTS (NSPCC)
Year 2 - Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Male and female animals Lesson 3: Naming body parts Lesson 4: PANTS (NSPCC)
Year 3 – Valuing Difference and Keeping safe	Lesson 1: Body differences Lesson 2: Personal space Lesson 3: Help and support Lesson 4: PANTS (NSPCC)
Year 4 – Growing Up	Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships Lesson 4: PANTS (NSPCC)
Year 5 - Puberty	Lesson 1: Talking about Puberty Lesson 2: The reproduction system Lesson 3: Puberty help and support Lesson 5: PANTS (NSPCC)
Year 6 – Puberty, Relationships and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Communication in Relationships Lesson 3: Families, conception and pregnancy Lesson 4: Online relationships Lesson 5: Female Genital Mutilation (FGM) Lesson 6: PANTS (NSPCC)

Additional resources:

- **In years 3 and 4** we use the Equation Resources GREAT Connections to look at Healthy Relationships
- **In years 4-6** we use Sense Growing Up and Keeping Safe CD to explore the changes of puberty and sex
- **In year 5**, we use the GREAT project to explore domestic abuse
- **In years 5 & 6**, we use NSPCC to share information regarding Sexual imagery (sexting)
- **Year 6**, we use NSPCC to share information regarding Child sexual Exploitation

The following storybooks are used across school to explore different families and gender identity: The Great Big Book of Families, The Family Book, 10,000 Dresses, And Tango Makes 3, King and King, The Different Dragon, The Boy in a Dress.

Parents' right to withdraw

Whilst we always try to work with parents to accommodate their wishes, we also accept that parents can exercise their right to withdraw their child if they do not want them to take part in the Sex Education sessions. Legally, parents have the right to withdraw their children from any Sex Education that is not part of national curriculum within Science. Parents are given this option through the letter mentioned above which includes a withdrawal option. Teachers will plan for children who are withdrawn from RSE lessons.

Delivery

All teachers will have responsibility for planning and delivering RSHE. Teaching assistants and the school's pastoral team may provide additional support for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of teachers 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.

Within RSHE, children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this, a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (e.g. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

Dealing with questions

As with any topic, children will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of each session, children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned program; this may show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. Moreover, the school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the program will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the program to pupils with SEND or other needs.

A range of different families and relationships will be explored within RSHE. All children, whatever their developing sexuality or family background, needs to feel that RSHE is relevant to them and sensitive to their needs.

Links to other Policies

- Safeguarding
- Equal opportunities
- Health and Safety

Monitoring and Review

This policy will be reviewed on an annual basis by the *relationships health education subject lead* and Headteacher. The next scheduled review date for this policy is **May 2022**.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy date: May 2021

Agreed by Governors:

Review Date: May 2022

Appendix 1 – Vocabulary List

Year 1 & 2	Year 3 & 4	Year 5 & 6
• Washing • Brushing teeth • Get dressed • Clean • Boy • Girl • Penis • Vagina • Same • Different • Physical characteristics • Gender • Hair • Face • Similar • Different • Gender roles • Stereotypes • Boy • Girl • Male • Female • Body parts	• Similar • Different • Male • Female • Body parts • Penis • Vagina • Comfortable • Uncomfortable • Body parts • Like • Dislike • Touch • Hug • Kiss • Family • Fostering • Adoption • Relationship • Stereotypes • Gender roles • Lifecycle • Reproduction • Physical • Pregnancy • Emotions • feelings	• Stereotypes • Gender roles • Puberty* • Physical changes • Emotional changes • Moods • Menstruation* • Periods* • Tampons* • Sanitary towels* • Sweat • Breasts* • Spots • Pubic hair* • Facial hair • Underarm hair • Privacy • Human rights • Protection • Fostering • Adoption • Relationship • Friendship • Love (*Taught through single sex lessons/parents will be informed and resources will be shared prior to teaching about the changes to the adolescent body)

Appendix 2 – PSHE 2-year coverage

Phase	Cycle A	Cycle B
EYFS	Autumn: Identity and Diversity PESD - Making Relationships PESD - Self-confidence and self-awareness PSED – Managing feelings and behaviours Me and My Family, Similarities and Differences Summer term: Rights and responsibilities PSED – Managing feelings and behaviours Respect for people PANTS Be ready. Be respectful. Be safe	Autumn term: Identity and Diversity PESD - Making Relationships PESD - Self-confidence and self-awareness PSED – Managing feelings and behaviours Belonging – Who am I? Who are you? Spring term: Rights and responsibilities The right to be looked after. The right to be safe. Human/children's rights – OXFAM, Amnesty international, NSPCC Summer term: Health and wellbeing PSED & PD – Health and self-care Looking after our bodies What makes us happy Emotional literacy PANTS Be ready. Be respectful. Be safe
Year 1 and 2	Autumn term: Identity and Diversity Human and Children's Rights Spring term: Peace and Conflict Our safe place Getting on and falling out Living in the wider world - citizenship Summer term: Social justice & equity Living in a wider world Agreement and disagreement Creating a fairer society – citizenship RSE & PANTS Healthy relationships Naming body parts Be ready. Be respectful. Be safe	Autumn term: Health & wellbeing SEAL – Keeping healthy and going for goals Happiness Resilience Spring term: Sustainable development Financial education Sponsored event Summer term: Identity and diversity All different. All equal Identity – what makes me special and unique Celebrating differences Emotional literacy - Hope, kindness, loneliness and being an outsider SEAL – good to be me and say no to bullying Belonging – citizenship RSE & PANTS Health and wellbeing Gender differences

		Be ready. Be respectful. Be safe
Year 3 and 4	Autumn term: Peace and Conflict Adapting to a new society Living in the wider world- citizenship Impact of conflict on children Financial education – fund raising Summer term: Social justice & equity Citizenship – fairness and inequality Refugees & displacement Wellbeing, relationships and empathy RSE & PANTS Healthy relationships Be ready. Be respectful. Be safe	Autumn term: Rights & responsibilities Anti-bullying Healthy relationships E-safety Financial education Spring term: Identity & diversity Loss & grief – links to RE Keeping healthy – emotional health and wellbeing Summer term: Health & wellbeing Healthy eating and nutrition – Is being a vegan healthy? Relationship education – what is a healthy relationship? RSE & PANTS Puberty Be ready. Be respectful. Be safe
Year 5 and 6	Spring term: Peace and Conflict Living in the wider world – compassion and empathy Citizenship Summer term: Social justice & equity Homelessness & belonging – compassion & empathy Inequality Financial education – living in the wider world E-safety Challenging stereotypes Body dysmorphia RSE/PANTS/GREAT Project Puberty, healthy relationships WE Project Mini Police Be ready. Be respectful. Be safe	Autumn term: Identity & diversity Financial education and living in the wider world Self esteem Gender identity Spring term: Rights & responsibilities Human rights Inequalities within and between societies Dreams and aspirations Economic inequalities Media and democracy Summer term: Health & wellbeing Mental health and wellbeing Mindfulness Healthy relationships Grief, death and bereavement – empathy and compassion Pupil leadership Financial education Y6 SEAL Staying safe including drugs

		RSE/PANTS Puberty, reproduction Age of consent and pressures Be ready. Be respectful. Be safe
Whole School	SEAL (Social and Emotional Aspects of Learning) SMSC (Spiritual, Moral, Social and Cultural Development) E-safety Anti-bullying Healthy lifestyles Health and wellbeing British values and citizenships Living in the wider world and global citizenship (Oxfam) Library of books for mental health & wellbeing – for teachers to borrow	

Appendix 3: Science - Life Processes of reproduction

Statutory Content	
- Describe the life process of reproduction in some plants and animals /describe the changes as humans develop to old age - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	EYFS (Not Statutory) The very hungry caterpillar – Eric Carle Observing changes in animals – caterpillars, chicks, tadpoles
	Key Stage One (Y1&2) Matching pictures of baby animals to adults.
	Lower Key Stage 2 (Y3&4) Human lifecycle- ordering pictures form baby to elderly person.
	Upper Key Stage 2 (Y5&6) Pictures of when they were babies and now- Guess Who? Matching pictures of teachers when they were children to pictures now.