



Relationships, Sex & Health Education Policy (Primary)

SCHOOL POLICY & PROCEDURE

Document Revised:	September 2024
Ratified by Trustees:	October 2024
Next Review Date:	October 2025

Relationships and Health Education Policy (Primary)

Contents

Aims

1. Roles and Responsibilities
2. Organisation of the Curriculum
3. Consultation with Parents
4. Relationships & Sex Education per Year Group
5. Health Education Per Year Group
6. Delivery of the Curriculum
7. Equality and Accessibility
8. Curriculum Links
9. Withdrawing from the Subjects
10. Staff Training
11. Confidentiality
12. Monitoring Quality
13. Review

Appendix A - Relationships Education Overview

Appendix B - Health Education Overview

Relationships and Health Education Policy (Primary)

Aims

The aims of Relationships, Sex and Health Education (RSHE) 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

The school would like to emphasise that by providing comprehensive Relationships, Sex & Health Education (RSHE) we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media

We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Relationships and Health Education Policy (Primary)

1. Roles and Responsibilities

The Board of Trustees and the Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

1.1 The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

1.2 The Relationships, Sex and Health Education Subject Lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the Relationships, Sex and Health Education Curriculum.
- Ensuring the Relationships, Sex and Health Education Curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the Relationships, Sex and Health Education Curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

1.3 The SENDco is responsible for:

- Advising teaching staff on how best to identify and support pupils' individual needs.

Relationships and Health Education Policy (Primary)

1.4 Pupils should:

- Attend PSHE / RSHE classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and preparation for adulthood.
- Support one another with issues that arise through RSHE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision.
- Feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to Relationships, Sex & Health Education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.
- Feedback on the school's RSHE provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

2. Organisation of the Curriculum

All schools providing secondary education are required to deliver statutory RSHE and health education.

- For the purpose of this policy, "Relationships & Sex Education" is defined as teaching pupils about healthy, respectful relationships, focussing 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, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education and Health Education' guidance.
- The Relationships, Sex and Health Education Curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole school community.
- The Relationships, Sex and Health Education Curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- The school has organised a Relationships, Sex and Health Education Curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

Relationships and Health Education Policy (Primary)

- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

3. Consultation with Parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school is open to communication and all parents are welcome to contribute to provide their views at any time.

3.1 Parents can request the following information:

- The content of the Relationships, Sex and Health Education Curriculum.
- The delivery of the Relationships, Sex and Health Education Curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.

3.2 The school aims to build positive relationships with parents therefore parents are welcome to come 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.

4. Relationships & Sex Education Per Year Group (See also Appendix A)

- The school is free to determine, within the statutory curriculum what pupils are taught during each year group.
- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school, to provide a smooth transition to secondary school.

5. Health Education per Year Group (See also Appendix B)

The school is free to determine, within the statutory curriculum content what pupils are taught during each year group.

- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

6. Delivery of the Curriculum

RSHE 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).

Relationships and Health Education Policy (Primary)

- 6.1 Teachers provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.
- **Years 1-6 will follow the PSHE Association 'PSHE' and Relationships' framework.**
 - **Years 7-11 will follow the PSHE Association 'PSHE and 'Relationships and Sex Education' framework.**
- 6.2 Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships.
- It is important that pupils know the difference between fact, opinion and belief.
- 6.3 RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families Respectful relationships, including friendships.
 - Online and media.
 - Being safe.
 - Intimate and sexual relationships, including sexual health.
- For more information about our RSHE curriculum, see the PSHE long term plan which feature on the Talbot House Children's Charity Website.
- 6.4 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, LGBTQ+ 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: children looked after or young carers).

7. Equality and accessibility

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
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual Orientation
- 7.1 The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

Relationships and Health Education Policy (Primary)

- 7.2 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, Sex and Health Education, and the programme will be designed to be inclusive of all pupils.
- 7.3 In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust **Behavioural Management Policy**, as well as a **Safeguarding Policy**, which sets out expectations of pupils.

8. Curriculum Links

The school seeks opportunities to draw links between Relationships, Sex and Health Education and other curriculum subjects wherever possible to enhance pupils' learning.

- 8.1 Relationships, Sex and Health Education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - **ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sports and understand how exercise can lead to healthier lifestyles.
 - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

9. Withdrawing from the Subjects

Relationships, Sex and Health Education are statutory at secondary, and parents **do not** have the right to withdraw their child from the subjects.

- The Head Teacher will automatically grant withdrawal requests however, the Head Teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The Head Teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The Head Teacher will keep a record of the discussion between themselves, the pupil and the parent.
- The Head Teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the Head Teacher's decision.

Relationships and Health Education Policy (Primary)

- Where a pupil is withdrawn from sex education, the Head Teacher will ensure that the pupil receives appropriate alternative education.

10. Staff Training

The member of staff responsible for teaching the subject will attend training when available to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality

Confidentiality within the classroom is an important component of Relationships, Sex and Health Education, and teachers are expected to respect the confidentiality of their pupils as far as possible.

- Teachers will alert the Head Teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's **Safeguarding Policy**.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to a DSL / DDSL and handled in accordance with the **Safeguarding Policy**.

12. Monitoring Quality

The Relationships, Sex and Health Education Subject Lead:

- is responsible for monitoring the quality of teaching and learning for the subjects.
- will conduct subject assessments, which will include a mixture of the following:
 - Topic feedback
 - Work scrutiny
- will work regularly and consistently with the Head Teacher and RSHE Link Governor, to evaluate the effectiveness of the subjects and implement any changes.

13. Review

This policy will be reviewed on an annual basis by the Deputy Head Teacher / SENDco (in conjunction with the PSHE / RSHE Teachers and the Head Teacher). This policy will 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.

Relationships and Health Education Policy (Primary)

Appendix A

RSHE Subject Overview

RSHE will develop pupils' knowledge on the topics outlined in this section.

Families and People who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give them 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, and 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

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Relationships and Health Education Policy (Primary)

Respectful Relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- 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) who they do not know.

Relationships and Health Education Policy (Primary)

- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Relationships and Health Education Policy (Primary)

Appendix B

Health Education Overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental Wellbeing

By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet Safety and Harms

By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.

Relationships and Health Education Policy (Primary)

- 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 (inclusive of 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

By the end of primary school, pupils will know:

- 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 by 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

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs Alcohol and Tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

By the end of primary school, pupils will know:

- 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.

Relationships and Health Education Policy (Primary)

- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will know:

- 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

By the end of primary school, pupils will 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 and key facts relating to the menstrual cycle.