

Relationships, Sex and Health Education Policy (from 2020)



Approved by:	[Name]	Date:	[Date]
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'Learn to love and love to learn'

Our school is an integral part of our village and everyone within this community is valued and nurtured as part of our school family and God's family. Christian teaching and values are at the heart of all we do, to ensure that we develop well-motivated, independent, happy children who aspire to achieve their best in all they do, respecting and valuing themselves and others.

'Be kind and loving to each other. Forgive each other just as God forgave you in Christ. You are God's children whom he loves. So try to be like God. Live a life of love. Love other people just as Christ loved us.' Ephesians4: 32

Our vision for our children is that when they leave us they will:

- Strive to be the best they can be and achieve well in all they do
- Be resilient
- Be good communicators
- Will value and respect themselves as well as others
- Show curiosity and have a love of learning
- Be compassionate, showing tolerance and accepting others
- Be excited about all they learn
- Be able to work well as part of a team

Our core Christian values are: Compassion, Hope, Resilience and Thankfulness with Love running through all we do.

1. Aims

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

- › Ensure that it is an integral part of PSHE
- › To deliver lessons in a way that affords dignity, shows respect to all who make up our diverse community, is inclusive and age and developmentally appropriate to those in our community.
- › 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 which sensitive discussions can take place around issues of sexuality and relationships with understanding and without judgement
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Build resilience in our pupils to help them form healthy relationships, keep themselves safe and resist harmful influences.
- › That our school values of love, resilience, hope, compassion and thankfulness are central to this learning

We undertake to follow the principles in the Church of England Education Office *Charter for faith sensitive and inclusive relationships education, relationships, sex and health education (RSHE)*

www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-and-sex-education

See Appendix 3

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

This is set within the framework of the Equalities Act 2010
www.legislation.gov.uk/ukpga/2010/15/contents

The school's safeguarding policy and practice are also central to all we do and learn in school.
<https://www.long Sutton primary school.co.uk/safeguarding/>

At Long Sutton C of E 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 pulled together all relevant information including relevant national and local guidance
2. Policy writing – Teaching staff used this information to write a draft policy
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to an online consultation, to complete a confidential survey and attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSHE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

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, development, 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 is not compulsory but at Long Sutton we feel it is essential that we support and equip our children in understanding themselves and their bodies.

Primary sex education will focus on:

- › Preparing boys and girls for puberty
- › Developing healthy relationships
- › Having respect for themselves, their bodies and each other
- › Dealing with peer pressure, social media and other online pressures
- › How a baby is conceived and born

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

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. The biological aspects of RSHE are also taught within the science curriculum, and other aspects are included in religious education (RE). At Long Sutton Primary School we use the SCARF programme to support our PSHE learning and base our RSHE on this. Our curriculum is adapted to ensure it is age and development appropriate for the individual class, group and individual being taught. We ensure that lessons are inclusive and accessible to all the pupils involved.

Pupils also receive stand-alone sex education sessions delivered by their class teacher with support or advice from the School Nurse when needed.

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 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 RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › 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 teachers are responsible for teaching RSHE.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and this will be followed with a discussion with the headteacher.

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

9. Training

Staff are trained on the delivery of RSHE 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 RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Head Teacher through:

Learning walks, staff discussions, Pupil progress meetings and planning.

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

This policy will be reviewed by Teaching Staff every 3 years. At every review, the policy will be approved by Governing Body.

Appendix 1: Curriculum map

PSHE curriculum including Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
All Year groups		<p>For the majority of our online safety we follow eLiM's ActiveBYTES scheme of learning. This is a fully inclusive scheme of lessons for all pupils from Foundation Stage to Year 6. The lessons and assemblies in the scheme of learning focus on a different theme each term:</p> <p><u>Autumn:</u> I am kind and responsible</p> <p><u>Spring:</u> I am safe and secure</p> <p><u>Summer:</u> I am healthy</p>	eLiM ActiveBytes
Cygnet Class (Reception/Y1)	Autumn Term	<p>Me and my Relationships: All about me, What makes me special, me and my special people, Who can help me, My feelings, School rules</p> <p>Valuing Difference: I'm special, you're special, Same and different, Unkind/tease/bully?, Kind and caring, It's not fair</p>	<p>SCARF NSPCC School Learning Muscles ELIM – online safety resources Stories</p>
	Spring Term	<p>Keeping Myself safe: Medicines, safe indoors/outdoors (road safety), Keeping safe online, People who keep me safe, Sleep, Healthy me, NSPCC PANTs (good touch/bad touch), NSPCC – Speak out, stay safe, I can eat a Rainbow (Healthy eating)</p> <p>Rights and Responsibilities: Looking after my friends, Caring for our world, Looking after my money, Basic First Aid</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer Term	<p>Growth Mindset: Bouncing back when things go wrong, Yes I can, Learning Muscles</p> <p>Growing and Changing: Cycles and transitions, Life stages (babies), Becoming independent, My body parts, Surprises and secrets</p>	
Kingfisher Class (Y1/2)	Autumn Term	<p>Year A:</p> <p>Rules, Rights and responsibilities: School promises and welcome back, our ideal class room,</p> <p>Me and My Relationships: How are you feeling today, Let's be happy, Being a good friend, Bullying or teasing, Don't do that, types of bullying</p> <p>Valuing Difference: What makes us who we are?, How do we make others feel?, My special people, When someone is feeling left out, An act of kindness, Solve the problem</p>	<p>SCARF NSPCC School Learning Muscles ELIM – online safety resources Stories</p>
		<p>Year B:</p> <p>Me and My Relationships: Why we have classroom rules, school promises, thinking about feelings, Feelings and bodies, Our special people, Good friends, How to listen.</p> <p>Valuing Difference: Same or different, Unkind, tease or bully, who are our special people, It's not fair.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring Term	<p>Year A:</p> <p>Keeping My Self safe: How safe do you feel?, I don't like that, Fun or not, Should I tell?, Some secret's should never be kept, How to keep safe online , NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities: Getting on with others, When I feel like erupting, Feeling safe, How can we look after the environment, Taking responsibility with money</p>	
		<p>Year B:</p> <p>Keeping Myself safe: Healthy me, Sleep, feelings and feelings dealing with loss, good touch/bad touch, NSPCC PANTs, Keeping safe online, NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities: Hygiene routines, looking after the environment, taking care of things, looking after money, Basic First Aid</p>	
	Summer Term	<p>Year A:</p> <p>Being My Best: You can do it, My day, Keeping clean and healthy, Dental hygiene, What my body needs, What my body does (body parts)</p> <p>Growing and Changing: Co-operation and team work, feelings and dealing with loss, life stages and growing up, My body, your body (understanding which parts of the body are private, correct names for body parts), Basic First Aid</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Year B:</p> <p>Being my Best: Healthy eating (5 a day), Catch, Bin it, Kill it (understanding how disease spreads), learning new skills/achievements, giving and receiving positive feedback, understanding how our behaviour can affect others</p> <p>Growing and Changing: Body parts (internal), taking care of a baby, how you have changed since you were a baby, Bullying and who can help, secrets and surprises, Keeping privates private, transition</p>	
Kite Class Y3/4	Autumn Term	<p>Year A:</p> <p>Me and My Relationships: Rules, feelings about loss, Teamwork, Looking after our special people, Solving problems, the danger of dares, expressing ideas and thoughts, self esteem, Friends are special</p> <p>Valuing Difference: Friends and family, My community, respect and challenge, our friends and neighbours, celebrating our differences, exploring prejudice views and why someone is bullied</p>	SCARF NSPCC School Learning Muscles ELIM – online safety resources Stories
		<p>Year B:</p> <p>Me and My Relationships: Rules, Good feelings and not so good ones, Ok or not, teamwork, different feelings, When feelings change, Under pressure</p> <p>Valuing Difference: Finding solutions, understanding personal space, Friend or acquaintance, What would I do?, The people we share our world with, Stereotypes</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p>Year A: Keeping Myself Safe: Safe or unsafe?, Danger or risk?, Alcohol and cigarettes, online safety, understanding medicines, NSPCC – Speak out, stay safe Rights and Responsibilities: Volunteers, Helping each other stay safe, The environment, Earning money</p> <p>Year B: Keeping Myself safe: Danger, risk or hazard, online safety, How dare you, Medicines – check the label, Knowing the norms, Keeping ourselves safe, understanding influence, NSPCC – Speak out, stay safe Rights and Responsibilities: Who helps us stay healthy and safe, It's your right, How do we make a difference, media influence, Bullying and being a bystander, understanding money – income and expenditure.</p>	
	Summer	<p>Year A: Being My Best: Healthy eating, illness and hygiene, tolerance, I am fantastic, Getting on with your nerves, how the body works, Top talents Growing and Changing: Different types of relationships, positive relationships, Personal space, safe and unsafe secrets, Basic First Aid</p> <p>Year B: Being My Best: What makes me ME, Making choices, Healthy life style and eating, Caring for the environment, My school community, Basic First Aid Growing and Changing: Moving house, My feelings are all over the place, All change (body parts), Secret or surprise, relationships including marriage and living together</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Harrier Class Y5/6	Autumn Term	<p>Year A:</p> <p>Me and my relationships: Collaboration, give and take, How good a friend are you, Relationship cake, Being Assertive, Our emotional needs, Communication</p> <p>Valuing Difference: Qualities of friendship, Kind conversations, happy being me, difference and mutual respect, Is it true (online safety), It could happen to anyone (impact of behaviour).</p> <p>Year B:</p> <p>Me and my relationships: Working together, Let's negotiate, Solve the friendship problem, Assertive skills, the consequences of how you act, showing commitment/forced marriage, appropriate, legal and illegal touch, acting safely and appropriately online.</p>	SCARF NSPCC School Learning Muscles ELIM – online safety resources Stories Channel 4 – Living and Growing
		<p>Year A:</p> <p>Keeping Myself safe: Habits, Risks, Spot bullying, Dares, Decision dilemmas, Play, like share (online safety), Drugs: true or false, NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities: Understanding health and wellbeing, fact or opinion, Rights, responsibilities and duties, making a difference, Spending wisely, Local Councils</p> <p>Year B</p> <p>Keeping Myself Safe: Think before you click, Keeping personal information safe online, Sharing images, addiction, drugs awareness and categorisation, the law around drugs, alcohol, what is normal, Emotional needs , NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities: Two sides to every story, Fakebook friends, Money – saving, taxes, jobs etc, Action stations, the environment, Democracy</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Year A:</p> <p>Being My Best: Getting fit, How the body works and is interconnected, Strengths and talents, My school community, Independence and responsibility, Star qualities, Basic First Aid</p> <p>Growing and Changing: How they are feeling, Taking notice of our feelings, I'm a teenager – get me out of here, Stereotypes, safe and unsafe secrets</p>	
		<p>Year B:</p> <p>Being My Best: Five ways to Wellbeing project, aspirations and goals, What's the risk?, Basic First Aid</p> <p>Growing and Changing: Managing change, I look great, Media manipulation, pressure online</p>	
		<p>Each year:</p> <p>Year 5 – My changing body (puberty), Preparing for periods, growing up and changing bodies (naming body parts)</p> <p>Year 6 – Is it normal? (Puberty), growing up and changing bodies, Safe and unsafe secrets, making babies, How puberty impacts relationships, gender stereo types, hygiene, contraception in terms of staying healthy, Dealing with Social Media, Staying safe online, Peer pressure, What's the truth and what's fake.</p>	

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
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
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 • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>