

# Relationships, Sex and Health Education (RSHE) Policy

## Lily Lane Primary School



This was agreed by the governing body on: (and supersedes all previous policies relating to this area)	9/06/22
Signed:	Designated Governor
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Authors: Julia Clarke - Headteacher Laura Booth - RSHE lead	

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## **1. Introduction**

### **Our ethos**

To develop the whole child including their knowledge, understanding, skills, strategies, beliefs, values and attitudes. We understand that children are individuals with different strengths and interests. Our ethos is based around 'four keys to success' which are important for opening up opportunities for learning, and working together, and also for building strong life skills that help ensure a bright future for all of our children through their own personal development. Our four keys for success and social and emotional well-being feed into all aspects of school life and are:

- Getting along
- Organisation
- Persistence/Resilience
- Confidence

### **Our vision**

To nurture and guide the whole child to be happy, independent learners, with the confidence to achieve their maximum potential, the resilience to embrace challenges and with respect for each other and the world around them.

## **2. Aims**

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Enable pupils to understand how to keep themselves and others safe
- Develop personal skills to needed to establish and maintain healthy relationships
- Help pupils develop feelings of self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable pupils to make responsible and informed decisions about their health and well-being

## **3. 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 Lily Lane we teach RSHE as set out in this policy.

#### **4. 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 – the headteacher, deputy headteacher and RSHE lead 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 – the policy was made available to parents/carers on the school website for 2 weeks. Parents / carers were invited to join a parent workshop.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

#### **5. 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. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity or particular lifestyles.

#### **6. Curriculum**

Our curriculum is set out as per Appendix 1 and 2. It follows the scheme of work provided by Healthy Schools Manchester, which has been reviewed and adapted when necessary. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1 and the Primary Imatter Curriculum in Appendix 2.

## **7. Delivery of RHSE**

Our school follows the Primary Imatter curriculum (developed by Healthy Schools Manchester) to deliver the RSHE curriculum.

RSHE is taught weekly as a discreet subject. The non-statutory sex education strand is taught in the Summer Term to ensure that the children are at their most mature. It also compliments content covered in science, computing and PE, and other aspects are included in religious education (RE).

Appendix 1 shows how our RSHE curriculum, alongside the wider PSHE curriculum, supports progression through year groups. It covers all the strands of the statutory guidance.

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, healthy relationships
- Online relationships
- Being safe

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).

## **8. Inclusion**

### **8.1 Equality**

Lily Lane is an inclusive school where we place a strong focus on the well-being and progress of every child and where all members of our community are of equal worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006), which includes homophobic, sexist, sexual and transphobic bullying. It is also stated in section 4.2 of the national curriculum (2014) that, 'Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment'.

## **8.2 SEND**

At Lily Lane, Relationship, Sex and Health Education is accessible to all pupils. We provide high quality teaching that is differentiated to meet the needs of all children and where needed, personalised to ensure accessibility.

## **9. Roles and Responsibilities**

### **9.1 The governing body**

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

### **9.2 The headteacher**

The headteacher is responsible for managing requests to withdraw pupils from the non-statutory components of RSHE (see section 10).

### **9.3 The RSHE Lead**

The RSHE lead is responsible for ensuring that RSHE is taught consistently across the school and keeping parent/ carers informed of any changes to the curriculum.

### **9.4 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 deputy headteacher or the headteacher.

### **9.5 Pupils**

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

## **10. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships or health education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. The non-statutory components of sex education are covered in the Year 6 curriculum.

Requests for withdrawal should be put in writing using the letter received at the RSHE workshop.

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

### **11. Training**

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

### **12. Monitoring arrangements**

The delivery of RSHE is monitored by the PSHE/RSHE lead, deputy and headteacher through: learning walks, child conferencing/ pupil voice and work sampling.

Pupils' development in RSHE is monitored by class teachers.

This policy will be reviewed by RSHE Lead annually. At every review, the policy will be approved by the governing body.

### **13. Links with other policies**

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-bullying Policy
- Behaviour Policy
- Equality and Objectives Policy
- Health and Safety Policy
- Computing and E-safety Policy
- Physical education (PE) Policy
- Religious Education (RE) Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy

Primary PSHE Education: Long term overview

	Relationships				Living in the Wider World			Health and wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media Literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	
Year 6	Attraction to others; romantic relationships; civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	



### Primary IMatter PSHE Curriculum Overview

Year Group	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
<b>Year 1</b>	<ol style="list-style-type: none"> <li>Who are the people in my live who love and care for me?</li> <li>What are the differences and similarities between people?</li> <li>What are the similarities between girls and boys?</li> </ol>	<ol style="list-style-type: none"> <li>What makes me happy? What are feelings?</li> <li>What is the difference between good secrets and bad secrets?</li> <li>How does my behaviour affect others?</li> </ol>	<ol style="list-style-type: none"> <li>What are the rules for keeping me safe at school and outside?</li> <li>What are rules about household substances?</li> <li>What is an emergency and what do I do?</li> </ol>	<ol style="list-style-type: none"> <li>What foods should I eat?</li> <li>How can I look after my teeth?</li> <li>Why is it important to wash my hands?</li> </ol>	<ol style="list-style-type: none"> <li>What are class rules? (British Values)</li> <li>Where does our money come from?</li> <li>What is the environment?</li> </ol>
<b>Year 2</b>	<ol style="list-style-type: none"> <li>What is private? (body parts)</li> <li>What happens when the body grows young to old?</li> <li>What is fair, unfair, kind and unkind? (friendship)</li> </ol>	<ol style="list-style-type: none"> <li>What is the difference between small feelings and big feelings?</li> <li>How can I keep safe online?</li> <li>What makes others happy? What is the different between joking, teasing and bullying?</li> </ol>	<ol style="list-style-type: none"> <li>How do medicines help us when we are unwell?</li> <li>How do I keep safe at home?</li> <li>What is my responsibility for keeping myself and others safe?</li> </ol>	<ol style="list-style-type: none"> <li>How do I keep myself healthy?</li> <li>Why is it important to keep active?</li> <li>How can I prevent diseases spreading?</li> </ol>	<ol style="list-style-type: none"> <li>What groups and communities am I a part of?</li> <li>How do we make choices about spending money?</li> <li>How can we look after the environment?</li> </ol>
<b>Year 3</b>	<ol style="list-style-type: none"> <li>What is personal space?</li> <li>What does a healthy relationship look like?</li> <li>Why is being equal important in relationships?</li> </ol>	<ol style="list-style-type: none"> <li>How do my feelings affect my behaviour? How can I manage my feelings?</li> <li>What are the ways we communicating online?</li> <li>What am I good at?</li> </ol>	<ol style="list-style-type: none"> <li>What happens when I breathe smoke in the air?</li> <li>How do I recognise risks in my life?</li> <li>What do I do in an emergency?</li> </ol>	<ol style="list-style-type: none"> <li>What is a healthy diet? What is an unhealthy diet?</li> <li>How do I keep safe in the sun?</li> <li>Why is personal hygiene important?</li> </ol>	<ol style="list-style-type: none"> <li>How do rules and law protect me?</li> <li>What is the difference between my local British communities and global communities?</li> <li>What are the links between work and money?</li> </ol>



## Primary IMatter PSHE Curriculum Overview

<b>Year 4</b>	<ol style="list-style-type: none"> <li>1) What is diversity?</li> <li>2) Do boys and girls have different roles?</li> <li>3) What changes happen to my body?</li> </ol>	<ol style="list-style-type: none"> <li>1) What is resilience?</li> <li>2) What does it mean to have responsibility over my choices and actions?</li> <li>3) What is discrimination?</li> </ol>	<ol style="list-style-type: none"> <li>1) How do I manage risks in my life?</li> <li>2) What is self-control?</li> <li>3) What is the difference between legal and illegal drugs? Are all drugs harmful?</li> </ol>	<ol style="list-style-type: none"> <li>1) How do I make sure I sleep well?</li> <li>2) What is fuel for the body?</li> <li>3) How do I know if I'm physically ill?</li> </ol>	<ol style="list-style-type: none"> <li>1) What are the rights of the child?</li> <li>2) How do we look after our money?</li> <li>3) What is sustainability?</li> </ol>
<b>Year 5</b>	<ol style="list-style-type: none"> <li>1) What is puberty?</li> <li>2) What are the different relationships in my life?</li> <li>3) What is unwanted touch?</li> <li>4) (Additional lesson) Understanding FGM</li> </ol>	<ol style="list-style-type: none"> <li>1) What is mental health?</li> <li>2) How do I negotiate and compromise?</li> <li>3) How do I stay safe on a mobile or tablet?</li> <li>4) How can I be happy being me? (body image)</li> </ol>	<ol style="list-style-type: none"> <li>1) How do I respond to dares?</li> <li>2) What are 'habits'?</li> <li>3) Who or what influences me?</li> </ol>	<ol style="list-style-type: none"> <li>1) How can we stop the spread of infection?</li> <li>2) Why is it important to know about nutritional content of food?</li> </ol>	<ol style="list-style-type: none"> <li>1) How are rules and law made and changed?</li> <li>2) What is Fair Trade?</li> <li>3) How can I develop my enterprise skills?</li> </ol>
<b>Year 6</b>	<ol style="list-style-type: none"> <li>1) What changes happen in my life?</li> <li>2) What happens in a loving relationship and what is forced marriage?</li> <li>3) How is a baby made?</li> </ol>	<ol style="list-style-type: none"> <li>1) How can I challenge negative thoughts and feelings?</li> <li>2) What is stereotyping?</li> <li>3) How can the internet positively and negatively affect our mental health?</li> </ol>	<ol style="list-style-type: none"> <li>1) How do drugs affect the mind and body?</li> <li>2) How do I manage peer pressure?</li> <li>3) What are basic emergency first aid skills?</li> </ol>	<ol style="list-style-type: none"> <li>1) How is my mental and physical wellbeing connected?</li> <li>2) How do I keep physically healthy?</li> <li>3) Can I plan and prepare a healthy meal?</li> </ol>	<ol style="list-style-type: none"> <li>1) Why is it important to be critical of the media online and offline?</li> <li>2) How do people manage money?</li> <li>3) What do I want to be?</li> </ol>

### Appendix 3a

Dear Parent/Carer,

Relationships, Health and Sex Education (RHSE)

This term your child will be taking part in RSHE lessons. We follow the scheme of work provided by Healthy Schools Manchester called Imatter. The aims of this part of the curriculum are to:

- Enable pupils to understand how to keep themselves and others safe
- Develop personal skills to needed to establish and maintain healthy relationships
- Help pupils develop feelings of self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable pupils to make responsible and informed decisions about their health and well-being

Please visit our website to read our RSHE policy and curriculum documents.

There are parts of this curriculum that are non-statutory (sex education that isn't covered in the science curriculum) and you have the option to withdraw your child. To help you make an informed decision, you are invited to view the resources and discuss the curriculum with the teachers and RSHE lead on \_\_\_\_\_ . It will be assumed that children will be taking part in these sessions unless a withdrawal form is completed. The forms will be available after the session.

If you have any immediate questions, please contact \_\_\_\_\_ (PSHE lead).

Yours sincerely,

Child's Name \_\_\_\_\_ Class \_\_\_\_\_

Please tick one and return to the class teacher.

I will be coming to the session to view the resources on Tuesday 21st June.

I will not be coming to the session to view the resources on Tuesday 21st June.

## Appendix 3b

Parent form: withdrawal from sex education within RSHE

Parents' have the right to withdraw their children from the non-statutory/non-science components of RHSE. Requests for withdrawal should addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RHSE.

<b>Name of Child:</b>	<b>Year group:</b>
<b>Name of parent:</b>	<b>Date:</b>
<b>Reasons for withdrawing from sex education within relationships, health and sex education</b>	
<b>Please outline how and when you plan to share this area of the curriculum with your child:</b>	

<b>Areas of the science curriculum that are a statutory requirement of the RHSE curriculum</b>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>○ notice that animals, including humans, have offspring which grow into adults</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>○ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>○ describe the changes as humans develop to old age.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>

<b>Action agreed following discussion with headteacher:</b> <i>Include notes from discussions with parents and agreed actions taken.</i> <i>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</i>			
<b>Headteacher</b>	<b>Name:</b>	<b>Signed:</b>	<b>Date:</b>
<b>Parent /Carer</b>	<b>Name:</b>	<b>Signed:</b>	<b>Date:</b>

## **Appendix 4**

### **Statutory Provision in Science Curriculum**

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014).

The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

#### **Key Stage 1 Children (Years 1 and 2) should learn to:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

#### **Key Stage 2 Children (Years 3, 4, 5 and 6) should learn to:**

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents