



Relationships, Sex and Health Education (RSHE) Policy

ALLEN EDWARDS PRIMARY SCHOOL



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Relationships, Sex and Health Education (RSHE) Policy

RATIONALE

Children today are growing up in a world filled with complexities within relationships, the intricacies of how to live both on and offline and managing a range of emotions to enable them to maintain mental and physical wellness. Within this world, children need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. This will allow them to develop into well-rounded adults who are able to pursue exciting opportunities and tackle the challenges that they are faced with as young people and adults.

In order for our pupils to be happy and successful in their adult life, our teaching and learning at Allen Edwards in RSHE will equip them with the knowledge to make informed decisions about their wellbeing, health and relationships. Through the teaching of RSHE in school, children will develop resilience, know how and when to ask for help and know where to access support if and when they need it.

In 2020, the Government introduced statutory guidance for the teaching and learning in Relationships, Sex and Health Education (RSHE), which schools must adhere to. Allen Edwards' approach to RSHE is in line with the Government's statutory guidance given to schools in the DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2020.

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.
- Acknowledge and compliment the role of parents as key educators, to liaise with, and work in partnership with them.
- Promote loving and caring relationships and the idea of mutual responsibilities within these relationships.
- 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.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Counteract misleading myths gained from the playground, peers, adults or media.
- Develop skills that will enable them to make informed choices both now and in the future.



VALUES AND ATTITUDES

Relationships, Sex and Health Education is to be taught within a moral framework, respecting the cultural diversity of our school community and that of the wider community. The values and attitudes for the RSHE policy aim to promote the whole school aims, including:

“To support the partnership between children, staff, parents/carers and governors, promoting links within the wider community”

Relationships, Sex and Health Education, taught within a framework, which gives due regard to moral considerations and the value of family life, will:

- Take account of pupils’ levels of knowledge and awareness of the issues being addressed.
- Develop pupil’s self-respect through the promotion of self-esteem, acknowledging the value of each individual pupil.
- Reflect an understanding of the range of family groups that children live in.
- Develop respect and sensitivity to others through a knowledge of difference.

At Allen Edwards, We Encourage And Support Pupils To:

- Take responsibility for their action and the consequences of actions.
- Develop positive relationships with other pupils and adults within the school community.
- Raise any issues that they may have about growing up.

Children should develop confidence in talking, listening and thinking about feelings and relationships so that they are empowered to cope with the physical and emotional changes of growing up.

Relationships and Health Education are compulsory for all children. Sex Education remains recommended by the Government however some parts of Sex Education are compulsory as they are part of the National Curriculum for Science.

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 Allen Edwards Primary School, we teach RSHE as set out in this policy.



POLICY DEVELOPMENT

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a focus group about the policy.
4. Pupil consultation – we investigated what pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

DEFINITION

Relationships, Sex and Health Education involves a combination of sharing information and exploring issues and values.

Relationships Education is about the emotional, social and cultural development of pupils and involves learning about positive, healthy relationships, with particular reference to friendships, family relationships and relationships with other children and adults. All children will be represented when discussing different forms of families. Relationships Education also involves learning about personal identity, healthy lifestyles and diversity.

The principles of positive relationships also apply online: online safety as well as appropriate online behaviour is included as an aspect of our relationships education. This will form part of the learning based around positive emotional and mental wellbeing, as well as how friendships can support mental wellbeing. Strategies for developing emotional and mental wellness will form part of relationships and health education. Relationships Education also includes children learning about boundaries and privacy, both on and offline, and how to report concerns and seek advice when they suspect something is wrong.

Health Education focuses on good physical health and mental wellbeing as a normal part of daily life. It will ensure that all children understand the importance and benefits of key aspects, such as daily exercise, good nutrition, sufficient sleep and the language to articulate how they are feeling. Self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid are included within Health Education. Online behaviour and management of time on devices and online is later discussed as a way of ensuring good physical health and mental wellbeing. Healthy lifestyles form a large part of Health Education.

Health Education also includes developing children's understanding about the changing adolescent body. Puberty, including the physical and emotional changes involved in this, is taught as part of the our RSHE (Relationships, Sex and Health Education) curriculum as well



as menstrual wellbeing and key facts about the menstrual cycle. Children will also develop their knowledge of facts about both legal and illegal harmful substances and the associated risks accompanying these.

Sex Education overlaps with the National Curriculum for Science and it should ensure that all pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle as part of the Science Curriculum – how a baby is conceived and born.

CURRICULUM

We have selected the Jigsaw curriculum taking into account the age, needs and feelings of pupils. This scheme may need to be adapted as and when it is necessary. This has previously been and will continue to be shared with parents, staff, governors and 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. Teachers will also signpost children to their parents to discuss learning further to support the link between learning at school and home.

Primary Sex Education (from the Science National Curriculum) will focus on:

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

For more information about the knowledge and understanding expected by the end of primary education in both Relationships and Health Education, see the government outline in Appendix 1.

DELIVERY OF RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum for which we use the Jigsaw scheme. Further teaching on biological aspects of RSHE are taught within the Science Curriculum and other aspects are included in Religious Education (RE). Further teaching of Health Education is included as part of Physical Education (PE) and online safety will be complimented through the teaching and learning in Computing. Workshops in Year 5 and 6, such as Growing Against Violence and BRAVE, will also support the learning of RSHE.

Although taught throughout the year, Health Education is the PSHE/ RSHE focus for Term 4 through our use of the Jigsaw scheme topic of Healthy Me. Relationships Education is then developed in depth during Term 5 within the Jigsaw topic of Relationships.

There may be occasions when single gender groups may be more appropriate for the discussion of certain issues or the sharing of opportunities to ask questions; this will be decided in consultation with the pupils. Our pupils come from a variety of backgrounds and are all entitled to learn in a supportive environment, free from fear. Some pupils may use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other forms of harassment, through the school behaviour and discipline procedures. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.



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.

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).

Sex education focuses on teaching the fundamental building blocks of how a baby is conceived and ensuring that language around sex education is fully understood.

For more information about the statutory RSHE curriculum, see Appendix 1.

ROLES AND RESPONSIBILITIES

The Governing Board

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

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/non-science components of RSE (see next section).

RSHE Lead

The RSHE and PSHE Lead is responsible for:

- Reviewing and updating the RSE policy.
- Continually keeping up to date with changes and developments within the subject.
- Adapting and tailoring the resources and Jigsaw scheme of work to reflect any governmental or curriculum changes.
- Monitoring RSE throughout school and ensuring teaching and learning is of a consistently good quality.
- Providing advice, support and further guidance to staff teaching RSE, including CPD where necessary and required.
- Co-ordinating the support of external agencies, such as the school nurse, for RSE teaching and learning.

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/non-science components of RSHE.

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

All teachers will teach their class for RSHE, with the support of their additional adult. For those teachers who feel less confident or are in their first year of teaching, support and team teaching will be provided by SLT.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Pupils are expected to follow the ground rules set out at the beginning of each session.

PARENTAL 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/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Alternatively, you can discuss this withdrawal with a member of SLT during the parent meeting for resource sharing.

Alternative work will be given to pupils who are withdrawn from Sex Education.

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, to provide support and training to staff teaching RSHE. NQTs are offered a team teaching or observational approach to teaching RSHE within their first year to allow them to feel best prepared for dealing with questions and content, which will arise during these lessons.

MONITORING ARRANGEMENTS

The delivery of RSHE is monitored by Natasha Lloyd (Assistant Headteacher Curriculum) through:

- Learning walks
- Class book scrutinies
- Pupil voice



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

This policy will be reviewed by Natasha Lloyd, who is the Assistant Headteacher for Curriculum. At every review, the policy will be approved by both the Headteacher and the Governing Body.

CONFIDENTIALITY AND CHILD PROTECTION

The school is legally required to follow child protection procedures. Whilst encouraging a trusting relationship between staff and pupils, it is important for all to understand that due to the guidelines in the Child Protection Policy complete confidentiality cannot be offered.

Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of '*Ground Rules*' in RSHE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

Teachers need to be aware that effective RSHE - which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Pupils need to be reassured that their best interests will be maintained. This could lead to child protection action.

Should there be any concerns about any individual pupil's welfare, staff will follow child protection procedures and report to the DSL.

Appendix 1

STATUTORY RSHE TEACHING AND LEARNING

BY THE END OF PRIMARY SCHOOL, IN RELATIONSHIPS EDUCATION:

Families and people who care for me	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.

<p>Respectful Relationships</p>	<p>Pupils should know</p> <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.
<p>Online Relationships</p>	<p>Pupils should know</p> <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.
<p>Being Safe</p>	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> ● 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.
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BY THE END OF PRIMARY SCHOOL, IN HEALTH EDUCATION:

<p>Mental Wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
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	<ul style="list-style-type: none"> ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet Safety And Harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online.
<p>Physical Health And Fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● the characteristics and mental and physical benefits of an active lifestyle. ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● the risks associated with an inactive lifestyle (including obesity). ● how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy Eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● what constitutes a healthy diet (including understanding calories and other nutritional content). ● the principles of planning and preparing a range of healthy meals. ● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

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



Appendix 2

Parent Form: Withdrawal From Sex Education Within RSE And PSHE

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	