

Relationship, Sex and Health Education Policy (from 2021)

The Belham Primary School



Approved by:	LGB (pending)	Date:
Last reviewed on:	July 2021	
Next review due by:	July 2022	

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	4
4. Definition	4
5. Curriculum	5
6. Delivery of RSHE	5
7. Roles and responsibilities	6
8. Parents' right to withdraw	7
9. Training	7
10. Monitoring arrangements	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	9
Appendix 3: Parent form: withdrawal from sex education within RSHE	14

1. Aims

The aims of relationships and sex 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

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

As a primary free school we must provide Relationships Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Belham Primary School we teach RSHE as set out in this policy. This policy also complies with the terms of our funding agreement.

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 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 meeting about the policy. (wb June 2021)
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

At The Belham, we take a holistic approach to pupil development and our aim is prepare our children for the wider world and life outside of school. We want our pupils to enter secondary school as confident individuals with good social, health and monetary skills and an ability to accept all who they meet with kindness and understanding.

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.

5. Curriculum

Our curriculum is set out as per Appendix 1.

We have developed the curriculum using resources from the PSHE Association which is in turn approved by the Department for Education. This has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in a manner so that pupils are informed in an age-appropriate way and know where to safely seek answers to their questions. In the context of The Belham Primary School, this may be referring back to parents for topics outside the scope of our curriculum. Staff will be aware of their personal beliefs and attitudes when delivering lessons to ensure a neutral approach.

The sex education element of RSHE at The Belham 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 PSHE curriculum including RSHE, see our curriculum map in Appendix 1.

At The Belham we are committed to working collaboratively with our parents. Teachers will communicate PSHE/RSHE topics via Dojo, to keep parents informed of questions or wider conversations that may continue at home. Further curriculum materials can be found on our website.

5.1 How we teach it

Use this section to set out:

We follow a question based modelled, with each year group addressing one over-arching question each half term. These are under three main themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Each class will take part in regular PSHE (including RSHE) lessons as well as learning content through our wider school offer. This may include assemblies, theme days, trips and visitors. Agencies that may be drawn upon to support the delivery of PSHE and RSHE include mental health agencies, public health services and experts in first aid or financial management.

As in all aspects of life at The Belham, the PSHE content delivered will be full inclusive to ensure all pupils, regardless of ability or special educational needs and/or disability, are able to access the learning.

5.1 Delivery of RSHE

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).

Pupils may also receive sessions delivered by a trained health professional, to complement their lessons in class.

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.

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 body

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

The Head of School may delegate to a member of staff to respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/ components of RSHE

7.3 Staff

Staff are responsible for:

- Delivering PSHE and RSHE in a sensitive way
- Modelling positive attitudes to PSHE and RSHE.
- Monitoring progress
- Responding to the needs of individual pupils

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.

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 addressed to the Headteacher.

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

9. Training

Staff are trained on the delivery of PSHE/RSHE as part of ongoing training and it is included in our continuing professional development calendar. This may be supported by visitors from outside the school, such as school nurses, to provide support and training to staff teaching PSHE/RSHE.

10. Monitoring arrangements

The delivery of PSHE/RSHE is monitored by the PSHE Lead in collaboration with the Headteacher and other Senior Leaders.

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

This policy will be reviewed by the PSHE Lead and Head of School every 3 years.

At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Reception	In the Foundation Stage, children's Personal, Social and Emotional Development is considered a prime area and addressed throughout the year.	<p>Children will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. • Show an understanding of their own feelings and those of others and begin to regulate their behavior accordingly. • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
Year 1	Autumn	<p>Relationships:</p> <ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features or qualities are unique to them • How they are similar or different to others, and what they have in common • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private • That family is one of the groups they belong to, as well as, for example, school, friends, clubs. • About the different people in their family / those that love and care for them • What their family members, or people that are special to them, do to make them feel loved and cared for • How families are all different but share common features – what is the same and different about them? • About different features of family life, including what families do / enjoy together • That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

Year 2	Autumn	<p>Relationships:</p> <ul style="list-style-type: none"> ● How to make friends with others ● How to recognise when they feel lonely and what they could do about it ● How people behave when they are being friendly and what makes a good friend ● How to resolve arguments that can occur in friendships ● How to ask for help if a friendship is making them unhappy ● How words and actions can affect how people feel ● How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe ● Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. ● How to respond if this happens in different situations ● How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Year 3	Autumn 1 Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> ● How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. ● How to recognise if others are feeling lonely and excluded and strategies to include them ● How to build good friendships, including identifying qualities that contribute to positive friendships. ● That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. ● How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support ● How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) ● How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays ● How people within families should care for each other and the different ways they demonstrate this. ● How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Year 4	Autumn	<p>Relationships:</p> <ul style="list-style-type: none"> • How people's behaviour affects themselves and others, including online • How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. • About the relationship between rights and responsibilities • About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • The rights that children have and why it is important to protect these. • That everyone should feel included, respected, and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination. • How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.
	Spring	<p>Growing, Changing and Puberty:</p> <ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections, and wet dreams. • How puberty can affect emotions and feelings. • How personal hygiene routines change during puberty. • How to ask for advice and support about growing and changing and puberty.
Year 5	Spring	<p>Relationships:</p> <ul style="list-style-type: none"> • About the different types of relationships people have in their lives • How friends and family communicate together; how the internet and social media can be used positively • How knowing someone online differs from knowing someone face-to-face. • How to recognise risk in relation to friendships and keeping safe. • About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family. • How to respond if a friendship is making them feel worried, unsafe or uncomfortable.

		<ul style="list-style-type: none"> ● How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.
Year 6	Summer	<p>Relationships:</p> <ul style="list-style-type: none"> ● That people have different kinds of relationships in their lives, including romantic or intimate relationships. ● That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another. ● That adults can choose to be part of a committed relationship or not, including marriage or civil partnership. ● That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. ● How puberty relates to growing from childhood to adulthood ● About the reproductive organs and process - how babies are conceived and born and how they need to be cared for ● That there are ways to prevent a baby being made² ● How growing up and becoming more independent comes with increased opportunities and responsibilities. ● How friendships may change as they grow and how to manage this ● How to manage change, including moving to secondary school. ● How to ask for support or where to seek further information and advice regarding growing up and changing.

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
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

	<ul style="list-style-type: none"> ● 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 RSHE

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	