

Churchstanton Primary School



RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY (RSHE)

Approved by the Full Board of Governors of Churchstanton Primary School

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Churchstanton Primary School

1. Aims

The aims of relationships, sex and health education (RSHE) at our

School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils know how to stay safe (basic first aid) and make healthy decisions about themselves and their bodies
- Develop an understanding of personal finance

This policy supports our aim to enable our pupils to become **Respectful, Responsible, Resilient, Risk-takers** with a caring attitude to the world around them; each with an enquiring mind setting them ready to be educated citizens.

2. Statutory requirements for maintained schools

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.

We do need to teach the elements of sex education contained in the science curriculum. Although we are not required to provide Sex Education, as a school we believe it builds an important context for pupils to develop positive healthy relationships.

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.

At Churchstanton 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** – our staff pulled together all relevant information including relevant national and local guidance and attended national training courses.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – a draft of the policy was shared with parents who were invited to respond and provide feedback about the draft policy.

4. **Pupil consultation** – we investigated what exactly pupils want from their RSHE through a listening to learners' session.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSHE is about the emotional, social, physical 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 about knowing how to keep yourself safe, managing risk and peer-pressure.

RSHE 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, 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 will include:

- 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.

Children with Special Educational Needs and Disabilities:

Teaching and resources will be differentiated as appropriate to address the needs of children with SEN so they have full access to the content of RSHE.

6. 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 also receive stand-alone sex education sessions delivered by the support of a trained health professional.

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

7.3 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 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 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 Humanities Curriculum Team through:

- monitoring planning,
- book or work scrutinies,
- lesson observations,
- learning walks,
- listening to learners.

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

Introduction

Appendix 1: Curriculum Map

The 1decision resources have been created to provide schools with the flexibility to deliver PSHE lessons in line with the needs of your students. The needs of your students will vary depending on geographical location, local community, and social issues.

It is important that teaching staff understand our delivery guides are only a suggestion and to tailor our resources to the needs of their students and community.

Topics can be delivered as standalone PSHE lessons, or filtered into other areas of the curriculum. For example: our 'In-app Purchases' topic could form a maths lesson.

Within this document, you will find a year by year plan. This order of delivery is the most commonly used, and the one we suggest to most schools. Please refer to our module key below for further information on our module titles.

If you require any further assistance with the delivery of our resources, please do not hesitate to contact us at info@1decision.co.uk.

Module Abbreviation	5-8 Module Titles	Module Abbreviation	8-11 Module Titles
KSS	Keeping/Staying Safe	KSS	Keeping/Staying Safe
KSH	Keeping/Staying Healthy	KSH	Keeping/Staying Healthy
REL	Relationships	GAC	Growing and Changing
BR	Being Responsible	BR	Being Responsible
FAE	Feelings and Emotions	FAE	Feelings and Emotions
CS	Computer Safety	CS	Computer Safety

OW	Our World	TWW	The Working World
HW	Hazard Watch	AWWJ	A World Without Judgement
FS SPECIAL	Fire Safety (Special Module)	FA SPECIAL	First Aid (Special Module)

Suggested topic delivery overview - Year by Year Breakdown

IMPORTANT NOTE: If you are starting in Year 2/3, you should still start from the beginning with the Baseline Assessment from Year 1.

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World		Is it safe to eat or drink?
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World	Texting Whilst Driving	
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Is it safe to play with? Summative Assessment	Enya and Deede Visit the Fire Station
	Leaning Out of Windows								Summative Assessment
	Summative Assessment								

**Please note: Although the Fire Safety module features our young character Deede, you may find that the lesson content is also suitable for older children.*

IMPORTANT NOTE: If you are starting in Year 5/6, you should still start from the beginning with the Baseline Assessment from Year 4.

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

TOPIC	PUPILS SHOULD KNOW
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	