



Strive Think Act Respect Shine

Norton Church of England Primary School

Relationships, Sex and Health Education Policy

Approved by:

Date: November 2020

Next review due by:

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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

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 Norton 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 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
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

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, learning about the body and growing up, 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.

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 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.

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).

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 RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE (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 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.

Class teachers will deliver the teaching of RSHE to their class.

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 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

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Through our curriculum we teach our Christian values: hope, wisdom, community and respect so that our children are prepared spiritually, morally and culturally for a life in modern Britain.

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 nuRSHEs or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Jane Farren through lesson observations, book looks and discussions with teachers and pupils.

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

This policy will be reviewed by Jane Farren and Fiona Cooper. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships sex and health education curriculum map

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reception	Responsibility	Growing up	People who help us	Keeping ouRSHElves clean	
Year 1	Changes-Life cycle	Changes- The human life cycle	Being unique	Personal Hygiene	
Year 2	Similarities and differences – body parts	Where do babies come from?	Changes- Physical	Changes- Becoming independent	
Year 3	Similarities and differences – reproductive organs	Types of love	Personal Hygiene- Hand washing	Personal Hygiene – infection	
Year 4	Changes – life cycle	Changes – responsibilities	Personal Hygiene – Antibiotics	Challenging stereotypes	
Year 5	Changes – Physical	Changes- Emotional	Personal Hygiene- Keeping clean	Genetic Inheritance	
Year 6	Changes – Physical	Changes- Emotional	Life Cycle – Sexual IntercouRSHE	Relationships	Birth and a new baby

Science Biology Curriculum Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Types of animals. -Parts of animals.	-Feeding and exercise. -Living things.	-Movement and feeling.	-Human nutrition	-Life cycles	-Our Bodies -Evolution and inheritance.

Pink Curriculum Links

<u>Reception</u>	<p><u>-People who help us</u></p> <p><u>-Taking responsibility</u></p> <p><u>-Understanding adult responsibility</u></p> <p><u>-Qualities of a good friend</u></p> <p><u>-How I am special</u></p> <p><u>-Brushing our teeth</u></p>
<u>Year 1 and 2</u>	<p><u>-Speaking about our feelings</u></p> <p><u>-Keeping ouRSHElves safe</u></p> <p><u>-Understanding who takes care of us</u></p>

	<ul style="list-style-type: none"><u>-Knowing what private mean</u><u>-Exploring different relationships</u><u>-Understanding parental responsibility</u><u>-Understanding personal responsibility</u><u>-Positive touch</u><u>-Growing up</u><u>-Naming parts of the body</u><u>-Exploring gender differences</u><u>-Understanding that humans produce babies</u><u>-Developing resilience</u><u>-Keeping clean</u><u>-Being unique and special</u>
<u>Year 3 and 4</u>	<ul style="list-style-type: none"><u>-Identifying who we can speak to about our feelings</u><u>-Exploring gender differences</u><u>-Understanding physical changes and managing them</u>

	<ul style="list-style-type: none"><u>-Making ourSELves feel happy</u><u>-Keeping clean</u><u>-Developing resilience</u><u>-Being unique and special</u><u>-Exploring parental responsibility</u><u>-Understanding different relationships (parents, friends etc)</u><u>-Different types of love</u><u>-Love and trust within marriage and established relationships</u><u>-Understanding healthy/unhealthy relationships</u>
<u>Year 5 and 6</u>	<ul style="list-style-type: none"><u>-Stages in the human lifecycle</u><u>-How babies are made.</u><u>-Changes in puberty</u><u>-Managing feelings</u><u>-Knowing names, and functions, of male and female</u>

	<p><u>reproduction</u></p> <ul style="list-style-type: none">-<u>Exploring gender differences</u>-<u>Keeping clean</u>-<u>Developing resistance</u>-<u>Understanding self-worth</u>-<u>Exploring media influences</u>-<u>Body image</u>-<u>Understanding healthy/unhealthy relationships</u>-<u>Exploring how behaviors affect our feelings</u> <p><u>Understanding changes in relationships (parents, boyfriend/girlfriend etc)</u></p> <ul style="list-style-type: none">-<u>Appropriate touch</u>-<u>Peer pressure</u>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</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
<p>Caring friendships</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

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

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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	