

# High Firs Primary School

## Relationships, Sex and Health Education Policy

### **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
- To develop children's understanding of sex and relationships at age appropriate level

### **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 High Firs 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 – senior staff 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 comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their
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, 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.

#### **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
- Helping children to understand 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).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education is defined by the DfE as “learning about physical, moral and emotional development” and the guidance states, “It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health” and therefore our teaching focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Changes to my body as I grow
- How babies are conceived and born
- Online relationships and being safe online
- Being safe

As part of the school's statutory safeguarding duty, as referenced in the DfE 'Keeping Children Safe in Education 2022', High Firs Staff understand that technology has "become a significant component in many safeguarding and wellbeing issues" and that "children are at risk of abuse and other risks online as well as face to face" and teaching has been adapted to ensure children are being educated through the RSHE curriculum to understand these further and how to seek help if needed. For more information about our RSHE curriculum, see Appendices 1 and 2.

Our Sex education programme fits the children's age and physical and emotional maturity and follows the key guidelines suggested by the DfE-

- Ensure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Sex education is taught formally to Upper KS2 pupils by the class Teachers and Teaching Assistants. Boys and girls learn together in Year 6. In Year 5 there are separate sessions on puberty led by the teaching staff for boys and girls, as part of the Science curriculum.

Effective teaching of PSHE and Citizenship involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies and these are applied to the teaching of our RSHE objectives too.

Throughout the school, children will be at different levels of maturity, will have varied life experiences, a range of attitudes and feelings. Lessons will be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship or drug education the teacher will ensure that the teaching point is conveyed in language that is accessible to the children. The needs of pupils with SEN will be supported by the staff, who will use different resources, activities or provide specific support, depending on what the individual children need.

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 non-statutory/non-science components of RSHE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to
- 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 the school nursing service, to provide support and training to staff teaching RSHE.

### **10. Monitoring arrangements**

The delivery of RSHE is monitored by the Headteacher through discussions with pupils, learning walks, book scrutinies and planning scrutinies.

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

This policy will be reviewed by the Governing Body annually.

Policy approved by staff and governors - January 2023

Parents' consultation – December 2020

Review date - January 2024

YEAR GROUP	TOPIC/THEME DETAILS
Reception	<p><b><u>Relationships;</u></b></p> <ul style="list-style-type: none"> <li>• Who is in my family and what make families special;</li> <li>• What is the same/different about people in my family;</li> <li>• How can I be a good friend? Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Show sensitivity to their own and to others' needs;</li> <li>• Understand how to keep safe online and identify who they could talk to if they needed help.</li> </ul> <p><b><u>Me and my body;</u></b></p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;</li> <li>• What can I do now that I couldn't do when I was a baby;</li> <li>• What makes body and girls different? What makes them the same;</li> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private.</li> </ul> <p><b><u>My health and wellbeing;</u></b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Be confident to try new activities and show independence, resilience and peverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 1	<p><b><u>Relationships;</u></b></p> <ul style="list-style-type: none"> <li>• Who is in my family and what make families special;</li> <li>• What is the same/different about people in my family;</li> <li>• Identify some of the people who are special to them;</li> <li>• Recognise and name some of the qualities that make a person special to them;</li> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up;</li> <li>• Understand how to keep safe online and identify who they could talk to if they needed help.</li> </ul> <p><b><u>Me and my body;</u></b></p> <ul style="list-style-type: none"> <li>• Identify thing they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages;</li> <li>• Identify parts of the body that are private;</li> <li>• Identify people they can talk to about their private parts;</li> <li>• Where do babies come from;</li> <li>• What do babies do in their mummy's tummy?</li> </ul> <p><b><u>My health and wellbeing;</u></b></p> <ul style="list-style-type: none"> <li>• Working together and rules and rewards;</li> <li>• Positive thinking, talk about feelings. Recognise basic emotions;</li> <li>• Understand that mental health is a normal part of daily life, in the same way as physical health;</li> <li>• Think about their personal qualities;</li> <li>• Medicines and keeping healthy- what is safe to put in my body? Persuasion and influence;</li> <li>• Know how to keep our teeth healthy and the benefits of good oral hygiene;</li> <li>• Know how and when to seek support from an adult if they are concerned about their mental or physical health.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 2	<p><b><u>Relationships;</u></b></p> <ul style="list-style-type: none"> <li>• How to be a good friend;</li> <li>• Things that cause conflict between me and my friends;</li> <li>• What I do when my friend makes me upset;</li> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify some of the ways that good friends care for each other;</li> <li>• Understand how to keep safe online and identify who they could talk to if they needed help;</li> <li>• Understand that information we see online (text or images) is not always true or accurate and that things people post online about themselves isn't true.</li> </ul> <p><b><u>My changing body;</u></b></p> <ul style="list-style-type: none"> <li>• Identify different stages of growth (e.g. baby, toddler child, teenager adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages;</li> <li>• Identify some of the physical and non-physical differences and similarities between people;</li> <li>• Identify which parts of the human body are private.</li> </ul> <p><b><u>My health and wellbeing;</u></b></p> <ul style="list-style-type: none"> <li>• Working together and rules and rewards;</li> <li>• Positive thinking, talk about feelings. Recognise emotions and explain how my body may feel when I experience it. E.g. I get butterflies in my tummy when I am nervous;</li> <li>• Understand that mental health is a normal part of daily life, in the same way as physical health;</li> <li>• Risky situations and how to take risks whilst keeping myself safe;</li> <li>• Medicines and keeping healthy- what is safe to put in my body? Persuasion and influence;</li> <li>• Know how to keep ourselves healthy in the sun and how to reduce the risk of sun damage;</li> <li>• Know how and when to seek support from an adult if they are concerned about their mental or physical health.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 3	<p><b><u>Relationships;</u></b></p> <ul style="list-style-type: none"> <li>• Identify people who they have special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people;</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations;</li> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friend sometimes fall out;</li> <li>• Rehearse and use skills for making up again;</li> <li>• Recognise that there are many different types of family;</li> <li>• Identify different types of relationships;</li> <li>• Understand what is meant by 'adoption' and 'fostering' and 'same-sex relationships' ;</li> <li>• Understand how to keep safe online and identify who they could talk to if they needed help;</li> <li>• Understand that information we see online (text or images) is not always true or accurate and that things people post online about themselves isn't true;</li> <li>• Think about why people would post things online (so that people may like them more).</li> </ul> <p><b><u>My changing body;</u></b></p> <ul style="list-style-type: none"> <li>• How boys' and girls' bodies change as we grow up, and how these changes affect us;</li> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person;</li> <li>• Understand what is meant by the term body/personal space and when it is appropriate to allow someone into this space and what to do if it is not appropriate.</li> </ul> <p><b><u>My health and wellbeing;</u></b></p> <ul style="list-style-type: none"> <li>• Working together and rules and rewards;</li> <li>• Talking about feelings, understanding them and thinking about different ways to respond to friendship situations whilst listening and co-operating with others;</li> <li>• Understand that mental health is a normal part of daily life, in the same way as physical health;</li> <li>• Think about ways to lead a healthy lifestyle;</li> <li>• Understand what smoking is and making informed choices about it;</li> <li>• Know some of the facts and science relating to allergies and immunisations;</li> <li>• Understand the importance of building regular exercise into daily and weekly routines and how to achieve this. Begin to recognise the risks associated with an active lifestyle;</li> <li>• Know how and when to seek support from an adult if they are concerned about their mental or physical health.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 4	<p><b><u>Relationships;</u></b></p> <ul style="list-style-type: none"> <li>• Explain what we mean by a ‘positive, healthy relationship’;</li> <li>• Describe some of the qualities they admire in others;</li> <li>• Recognise that there are times when they might need to say ‘no’ to a friend;</li> <li>• Describe appropriate assertive strategies for saying ‘no’ to a friend;</li> <li>• Think about appropriate assertive strategies for saying ‘no’ to a friend and ways to deal with difficult situations (friendships and family) and how to keep ourselves safe;</li> <li>• Think about who is in my family and what makes families special;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony;</li> <li>• Understand that marriage is a commitment to be entered into freely and not against someone’s will;</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in the United Kingdom;</li> <li>• Understand how to keep safe online and identify who they could talk to if they needed help;</li> <li>• Understand that information we see online (text or images) is not always true or accurate and that things people post online about themselves isn’t true;</li> <li>• Think about why people would post things online (so that people may like them more).</li> </ul> <p><b><u>My changing body;</u></b></p> <ul style="list-style-type: none"> <li>• Name some positive and negative feelings and how our changing body (the onset of puberty) can have an emotional, as well as physical, impact;</li> <li>• Explain that a person’s genitals help them to make babies when they are grown up- recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn’t meet a sperm;</li> <li>• Understand that for girls, periods are a normal part of puberty.</li> </ul> <p><b><u>My health and wellbeing;</u></b></p> <ul style="list-style-type: none"> <li>• Working together and rules and rewards;</li> <li>• Identify a wide range of feelings and how they make our bodies feel (physical state);</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Think about ways to lead a healthy lifestyle;</li> <li>• Understand that mental health is a normal part of daily life, in the same way as physical health.</li> <li>• Understand what alcohol is and making informed choices about it;</li> <li>• Know how to keep our bodies healthy and the benefits of exercise, whilst be able to recognise the signs of physical illness and the changes it may have on our body.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 5	<p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Be able to give examples of some key qualities of friendship and reflect on how I am as a friend to others;</li> <li>• Identify what makes a relationship unhealthy and understand characteristics of passive, aggressive and assertive behaviours;</li> <li>• Identify who they could talk to if they needed help;</li> <li>• Recognise basic emotional needs, understand that they change according to circumstance.;</li> <li>• Understand and explain the difference between sex, gender, identity, gender expression and sexual orientation;</li> <li>• Understand the similarities and differences between people; religious and ethnic diversity;</li> <li>• Understand how to keep safe online and identify who they could talk to if they needed help;</li> <li>• Understand that information we see online (text or images) is not always true or accurate and that things people post online about themselves isn't true;</li> <li>• Think about why people would post things online (so that people may like them more).</li> </ul> <p><b><u>My changing body:</u></b></p> <ul style="list-style-type: none"> <li>• Identify people who can be trusted;</li> <li>• Understand what kind of touch are acceptable or unacceptable;</li> <li>• Describe strategies for dealing with situation in which they would feel uncomfortable and identify situations where someone might need to break a confidence in order to keep somebody safe;</li> <li>• Identify parts of the body that males and females have in common and those that are different and know the correct words for the external sexual organs;</li> <li>• Understand and explain why puberty happens and discuss some of the myths associated with puberty;</li> <li>• Know what menstruation is and why it happens;</li> <li>• Identify some of the ways to cope with periods.</li> </ul> <p><b><u>My health and wellbeing:</u></b></p> <ul style="list-style-type: none"> <li>• Working together and rules and rewards. Begin to be able to understand democracy;</li> <li>• Be able to identify a wide range of emotions, how they make my body feel and explain ways to manage my emotions e.g. When I am feeling angry, I feel hot. I know that I can count to 10/take a walk etc. to calm down;</li> <li>• Understand that mental health is a normal part of daily life, in the same way as physical health;</li> <li>• Understand what drugs are and the laws in relation to drugs;</li> <li>• Be able to talk about how to keep ourselves healthy and the transmission of disease;</li> <li>• Be able to explain what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 6	<p><b><u>Relationships;</u></b></p> <ul style="list-style-type: none"> <li>• Recognise some of the challenges that arise from friendships and be able to suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach;</li> <li>• Recognise peer influence and pressure and demonstrate using some assertive behaviours, how to resist peer influence and pressure;</li> <li>• Describe ways in which people show their commitment to each other;</li> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will and that marriage includes same sex and opposite sex partners;</li> <li>• Recognise that some types of physical contact can produce strong negative feelings and that inappropriate touch is illegal;</li> <li>• Understand how to keep safe online and identify who they could talk to if they needed help;</li> <li>• Understand that information we see online (text or images) is not always true or accurate and that things people post online about themselves isn't true;</li> <li>• Think about why people would post things online (so that people may like them more).</li> </ul> <p><b><u>My changing body;</u></b></p> <ul style="list-style-type: none"> <li>• Recognise some of the changes they may have experienced and their emotional responses to those changes. Be able to suggest positive strategies for dealing with our body's changes;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change;</li> <li>• Understand the risk of sharing personal information and images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of peers;</li> <li>• Define the word 'puberty' and be able to give examples of some of the physical and emotional changes associated with it for both boys and girls;</li> <li>• Know where to get support if they were concerned about their own or another person's safety;</li> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul> <p><b><u>My health and wellbeing;</u></b></p> <ul style="list-style-type: none"> <li>• Working together and rules and rewards. Understand what democracy is.</li> <li>• Be able to identify a wide range of emotions, how they make my body feel and explain ways to manage my emotions e.g. When I am feeling angry, I feel hot. I know that I can count to 10/take a walk etc.</li> <li>• Understand what racism is and be able to identify someone you could get support from if you were concerned about this.</li> <li>• Understand that mental health is a normal part of daily life, in the same way as physical health.</li> <li>• Understand what Fairtrade is and be able to discuss the effects of this.</li> <li>• Understand what drugs are and the laws in relation to drugs.</li> <li>• Know the characteristics of a poor diet and the risks associated with unhealthy eating.</li> </ul>