BIRCHFIELD COMMUNITY PRIMARY SCHOOL and PRE-SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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D. ENGLAND 22/09/16

Relationships, Sex and Heath Education (RSHE) Policy

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1. Aims

This policy covers our school's approach to Relationship, Sex and Health Education (RSHE), not only in lessons but through the attitude of our staff and students, our ethos and approach and our commitment to equality both within and outside of the classroom.

This policy will be reviewed every 2 years to ensure that it reflects the attitudes and beliefs of the school, remains relevant to the children and is up to date with current guidance.

The aims of RSHE at our school are to:

- Provide a framework in which necessary and relevant 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We endeavor to introduce skills and knowledge to our children at an appropriate age, in an appropriate manner. This ensures that our children are able to grow, learn and develop healthy behaviors, allowing them interact with the world around them in a safe manner.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. 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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Birchfield Community Primary School, we teach RSHE as set out in this policy.

3. Policy development

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

1. **Review** –a member of 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 were invited to share their thoughts on 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

We aim for our children to become well-rounded, safe, healthy and happy individuals who are equipped to engage with the challenges and prospects of later life. Through carefully planning, implementing and reviewing our RSHE policy and related curriculums, we believe that we can progressively build our children's skills and knowledge about themselves and the world around them. The content of our RSHE teaching is embedded into our PSHE curriculum.

R Relationships Education is all about teaching our children to recognise positive, respectful and appropriate relationships and develop strategies to manage these. These relationships are varied, including friendships, family relationships, and relationships with other children and with adults, including online interactions.

S Sex Education directly links with our Science and PSHE curriculums. It focuses on children learning about human reproduction, including conception and birth. We draw upon their knowledge of the human life cycle, too. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and related elements within statutory Health Education. RSHE is not about the promotion of sexual activity.

H Health Education centers on teaching our children about both physical and mental health and wellbeing. We focus on how mental and physical health can be linked and equip our children to become able to make healthy lifestyle decisions.

5. Curriculum and delivery of RSHE

Our RSHE curriculum is embedded in our PSHE curriculum as per Appendix 2, but we may need to adapt it as and when necessary. When we make changes to the RSHE curriculum, these will be shared.

We have developed our curriculum to best-suit the needs of our children. Additionally, it was not developed in isolation – we consulted with our parents, pupils, staff and governors. Although we have a set programme of study, pupils often pose questions outside the scope of this policy. When this occurs, teachers will respond in an appropriate manner so they are fully informed. For more information about our curriculum, see our progression map in Appendix 2.

We carefully consider our delivery of RSHE lessons. RSHE is embedded into our whole-school planning for PSHE. This means that none of our RSHE lessons are taught in isolation; they are grounded in wider teaching about how our children interact with the world around them.

Firstly, we have clear objectives for what children should learn in RSHE. These are evident in Appendix 2. Our PSHE progression map and long term planning clearly identify which skills will be taught when. Additionally, planning outlines the strategies and materials that will be involved in this alongside the adults who will be involved in the delivery.

Our parents are informed through this documentation that their child will be beginning to study an element of RSHE. They will be able to see the objectives of the unit and will be welcome to discuss any issues with either the teacher or a relevant member of SLT.

In some situations, some children may require adapted provision. These children should be identified before the teaching begins and appropriate plans will be put in place and shared. This will be done in unison with the SENCO and Headteacher. Additionally, it may involve the child's parents. However, it is important to note that RSHE units must be inclusive of SEN children to counteract potential vulnerabilities and ensure all children develop a fully understanding of the aims of the curriculum.

Within our school, RSHE falls within our Health and Wellbeing and Relationships strands of PSHE, alongside our Science curriculum. Our Health and Wellbeing elements focus on the processes of puberty, conception and birth, alongside teaching around keeping our bodies healthy and safe. Our Relationship units center on what healthy relationships look like and strategies to identify and manage these, with specific reference to online situations as well as face-to-face interactions. Within our structured curriculum, the children revisit prior RSHE knowledge and then build upon it in a meaningful manner. Our PSHE – and therefore RSHE lessons - are short (around 30 minutes long), with a clear focus and provide plenty of opportunities for discussion and clarification.

In **Reception,** as part of their Early Learning Goals, children will explore Personal, Social and Emotional Development. This will include a basic understanding of hygiene and personal needs, including dressing and going to the toilet. We also cover the NSPCC's Talk PANTS unit in Reception – this focuses on children understanding that their body belongs to them and that the parts of their body covered by pants are private. (https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/)

In **Year 1**, we further explore basic hygiene and how to keep healthy. We also explore what to do if something is upsetting or uncomfortable and how people around us can help us.

In **Year 2**, we talk about keeping healthy and strategies to support children if they feel upset or uncomfortable. We also name parts of the body – including genitals.

In **Year 3**, we deepen the children's understanding of hygiene and keeping healthy. We also begin to explore gender identity.

In **Year 4**, we begin to explore puberty at a basic level – including key changes and hygiene. We also talk about attraction and the human life cycle.

In **Year 5**, we build on our knowledge of hygiene and health, including unhealthy choices that people can make.

In **Year 6**, we deepen our understanding around puberty and the human life cycle. This includes birth, conception and pregnancy. We also explore hygiene and health too.

The details of these key messages are outlined in our progression map (appendix 2). We also utilise core teaching materials, including key powerpoints and activities. The exact implementation of these are decided by class teachers – this is overseen by both the subject leader and the SLT team.

During our RSHE sessions, we adhere to a clear set of guidelines:

- The personal beliefs and attitudes of teachers will not influence teaching
- All topics are discussed with sensitivity and in a non-judgmental way
- Staff will respond to questions in an appropriate manner and make sure they are fully informed before doing so.

For our children, clear rules help to keep our RSHE sessions purposeful and safe. These rules are created with the class and then regularly reinforced. They are variable from class to class, but likely to relate to listening, allowing people to speak, being respectful and not asking or answering personal questions.

If children show unusual responses or comments within these sessions, then the DSL or relevant member of SLT should always be consulted. In some cases, this may lead to a dialogue with parents too. Throughout this, we are also mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6. Inclusivity

The areas of learning within our RSHE curriculum are taught within the context of family life, taking care to make sure 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 and 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).

We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences. During lessons, our pupils will feel safe and supported and therefore able to engage with the key messages.

We will also ensure that pupils learn about these topics in an environment that's appropriate for them, such as whole-class settings, small groups or target sessions, 1:1 discussions and utilizing digital resources. We also carefully consider if any differentiation is required to enable all children to access key messages.

7. Use of resources

The majority of the resources we use to teach RSHE are from our core PSHE resources which are adapted from the Life scheme, created by Twinkl. This allows us to ensure relevant and progressive lessons through our school.

When using both of these core resources, or any additional resources, we always consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Use of external organisations and materials

When utilising any external organisations or materials, we will make sure any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use are age-appropriate and in line with pupils' developmental stage. Additionally, they will comply with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996.

Furthermore, we will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses. We will make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum and review any case study materials and look for feedback from other people the agency has worked with. We will be clear on what they're going to say and their position on the issues to be discussed. We will also ask to see in advance any materials that the agency may use and know the named individuals who will be there, and follow our usual safeguarding procedures for these people. We will also conduct a basic online search and address anything that may be of concern to us, or to parents and carers. Furthermore, we will check the agency's protocol for taking pictures or using any personal data they might get from a session, whilst reminding teachers that they can say no or stop a session if needed. Teachers will always be present during any sessions with additional speakers. We will not, under any circumstances, work with external agencies that take or promote extreme political positions or use materials produced by such agencies, even if the material itself is not extreme.

9.Roles and responsibilities

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

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 components of RSHE.

The subject leader
The subject leader is responsible for reviewing this policy and working with the headteacher to ensure staff are appropriately equipped to teach RSHE.

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.

Pupils
Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

10.Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do, however, have the right to withdraw their children from the non-statutory components of sex education within RSHE. The skills that children can be withdrawn from are highlighted in Appendix 2. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. Alternative school work will be given to pupils who are withdrawn from these sessions.

11. Training and monitoring

Staff are trained on the delivery of RSHE and it is included in our continuing professional development calendar. If appropriate, 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.

The delivery of RSHE is monitored by the Headteacher, the Subject Leader and Teaching and Learning Lead through planning, work scruntinies, learning walks and ensuring that parents' and childrens' rights are met. Pupils' progression in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher every two years. At every review, the policy will be approved by the governing board.

Appendix 1: Parent form: withdrawal from sex education within RSHE

RSHE withdrawal form – to be completed by parents *Parents do not have the right to withdraw their children from relationships education but they do have the right to withdraw their children from the non-statutory components of sex education within RSHE*			
Name of child:		Class	
Name of parent:		Date	
Reason for withdrawing from sex education within RSHE:			
Any other information you would like the school to consider:			
Parent signature			

To be completed by the school:	
Agreed actions from discussion with parents	
Signed:	

Appendix 2 : whole school overview of PSHE and RSHE with RSHE specific skills highlighted

			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Relationships	Together Everyone Achieves More	To see themselves as a valuable individual. To build constructive and respectful relationships To think about the perspectives of others	To talk about the teams I belong to. To be a good listener. To explain how to be kind and why it is important. To talk about unkind behaviour like teasing and bullying. To explain how to be a positive learner. To identify good and not-so-good choices.		To talk about changes and how they might make me feel. To explain how and why we should work well as a team. To describe how my actions and behaviour affect my team. To pay attention to and respond considerately to others. To describe why disputes might happen and strategies to resolve them. To talk about my responsibilities towards my team.		To talk about the attributes of a good team. To accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. To compromise and collaborate to ensure a task is completed. To reflect on the need to care for individuals within a team. To identify hurtful behaviour and suggest ways I can help. To understand the importance of shared responsibilities in helping a team to function successfully.	
		VIPs	To talk about members of their immediate family and community. To name and describe people who are familiar to them.		To talk about the very important people in my life and explain why they are special. To describe why families are important. To describe what makes someone a good friend. To describe ways to help resolve arguments and disagreements without being unkind. To cooperate with others to achieve a task. To describe how I can show my special people that I care about them and I understand why this is important.		To explain the importance of respecting my VIPs. To explain how to make and keep fabulous friends. To identify my own support network. To demonstrate strategies for resolving conflicts. To identify what bullying is. To know what to do if someone is being bullied.		To explain how VIPs who love and care for each other should treat each other. To identify different ways to calm down when I am feeling angry or upset. To understand that people have different opinions that should be respected. To identify negative influences on my behaviour and suggest ways that I can resist these influences. To explain when it is right to keep a secret, when it is not and who to talk to about this. To recognise healthy and unhealthy relationships.
Autumn 2	Health and Wellbeing	Think Positive	To show resilience and perseverance in the face of challenge. To manage our own needs	To understand how happy thoughts can make me feel good. To make good choices and consider the impact of my decisions. To set myself goals and consider how to achieve them. To discuss my feelings and opinions with others and cope with different emotions To discuss things I am thankful for and focus on what I do have, rather than what I don't. To focus on what is happening now and how I am feeling.		To understand that having a positive attitude is good for our mental health. To recognise and manage positive and negative thoughts effectively. To understand that some changes can be difficult but that there are things we can do to cope. To use mindfulness techniques to keep calm. To identify uncomfortable emotions and manage them effectively. To apply a positive attitude towards learning and take on new challenges.		To understand the link between thoughts, feelings and behaviours. To understand the concept and impact of positive thinking. To recognise and manage uncomfortable feelings. To understand the importance of making good choices. To use mindfulness techniques in my everyday life. To apply a growth mindset in my everyday life.	

		Safety First			To know how to stay safe and who can help if I feel unsafe. To know how to stay safe at home. To know how to stay safe when I am out and about. To keep myself safe in different situations with people I don't know. To know what I can share and what I should keep private to keep myself and others safe. To know who to go to if I need help.		To be responsible for making good choices to stay safe and healthy. To identify a risky situation and act responsibly. To understand that I can choose not to do something that makes me feel uncomfortable. To know how to stay safe when out and about. To know about dangerous substances and how they affect the human body. To know how to respond in emergency situations.		To take responsibility for my own safety. To assess and manage risks in different situations. To confidently identify and manage pressure to get involved in risky situations. To act sensibly and responsibly in an emergency. To identify hazards and reduce risks to keep myself and others safe at home. To know how to stay safe in different outdoor environments.
Spring 1	Living in the wider world	Diverse Britain	To recognise that people have different beliefs and celebrate special times in different ways. Develop social phrases	To describe ways that I can help my school community. To describe ways that I can be a good neighbour. To identify things that help and harm my neighbourhood. To describe what it is like to live in the British Isles. To explore how people living in the British Isles can be different and how they are the same. To talk about being British and living in the British Isles		To describe what it is like to live in the British Isles. To talk about what democracy is and understand why it is important. To talk about what rules and laws are and identify how they help us. To talk about what liberty means and I can identify the rights of British people. To describe a diverse society and talk about why it is important. To explain what being British means to me and to others.		To talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. To explain what a community is and what it means to belong to one. To explain why and how laws are made and identify what might happen if laws are broken. To discuss the terms democracy and human rights in relation to local government. To discuss the terms democracy and human rights in relation to national government. To investigate what charities and voluntary groups do and how they support the community.	
		One World			To explore family life in different countries and say how it is the same as mine and how it is different. To discuss homes and home life from around the world and say how they are the same as mine and how they are different. To explain what it is like to go to school in other countries and say how it is the same as or different from my school. To explore places where people live which are different from where I live. To think about how people use things from the Earth and what problems this can cause. To say why it is important to care for the Earth and identify how I can help protect it.		To discuss ways in which people's lives are similar and different and give reasons for these differences. To explore differences of opinion and identify if I feel these are fair. To think about the lives of people living in other places, make considered decisions and give reasons for my opinions. To recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. To explain what climate change is and how it affects people's lives as well as identify what I can do to help. To identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.		To talk about and understand how we can be responsible global citizens. To describe what global warming is and what we can do to help prevent it from getting worse. To explain how our energy use can harm the environment and describe what we can do to help. To describe how we can use water responsibly and understand the importance of doing this. To understand what biodiversity is and explain the importance of doing all we can to encourage it. To make choices which make the world a better place and that help people across the world.

Spring 2	Relationships	Be Yourself	To express feelings and consider the feelings of others. To identify and moderate their own feelings socially and emotionally.	To talk about what makes me special. To name some of the different feelings I have and can describe how they feel. To talk about things I like that make me feel happy. To talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. To discuss how change and loss make me feel. To share what I think and feel with confidence.		To say the things about myself that I am proud of. To identify the feelings I have and describe how different emotions feel. To describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. To know how to be assertive. To explore messages given by the media and decide if they are helpful or harmful. To identify different strategies I can use if I make a mistake.		To explain why everyone is unique and understand why this should be celebrated and respected. To explain why I should share my own thoughts and feelings and I know how to do this. To explore uncomfortable feelings and understand how to manage them. To understand why we sometimes feel shy or nervous and know how to manage these feelings. To identify when I might have to make different choices from those around me. To explore how it feels to make a mistake and describe how I can make amends.	
		Digital Wellbeing	To know and talk about the different factors that support our overall health and wellbeing, including: - Sensible amounts of screen time		To talk about ways in which the Internet is useful. To know how to balance screen time with other activities and understand why this is important. To know how to stay safe online. To explain why we keep personal information private. To know how to communicate online in ways that show kindness and respect. To understand that not everything on the Internet is true.		To identify the positives and negatives of being online. To be kind online and I can help make the Internet a safer place. To know how to stay safe when communicating online and what to do if I don't feel safe. To decide how reliable online information is and know how to share information responsibly online. To identify things we shouldn't share online and give reasons why we shouldn't share them. To understand how technology can affect our wellbeing in different ways.		To identify the benefits of the Internet and know how to look after my digital wellbeing. To know how to stay safe, healthy and happy online and when I use digital technology. To know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. To know how to use social media responsibly to protect the health, wellbeing and rights of all. To know what online bullying is and what to do if I see or experience it to help make it stop. To understand not all information online is true and know how to assess the reliability of both text and images.
Summer 1	Health and Wellbeing	It's My Body	To know and talk about the different factors that support our overall health and wellbeing, including: - Regular physical activity - Healthy eating - Toothbrushing - Good sleep routine - Safe pedestrians	To know I can choose what happens to my body To make healthy choices about sleep and exercise To make healthy choices about food and drink To know how to keep my body clean To know what is safe to eat and drink To choose to keep my mind and body healthy and safe.		To choose what happens to my body and I can get help with any concerns. To know how to keep my body healthy. To know why it is important to get enough sleep. To understand the importance of hygiene and what to do if I feel unwell. To know how to take medicine safely and keep safe around drugs. To know how to make better choices and choose healthy habits.		To know that my body belongs to me and that I have control over what happens to it. To understand why getting enough exercise and enough sleep is important. To understand how to take care of my body. To understand the harmful effects of using drugs, including alcohol and tobacco. To understand what a positive body image is. To make informed choices in order to look after my physical and mental health.	

		Money Matters			To explain the different forms money comes in. To explain where money comes from. To explain how to keep money safe and why this is important. To explain choices I have about spending money and why it is important to keep track of what I spend. To explain the difference between things we want and things we need. To explain what happens when we go shopping.		To explain what skills are needed for a range of jobs and why people go to work. To explain the different ways people pay for things. To discuss financial risk and borrowing and explain some consequences of this. To understand the different decisions people have to make about how to spend their money. To explain how adverts try to influence our spending and why they do this. To explain ways I can keep track of what I spend and why it is important to do this.		To explain some financial risks and discuss how to avoid them. To understand how retailers try to influence our spending. To discuss the spending decisions people have to make. To explain why budgeting can be helpful and how a budget can be made. To discuss the impact money can have on people's emotional wellbeing. To explain the impact spending has on our environment.
Summer 2	Living in the wider world	Aiming High	To use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.	To think of star qualities I already have and those I would like to develop. To explain how a positive learning attitude can help me. To talk about jobs that people can do and tell my friends what I want to be when I grow up. To understand that it is a person's interests and skills that make them suited to doing a job. To think about things I would like to achieve in the future. To think about changes which might happen to me and consider how I feel about them.		To identify achievements and suggest how my actions can help me to achieve. To identify personal goals and suggest actions that I can take to achieve them. To explain how a positive learning attitude can help me to learn new things. To identify the skills and attributes needed to do certain jobs. To understand that we should all have equal opportunities to follow our career ambitions. To discuss what job I might like to do when I grow up and what skills I will need to achieve this.		To understand how people learn new things and achieve certain goals. To understand that a helpful attitude towards learning can help us succeed in life. To identify opportunities that may become available to me in the future and I am aware of how to make the most of them. To understand that gender, race and social class do not determine what jobs people can do. To understand there are a variety of routes into different jobs which may match my skills and interests. To discuss my goals for the future and the steps I need to take to achieve them.	
		Growing Up	To further develop the skills needed to manage the school day successful, including: - Lining up and queueing - Mealtimes - Personal hygiene		To can name the main parts of boys' and girls' bodies. To understand how to respect my own and other people's bodies. To understand that we are all different and different people like different things. To talk about my family and others' families. To describe how I will change as I get older. To describe things that might change in a person's life and how it might make them feel.		To describe male and female body parts and explain what these are for (Year 4 Science Curriculum) To describe how boys' bodies will change as they go through puberty. To describe how girls' bodies will change as they go through puberty. To describe the feelings that some people experience as they grow up. To understand that there are many different types of relationships and families. To describe how babies are made and how they are born.		To describe the changes that people's bodies go through during puberty (Year 5 Science Curriculum) and how we can look after our changing bodies. To describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. To recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. To understand what a loving relationship is and that there are many types of relationships. To understand what a sexual relationship is and who can have a sexual relationship. To describe the process of human reproduction, from conception to birth.