

# Primary: Relationships (Sex) and Health Education (RSHE) Policy

The Beeches Primary School



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Version:	3
Approval date:	September 24
Next revision date:	September 25 and then when new guidance is in place
Approving / revision body lead:	Headteacher / Governing Body

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### **Policy statement - Aims and objectives of RSHE**

At The Beeches Primary School, we aim for our PSHCE curriculum to be at the core of what we do, because we know that many of our children start school well behind their peers nationally, both academically and in terms of their social and emotional health. We aim for our lessons to be accessible to all and ensure that each of our children will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as future adults

It is the intention of The Beeches Primary School to teach high quality, age appropriate, pupil sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities that we serve. It is expected that RSHE in The Beeches Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum. Through this subject we strive for the children to develop the core values: **caring, resilient, reflective and collaborative**.

### **Statutory content: RSHE**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at The Beeches Primary School, we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present the non-statutory parts of the RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

### **National Curriculum Science**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

**There continues to be no right to withdraw from national curriculum science.**

### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. *We are committed to*

*developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:*

- Leadership, organisation and management and the management of change
- Inclusive policy development
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice (see our Pupil Voice Policy)
- Provision of and signposting to support services for children
- Staff health and wellbeing and their continuing professional development (CPD)
- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording, monitoring and celebrating outcomes.

Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

Year 6 will also be taught about the impact of drugs, alcohol and tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

See appendices for full list of content.

**There is no right to withdraw from Health Education.**

### **Relationships Education**

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive, respectful relationships, with family members and people who **care** for us. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Subject content (see appendices for full list of content)

The children will also be taught about *Citizenship*: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

**There is no right to withdraw from Relationships Education**

## **Life Education Bus**

All year groups will be involved in the Life Education Bus classroom. This is an interactive mobile classroom designed to help us deliver our health promotion, drug prevention and citizenship programs. Each class will have a live session of high-quality, inspiring enrichment experiences, developing essential life skills.

## **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

### **Non-statutory RSHE**

Sex Education that goes beyond national curriculum science

The Government and advisors strongly recommend and The Beeches Primary School have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the science curriculum. The school will be teaching about 'how a baby is conceived and is born' in year (5/6) following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at The Beeches Primary School will be taught by trained staff, in separate groups for boys and girls, in an age appropriate and sensitive way. We believe this will help to ready children for their move to secondary school.

## **The right of parents/carers to withdraw their children from non-statutory RSHE**

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

## **Equality**

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)

- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep to The Beeches Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.
- The teaching of R(S)HE at The Beeches Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed.

Below is a list of some of the documents that have been taken into consideration when preparing this policy.

- Statutory Guidance on RSHE 2019
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Equality Act 2010 and The Public Sector Equality Duty 2014 • School ethos and educational aims.

### **Monitoring evaluation and assessment**

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum group. Details are available on the website.
- The school will identify pupils' prior knowledge through: questioning, discussions with the children during lessons and by looking at the work that the children complete during lessons.
- The school will assess pupils' learning and progress through teacher assessment.
- The school will evidence pupils' learning and progress through: questioning, discussions with the children during lessons and work the children complete during lessons.
- Each class teacher will provide some examples of the curriculum being taught through the class floor book. Some work will be sent home to share with parent carers.
- The curriculum is shared each half-term through year group newsletters to ensure parents are well informed.

## **Resources**

The school will draw from a number of educational resources. For example, The Cambridgeshire scheme of work. It is the role of the RSHE subject leadership group to ensure that resources are appropriate and up to date for the school's use in teaching RSHE.

## **RSHE curriculum leadership group**

Any queries about this policy should be addressed to [office@beeches.peterborough.sch.uk](mailto:office@beeches.peterborough.sch.uk) or by letter addressed to Ms Marsden.

## **Information about how and why RSHE will be taught at The Beeches** Why

are we teaching R(S)HE?

- Because it is the right thing to do. Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves in and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. R(S)HE teaching is an important part of equipping our pupils for life in 21<sup>st</sup> century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- The teaching of R(S)HE at The Beeches Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed.

## **School ethos and educational aims.**

The teaching of R(S)HE in The Beeches Primary School to is delivered within and influenced by all relating school policies:

- Behaviour policy

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- Anti Bullying policy
- Equality policy or statement
- Safeguarding policy

How will we ensure lessons are taught sensitively?

- Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in R(S)HE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.
- Single sex classes for all lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions
- Use of anonymous question boxes
- Same sex teachers for single sex groups, where possible.

When will R(S)HE will be taught?

- At The Beeches Primary School to RSHE will be taught during the summer term.
- We have decided to teach sex education, 'how babies are conceived and born' because young people tell us that the school is a trusted place where they would like to learn RSHE. (Sell 2019). This will take place in year 5/6 during the summer term.

How will we ensure communication with parents/carers?

- Meetings with parents are held 3 times annually to discussion their child's work and the entire curriculum, for which RSHE is a part.
- Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week.

Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a teacher rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish.

- Parents/carers who wish to remove their children from sex education need to inform the school in writing, following a meeting with someone from the SLT to discuss concerns, alternative provision can be made for the child. This process will be documented.

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Who will be teaching R(S)HE?

- Sex education at The Beeches Primary School to will be taught by trained staff in an age appropriate and sensitive way.

What materials will be used to deliver R(S)HE?

- At The Beeches Primary School to, we have chosen to use a variety of materials to deliver R(S)HE, from whichever source we think is best suited to our pupils. We do however use the Cambridgeshire scheme of work for much of our teaching of R(S)HE.

## Appendix A

### Scheme of work

It is the aim of The Beeches Primary School to provide all our pupils with high quality, pupil sensitive, evidence based and age and developmentally appropriate R(S)E that is sensitive to our pupils’ background and needs. If there are any questions about what we teach and why then please email [office@beeches.peterborough.sch.uk](mailto:office@beeches.peterborough.sch.uk)

### Overview of objectives

Rec	<p><b>Respectful relationships:</b> the conventions of courtesy and manners.</p> <p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>Mental Wellbeing:</b> there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations and how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>
Year 1	<p><b>Families and People who care for me:</b> that families are important for children growing up because they can give love, security and stability.</p> <p><b>Caring Relationships:</b> how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p><b>Respectful relationships:</b> 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.</p>



	<p><b>Online relationships:</b> that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><b>Being Safe:</b> where to get advice e.g. family, school and/or other sources and that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p><b>Mental Wellbeing:</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>Internet safety and harms:</b> for most people the internet is an integral part of life and has many benefits.</p> <p><b>Physical health and fitness:</b> the characteristics and mental and physical benefits of an active lifestyle.</p>
Year 2	<p><b>Families and People who care for me:</b> 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.</p> <p><b>Caring Relationships:</b> how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p><b>Respectful relationships:</b> 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.</p> <p><b>Being Safe:</b> where to get advice e.g. family, school and/or other sources and how to ask for advice or help for themselves or others, and to keep trying until they are heard and 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.</p> <p><b>Mental Wellbeing:</b> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p><b>Internet safety and harms:</b> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Some computer games and online gaming, for example, are age restricted.</p> <p><b>Physical health and fitness:</b> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p><b>Healthy eating:</b> what constitutes a healthy diet (including understanding calories and other nutritional content) and the principles of planning and preparing a range of healthy meals.</p> <p><b>Health prevention:</b> personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing and about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p><b>Basic first aid:</b> how to make a clear and efficient call to emergency services if necessary.</p>

Year 3	<p><b>Families and People who care for me:</b> that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those</p> <p><b>Caring Relationships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Respectful relationships:</b> 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.</p> <p><b>Online relationships:</b> 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 and how information and data is shared and used online.</p> <p><b>Being Safe:</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p><b>Mental Wellbeing:</b> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><b>Internet safety and harms:</b> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing</p>
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	<p><b>Physical health and fitness:</b> the risks associated with an inactive lifestyle (including obesity) and how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p><b>Health prevention:</b> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>
Year 4	<p><b>Families and People who care for me:</b> 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.</p> <p><b>Caring Relationships:</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Respectful relationships:</b> the importance of self-respect and how this links to their own happiness. practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Online relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><b>Mental Wellbeing:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p><b>Internet safety and harms:</b> where and how to report concerns and get support with issues online.</p> <p><b>Healthy eating:</b> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p><b>Health prevention:</b> dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p><b>Basic first aid:</b> concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>

<p>Year 5</p>	<p><b>Families and People who care for me:</b> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><b>Caring Relationships:</b> 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.</p> <p><b>Respectful Relationships:</b> the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><b>Being Safe:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult. <b>Mental Wellbeing:</b> Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</p> <p><b>Health prevention:</b> the facts and science relating to allergies, immunisation and vaccination.</p> <p><b>Changing adolescent body:</b> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes and about menstrual wellbeing including the key facts about the menstrual cycle.</p>
<p>Year 6</p>	<p><b>Families and People who care for me:</b> 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> <p><b>Caring Relationships:</b> 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.</p> <p><b>Respectful relationships:</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p><b>Mental Wellbeing:</b> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><b>Internet safety and harms:</b> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health and how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p><b>Drugs, alcohol and tobacco:</b> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>Health prevention:</b> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>