

Relationships, Health and Sex Education Policy (RHSE)



Governor Committee Responsible:	Curriculum and Outcomes	Staff Lead:	PSHE Lead (Hayley Hancock)
Status	Statutory	Review Cycle	Bi-annual
Last Review	July 2021 updated	Next Review Date	July 2023

1. Introduction

Our school’s policy on sex and relationship education is based on the DfES document ‘*Relationships Education, Relationships and Sex Education (RSE) and Health Education*’ (DfES July 2019). From September 2020, Relationships Education and Health Education will be mandatory in every primary school.

Relationships Education, Health Education, science and Sex Education work together to protect children by ensuring they have the key building blocks for healthy, respectful relationships.

Relationships Education is defined as ‘teaching pupils about the characteristics of positive relationships, with a particular focus on family and friendships, in all contexts, including online’.

Health Education is defined as ‘teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.’ It will ensure that children have knowledge of their bodies and the changes that will occur during adolescence, alongside knowledge of the human life-cycle, as set out in the national curriculum for science.

Whilst sex education is not mandatory in primary schools, the DfE continues to recommend that all primary schools, ‘have a sex education programme tailored to the age, and the physical and emotional maturity of pupils.’ Any additional content that is designed to meet the needs of our pupils, and goes beyond the science curriculum, will be outlined in this policy.

In our school, pupil wellbeing and happiness is paramount. The teaching of RHSE develops resilience and character in our pupils, whilst helping them to become successful and happy adults; it helps prepare our pupils for the opportunities, responsibilities and experiences of adult life. Furthermore, it promotes the spiritual, moral, social, cultural, mental and physical development of our pupils, both at school and in society.

2. Aims of RHSE

Teaching for RHSE covers the following aims:

- To help and support pupils through their social, cultural, physical, emotional, moral and spiritual development.
- Knowledge and understanding of growing up in terms of both the physical and emotional changes involved.
- Awareness, understanding and respect for self, including self-confidence and self-esteem.
- The ability to name body parts and explain how bodies work.
- To begin to acquire appropriate knowledge and understanding of sexual development and the

human life-cycle (from Year 6).

- To understand the importance of healthy, respectful relationships so that they can move with confidence from childhood through adolescence into adulthood.
- To respect, love, care, and build successful relationships with friendship groups and the wider community.
- To enable pupils to develop the skills and confidence to make well informed decisions and communicate effectively about their feelings and relationships.
- To gain knowledge which is clear, reliable and appropriate, and will prepare pupils for the hopes, responsibilities and experiences of adult life.

We participate in the National Healthy School Standard Scheme, which promotes health education. As part of this scheme we:

- Consult with parents and governors on all matters of health education policy;
- Support teachers in teaching about RHSE;
- Listen to the views of the children regarding RHSE;
- Look positively at any local initiatives that support us in providing a good quality RHSE.

3. Implementation

Within our school, RHSE is part of the PSHE curriculum, it is also taught as part of the National Curriculum for Science, Physical Education and Computing.

The teaching of RHSE is a whole school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach RHSE in line with the principles and statements set out in this policy.

When we inform our pupils through RHSE, we do this with regard to morality and in a way that allows children to comfortably ask and explore moral questions. It is aimed that teachers will create a serious but relaxed atmosphere, based on respect. It is important that teachers establish with pupils a set of ground rules which set the parameters for discussion. Most RHSE is delivered in mixed sex groups. However, after mixed lessons on puberty where boys and girls will cover the same material, it may be appropriate for pupils to be given opportunities to discuss what has been covered in single sex groups.

4. Equal Opportunities

It is important we provide equal opportunities to all children in RHSE and take account of their individual needs, particularly regarding SEN, family, religious and cultural beliefs. RHSE includes the study of physical and emotional differences, and differences in life experience. Through such study, children can acquire understanding of, and respect for other people and their values. We will take account of children's ages and stages of development as well as any personal needs or values to enable them to learn the knowledge and skills of this curriculum effectively.

5. Planning for RHSE

We follow the GHLL (Gloucestershire Healthy Living and Learning) Primary RHSE scheme of work, which is a graduated, age-appropriate programme. There are a series of key lessons in each year group, from Reception to Year 6. These are then adapted if need be to suit to year on year cohort for Kingsway Primary School to allow a bespoke program. The main RHSE programme will be delivered as a discrete units within our wider PSHE curriculum via the PinK and Mental Health units. In addition, certain biological aspects will be taught through science lessons and further elements of RHSE will arise in other areas of the curriculum such as Computing, PE, DT and RE. As a school we also look at the DFE guidance and have looked at the progression from year groups to ensure the RHSE skills are taught through out the Primary years. Please see our DFE guidance documents on the website to see the progression and coverage. The plan below identifies the areas taught and shows the progression throughout the school.

Year Group	Key Areas of Study			
R	<p>Lesson 1 – Responsibility</p> <p><i>Learning objectives:</i> To understand what personal responsibility is.</p>	<p>Lesson 2</p> <p><i>Learning objectives:</i> To value their body, including physical achievements and capabilities.</p>	<p>Lesson 3</p> <p><i>Learning objectives:</i> To know the adults who are responsible for looking after them. To recognize personal needs and act on them where appropriate or to ask for help.</p>	<p>Lesson 4</p> <p><i>Learning objectives:</i> To understand basic hygiene, including toileting and washing.</p>
1	<p>Lesson 1 – Life Cycles</p> <p><i>Learning objectives:</i> To understand what a life cycle is. To understand that changes happen constantly as we grow. To understand the life cycles of humans and animals.</p> <p><i>Key Vocabulary:</i> lifecycle, birth, adulthood, reproduction, death</p>	<p>Lesson 2 – The Human Life Cycle</p> <p><i>Learning objectives:</i> To understand the different stages of the human life cycle. To understand that humans, like other animals, change over time.</p> <p><i>Key Vocabulary:</i> baby, toddler, child teenager, adult, pregnancy, elderly</p>	<p>Lesson 3 – Being Unique</p> <p><i>Learning objectives:</i> To value their own body and recognise its capabilities and uniqueness. Recognise that people are similar in some ways and different in others. To know the scientific names of the body parts in order to keep myself safe.</p> <p><i>Key Vocabulary:</i> unique, tolerance, penis, testicles, anus, vagina/vulva, breasts</p>	<p>Lesson 4 – Personal Hygiene</p> <p><i>Learning objectives:</i> To learn basic information about how the body works and ways of looking after it. To know how to keep themselves clean. To know the scientific names of the body parts in order to keep clean.</p> <p><i>Key Vocabulary:</i> hygiene, hygienic, penis, testicles, anus, vagina/vulva, breasts</p>
2	<p>Lesson 1 – The Human Life Cycle</p> <p><i>Learning objectives:</i> To understand the different stages of the human life cycle. To understand that humans, like other animals, change over time.</p> <p><i>Key Vocabulary:</i> baby, toddler, child</p>	<p>Lesson 2 – Changes – Physical</p> <p><i>Learning objectives:</i> To consider ways they have changed physically since they were born. To consider physical changes that will take place as they move from childhood to adult hood.</p> <p><i>Key Vocabulary:</i></p>	<p>Lesson 3 – Changes – Becoming independent</p> <p><i>Learning objectives:</i> To consider their responsibilities now and compare them to when they were younger. To understand the choices they are able to make in order to keep themselves healthy.</p> <p><i>Key Vocabulary:</i></p>	<p>Lesson 4 – Similarities and Differences – Body Parts</p> <p><i>Learning objectives:</i> To recognise the main external parts of the bodies of humans, including agreed names for reproductive organs.</p> <p><i>Key Vocabulary:</i></p>

	teenager, adult, pregnancy, elderly		independent	penis, testicles, vulva/vagina, anus, breasts
3	<p>Lesson 1 – Similarities and Differences – Reproductive Organs</p> <p><i>Learning objectives:</i> To recognise the main organs of the bodies of humans including scientific names for reproductive organs. To identify the differences between men and women.</p> <p><i>Key Vocabulary:</i> Lungs, heart, brain, kidney, stomach, penis, testicle, vulva ovary, breasts</p>	<p>Lesson 2 – Types of Love</p> <p><i>Learning objectives:</i> To understand that there are different types of love.</p> <p><i>Key Vocabulary:</i> Possible LGBT vocab but only if the children discuss in types of love. Same sex Bisexual Lesbian Gay</p>	<p>Lesson 3 – Personal Hygiene – Handwashing</p> <p><i>Learning objectives:</i> To understand how infection can spread. To understand how to prevent the spread of infection through good personal hygiene.</p> <p><i>Key Vocabulary:</i> antibacterial, microbes, symptom, transmission, contagious, hygiene, infection</p>	<p>Lesson 4 – Personal Hygiene – Infection</p> <p><i>Learning objectives:</i> To understand that our bodies have three main lines of natural defence. To understand that sometimes the body needs help to fight infection.</p> <p><i>Key Vocabulary:</i> antibodies, immune, infection, inflammation, white blood cell, disease, vaccination</p>
4	<p>Lesson 1& 2 – Changes – Lifecycle</p> <p><i>Learning objectives:</i> To understand some of the physical changes that will happen as humans get older.</p> <p><i>Key Vocabulary:</i> respiratory system, circulatory system, digestive system, nervous system, puberty, adolescence, period, menstruate, menstruation.</p>	<p>Lesson 3 – Changes – Responsibilities</p> <p><i>Learning objectives:</i> To consider their responsibilities and levels of independence now. To understand that these have changed as they have grown and that they will continue to change into the future.</p> <p><i>Key Vocabulary:</i></p>	<p>Lesson 4 & 5– Personal Hygiene - Antibiotics</p> <p><i>Learning objectives:</i> To understand that most common infections get better on their own through time, bed rest, intake of fluids and healthy living. To understand that antibiotics should be taken only as prescribed.</p> <p><i>Key Vocabulary:</i> antibiotic, disease, illness, immune, system, medicine, symptom. Canines, molars, body odor, cleanliness</p>	<p>Lesson 6 – Challenging Stereotypes</p> <p><i>Learning objectives:</i> To challenge gender based stereotypes.</p> <p><i>Key Vocabulary:</i> stereotype, gender specific Discussed explicitly: LGBT changes- gay, lesbian, bisexual, same sex</p>
5	Lesson 1 – Changes – Physical	Lesson 2 – Changes – Emotional	Lesson 3 – Personal Hygiene – Keeping Clean	Lesson 4 – Genetic Inheritance

	<p>Learning objectives: To know and understand the physical changes that take place during puberty and why they happen.</p> <p>Key Vocabulary: physical changes, emotional changes, puberty</p>	<p>Learning objectives: To understand that emotional as well as physical changes happen at different rates for different people.</p> <p>Key Vocabulary: puberty, changes</p>	<p>Learning objectives: To consider new aspects of personal hygiene relevant to puberty.</p> <p>Key Vocabulary: personal hygiene, puberty, hormones, oestrogen, progesterone, testosterone.</p>	<p>Learning objectives: To understand genetic inheritance.</p> <p>Key Vocabulary: genetics, chromosomes, characteristics, traits</p>	
6	<p>Lesson 1 – Changes – Physical</p> <p>Learning objectives: To understand the functions of male and female reproductive organs. To know and understand about the physical changes that take place at puberty and why they happen.</p> <p>Key Vocabulary: penis, testicles, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina, vulva.</p>	<p>Lesson 2 – Changes – Emotional</p> <p>Learning objectives: To be able to recognise their own changing emotions and be able to express their feelings and concerns positively.</p> <p>Key Vocabulary: physical changes, emotional changes, puberty, feelings, emotions</p>	<p>Lesson 3 – Lifecycle– Sexual IntercouRHSE</p> <p>Learning objectives: To know about the facts of the human lifecycle including sexual intercourse.</p> <p>Key Vocabulary: penis, testicles, erection, ejaculation, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina, vulva, conception, pregnancy, foetus</p>	<p>Lesson 4 – Relationship s</p> <p>Learning objectives: To consider the need for trust and love in marriage and established relationships.</p> <p>Key Vocabulary: lesbian and gay relationships, wider family, brother, sister, step/half brother/sister, grandparents, families, adoption.</p>	<p>Lesson 5 – Birth and New Baby</p> <p>Learning objectives: To understand how babies are born. To explore the impact that a new baby has on a family.</p> <p>Key Vocabulary: Contraction, labour, uterus, dilation, cervix, umbilical cord, placenta, amniotic fluid, caesarean section.</p>

6. Ground Rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RHSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.

- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.
- *Please see Appendix B for classroom ground rules*

7. Answering difficult questions

When delivering the RHSE objectives, teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Kingsway Primary School, we believe that individual teachers must use their skill and discretion in these situations and could refer to the PSHE subject leader.

8. Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

9. Safeguarding Children

Teachers conduct RHSE lessons in a sensitive manner with appropriate support. However, due to the need to take action in issues related to child protection, staff may not guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the school's safeguarding procedures will be followed.

10. Parents / Carers

The school is fully aware that the primary role in children's RHSE lies with parents and carers. We work hard to build a positive and supporting relationship with the parents of children at our school, through mutual trust, understanding and cooperation. Involving parents is integral to the new guidance, which states that, 'schools should ensure that parents know what will be taught and when.'

To promote this objective we:

- Inform parents about the school's RHSE policy and practice.
- Take seriously any concerns parents may raise about the arrangements for RHSE.
- Answer any questions parents may have about their child's RHSE and take time to address concerns and allay any fears.
- Parents have been consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Parents *do not* have the option to withdraw their children from statutory Relationships Education or Health Education.

Parents *retain the right to withdraw* their child from Sex Education beyond the national curriculum for science. The new guidance states that, 'schools should clearly communicate the fact that parents have the right to request that their child be withdrawn' from this aspect.'

In response to the school's consultation in July 2021, it will be ensured that parents are informed of the RHSE curriculum in advance insofar as possible.

Please note: The 1996 Education Act states that: '*The sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils; these are anatomy, puberty and the biological aspects of sexual reproduction*'.

11. Monitoring and Review

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about the RHSE policy. The Head Teacher monitors this policy on a regular basis and shares changes or issues as and when they occur.

The Full Governing Body has adopted a two-year cycle of review for this policy.

Appendix A (See our website for this document regarding whole school coverage)

Department for Education 2019

Relationships Education, Relationships and Sex Education (RHSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Requirements of Relationships Education by the end of Primary School

(Pgs 20-23 of Guidance)

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- 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.

**Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

Respectful relationships

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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.

Ground Rules for RSE



*No one will be expected
to answer a personal question*



*No one will be forced to take part in a
discussion; everyone has the right to opt out*



*Only the correct names for
body parts will be used*



*The meanings of words will be
explained in a sensible and factual way*



Everyone will listen and respect each other



*Other people's secrets are
not ours to share*

