




Relationships, Health and Sex Education Policy

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| Signed: |  |
| Chair of LAB: | Claire Delaney |
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1.0 Aims

The aims of relationships, health and sex education (RHSE) in 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
- Ensure pupils understand themselves and others
- Help pupils to sustain a healthy physical and mental wellbeing
- Ensure pupils understand how to keep themselves safe

2.0 Statutory requirements.

As a primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHSE(Relationships and Health Education and Sex Education), we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Deer Park School we teach RHSE as set out in this policy.

3.0 Policy development

The Deer Park RHSE policy has been developed alongside the personal, social, health and economic (PSHE) curriculum in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with the Local Advisory Board (LAB)

4.0 Definitions

RHSE is an integral part of the PSHE curriculum at Deer Park School.

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

5.0 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, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6.0 Delivery of RHSE

The organisation of RHSE is no different to other curriculum areas. It is taught through planned programmes within the (PSHE) education and science curriculum plus stand-alone sex education lessons. At Deer Park we use the PSHE Association and Christopher Winter Project to deliver these specific lessons. We also use our school nurse to support the delivery of these lessons.

Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

As with all curriculum subjects, the needs of all pupils including those with protected characteristics and those with special educational needs will be considered. The teaching will be sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. Support will be available for those children who need it.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education focuses on teaching:

- Puberty including: physical changes, hygiene, emotional changes

- Menstruation – definition and simple facts about the menstrual cycle
- Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- Know where to get more information, help and advice about growing and changing, especially about puberty
- Basic facts about pregnancy and conception

For more information about our RHSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7.0 Roles and responsibilities

The LAB will approve the RHSE policy, and hold the headteacher to account for its implementation.

7.1 The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE (see section 8).

7.2 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the RHSE lead or headteacher.

All staff are responsible for teaching RHSE to their classes. Frances Bracegirdle is the RHSE lead, who oversees the staff and teaching.

7.3 Pupils

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

8.0 Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. This will usually be followed by a meeting with the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9.0 Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The RHSE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

10.0 Monitoring arrangements

The delivery of RHSE is monitored by Frances Bracegirdle through: lesson observations, learning walks, book scrutinies, meetings with staff, planning and pupil voice.

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

This policy will be reviewed by Frances Bracegirdle annually. At every review, the policy will be approved by the LAB and the Headteacher.

| Appendix 1: Curriculum map - PSHE Curriculum Overview | | | |
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| | Autumn 1 | Spring 1 | Summer 2 |
| Reception | <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. | | |
| Year 1 | <p>Our Values / Families and People who Care for Me</p> <ul style="list-style-type: none"> Identify that they have to make their own choices. Explain how their actions affect others. Identify and respect differences and similarities between people. Identify their special people & family, and how they care for them. Know how to resolve simple arguments through negotiation. Understand the different compositions of families (Tango makes 3) | <p>Caring Friendships</p> <ul style="list-style-type: none"> Recognise different types of relationships, including those between acquaintances, friends, relatives and families. Know how important friendships are in making us feel happy and secure. Recognise ways in which a relationship can be unhealthy, and who to talk to for support. Listen to other people and work cooperatively. Recognise unkindness, and how to respond or help. | <p>Respectful Relationships</p> <ul style="list-style-type: none"> Understand that people and other living things have rights, and that everyone has responsibilities to protect those rights. To know strategies to use against teasing or bullying, if they experience or witness it, and whom to go to for help. Understand that people's bodies and feelings can be hurt (including comfort and discomfort). Know the conventions of courtesy and manners and how to talk to other people. <p>Growing and Changing (CW resources)</p> <ul style="list-style-type: none"> Discuss how children grow and change. |

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| Year 2 | Friendships and Online Relationships <ul style="list-style-type: none"> To know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Recognise different kinds of teasing/bullying and understand that they are unacceptable. Recognise what is fair and unfair, kind and unkind, right and wrong (especially through online interaction) Know what is meant by 'privacy' and its importance. The risks and opportunities from internet and digital media use. | Being Safe, Keeping Safe <ul style="list-style-type: none"> Show an understanding of the term 'morals' Know how to resolve simple arguments through negotiation. Know rules for keeping physically and emotionally safe (including online safety). Understand the differences between happy surprises and secrets and ones that make us feel worried. Know what to do when someone is pressuring you and making you feel uncomfortable. Know when to say 'yes', 'no', 'I'll ask' or 'I'll tell'. Recognise that they share responsibility for keeping themselves safe. | Mental Wellbeing <ul style="list-style-type: none"> Know what constitutes, and how to maintain, a healthy lifestyle, including mental and physical health. Understand the benefits of mental and physical activity. Be able to recognise different feelings and be able communicate their feelings to others, recognise how others show feelings, and how to respond. To develop simple strategies for managing feelings and to control emotions. To understand the impacts of racist or homophobic language on individuals and their self-esteem. |
| | | | Growing and Changing <ul style="list-style-type: none"> To introduce the concept of gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle To focus on sexual difference and name body parts |
| Year 3 | Being physically and mentally active <ul style="list-style-type: none"> To know about taking care of their body (mentally and physically). Understand that each person's body belongs to them, personal space and they have the right to protect their body from inappropriate and unwanted contact. (CW resources) To understand the actions towards them that constitute abuse and are a crime. To know and understand the skills and strategies required to get support if they are concerned for themselves or their peers. To be able to identify people who are responsible for helping them stay healthy and safe, and how they can help these people to keep them healthy and safe. | Mental Wellbeing <ul style="list-style-type: none"> Be able to explain how beliefs about right and wrong affect people's behaviour. Be able to describe how some of the values held by communities or individuals affect behaviour and actions. Valuing families of all forms, genders and compositions (Tango makes 3). (CW resources) To understand the impacts of racist or homophobic language on individuals and their self-esteem. Know what positively and negatively affects their mental health. Recognise when they need help and develop skills and strategies to ask for help. Know and use strategies to foster mental activity and health Develop strategies to manage and control feelings. Understand the activities and pastimes that have a positive impact on mental wellbeing and happiness. | Internet Safety <ul style="list-style-type: none"> Know what positively and negatively affects their mental health. Understand the responsible use of mobile phones and safer use habits. Be able to use strategies for keeping safe online; the importance of protecting personal information Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations. |
| | | | Growing and Changing (CW resources) <ul style="list-style-type: none"> To identify that people are unique and to respect those differences To explore the differences between male and female bodies To consider appropriate and inappropriate physical contact and consent |

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| <p>Year 4</p> | <p>Internet Safety & Online Relationships</p> <ul style="list-style-type: none"> • Know that respect is important in all relationships including online. • Explain how friendships can make people feel unhappy or uncomfortable. (CW resources) • Understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). • Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know, and the media. • Be able to use strategies for keeping safe online; the importance of protecting personal information. • Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations. | <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • To understand what positively and negatively affects their physical, mental and emotional health. • Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’. • Be able to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. • To know what positively and negatively affects their physical, mental and emotional health. • To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. | <p>Growing and Changing (CW resources 3x lessons)</p> <ul style="list-style-type: none"> • To explore the human lifecycle. • To identify some basic facts about puberty. • To explore how puberty is linked to reproduction. • To explore respect in a range of relationships. • To discuss the characteristics of healthy relationships. • Understand the importance of personal hygiene. <p>Healthy Living and Prevention</p> <ul style="list-style-type: none"> • Understand the importance of, and how to, maintain personal hygiene. And the importance of hygiene as we enter puberty. • To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. • Understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. |
| <p>Year 5</p> | <p>Morality, Ethics and Relationships</p> <ul style="list-style-type: none"> • Be able to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • Know what positively and negative affects their mental and emotional health. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). • To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. • To recognise when they need help and to develop the skills to ask for help. | <p>The World of Work</p> <ul style="list-style-type: none"> • Be able to identify jobs that they might like to do in the future, and name jobs from a wide range of sectors. • Identify how or why someone might choose a certain career. • Identify what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values. • Be able to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM. • Be able to recognise their interests, skills and achievements and how these might link to future jobs. | <p>Growing and Changing (CW resources)</p> <ul style="list-style-type: none"> • To explore the emotional and physical changes occurring in puberty • To understand male and female puberty changes in more detail • To understand how puberty relates to human reproduction • To explore the impact of puberty on the body and the importance of personal hygiene • To know about the diversity of gender, sexuality and orientation • To understand personal expression and how gender stereotypes form restrictive boundaries • To recognise harmful or discriminatory views and be able to identify their effects on individuals and communities |
| <p>Year 6</p> | <p>Morality, Ethics and Mental Wellbeing</p> <ul style="list-style-type: none"> • Know that isolation and loneliness can affect children and that it is important to discuss feelings and seek support. • That bullying (including cyber-bullying) has a negative and often long-lasting impact on mental wellbeing. • Understand where and when to seek support if worried about their own or someone else’s wellbeing. • Understand that it is common for people to experience mental health issues, and identify strategies to find support and help with the situation. • Identify and use simple self-care techniques, including the importance of rest, time with friends, and the benefits of activity on mental wellbeing and happiness. | <p>Transition, Choices and Changes</p> <ul style="list-style-type: none"> • The conventions and importance of courtesy and manners in all situations. • The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking. • Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know, and the media. • Understand where to get advice from family, school and other sources. • Understand how to respond safely and appropriately to people they may encounter that they do not know, or who try to engage or interact with them. • Understand how to recognise and report feelings of being unsafe or feeling bad about any adult or other person. | <p>Growing and Changing (CW resources)</p> <ul style="list-style-type: none"> • To consider puberty and reproduction • Exploring the importance of communication and respect in relationships • To consider different ways people might start a family • To explore positive and negative ways of communicating in a relationship • To know about the diversity of gender, sexuality and orientation. • To understand and value their own methods of self-expression, and those of their peers. • To recognise harmful or discriminatory views, and be able to identify their effects on individuals and communities. |

Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |

| TOPIC | PUPILS SHOULD KNOW |
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| Being safe | <ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources |

Appendix 3: Parent form: withdrawal from sex education within RHSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships, sex and health education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | <p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: XXX will be taking part in all relationships and health lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p> |
| | |