

# **RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY**

*Lakenheath Community Primary School*



Version Number	2
Date of Policy	March 2022
Review Date	March 2023
Head Teacher's Signature	
Chair of Governors' Signature	

**Document Change History**

Version	Date	Change Details
1	March 2021	New Policy
2	March 2022	Policy review – no changes required.

## 1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a broad and balanced framework in which sensitive discussions can take place
- Support pupils in understanding the changes that will occur during puberty
- Improve pupils' understanding of their sexual development
- Raise pupil awareness of 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
- Support the school's ethos of nurturing a caring community
- Enable pupils to reach their full potential, embrace the challenges of creating a happy and prosperous adult life, and succeed in the wider world

## 2. Statutory requirements

As a school, we are not required to provide Sex Education but we do need to teach the elements of Sex Education compulsory in the Science National Curriculum. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social work act 2017, make Relationships Education compulsory for all primary school age children. In teaching RSHE, we must adhere to guidance issued by the secretary of state as outlined in section 80A of the Education Act 2002 and sections 403 of the Education Act 1996 – further details are in Appendix 1. This policy should be read in conjunction with all other relevant school policies – see Appendix 2.

## 3. Definition

RSHE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity or lifestyles.

**Relationships Education:** the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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, Lesbian Gay Bisexual and Transgender (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).

**Health Education:** the focus is on teaching the characteristics of good physical health, positive emotional and mental wellbeing, and how friendships can support mental well-being. Teachers should be clear that emotional and mental wellbeing is a normal part of daily life, in the same way as physical health and should be highlighted as such.

**Sex Education:** the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born).

Parents/carers have the right to withdraw/excuse their child(ren) from sex education lessons but not from statutory Relationships or Health Education, RE or Science lessons, as they are required to participate as part of the National Curriculum. Withdrawal requests will be discussed formally, with the Head teacher to ensure all wishes are understood and to clarify the nature and purpose of the RSHE curriculum.

## **4. Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

## **5. Curriculum and delivery of RSHE**

We strongly believe that all children have the right to an education that enables them to achieve. Our motto is Learn, Create, Progress, and Succeed. In order to reach their full potential, we expect all children to follow the 6 Rs – Respect, Relationships, Resilience, Risk-taking, Resourcefulness and Reflection. We also encourage all pupils to take pride in themselves, their work and their school.

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Through the teaching of RSHE, the fundamental building blocks and characteristics of healthy and positive relationships, meaningful and supportive friendships and other relationships within the community are cemented.

Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Children will also be assisted in understanding and showing respect for each other, setting 'personal space' boundaries and the differences between appropriate and inappropriate or unsafe physical contact.

In addition, children will learn how to make sensible and well-founded decisions on how to distinguish between different types of online content. With an awareness of how to keep themselves and their information safe on the internet and social media, and how to report criminal activity.

The curriculum map is set out as per Appendix 3, and could be taught in any order. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Relationships Education, RSHE and Health Education programmes complement, and do not duplicate, content in the National Curriculum in subjects such as citizenship & Personal, Social, Health Education (PSHE), science, computing and RE. RSHE has a number of cross-curricular links and at LCPS it is a whole school approach with topics linking year on year. Should it need to be adapted, it will be as and when necessary and parents will be notified.

If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so children are fully informed and don't seek answers online or elsewhere. On occasion, questions may be referred back to parents/carers if it is not appropriate for us to discuss the matter in school.

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing board has approval of this policy and holds the head teacher to account for its implementation. The managing committee will also make sure pupils are progressing, staff are fulfilling their responsibilities and parents are appropriately informed.

### **6.2 The head teacher**

The head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education.

### **6.3 Staff**

Staff are responsible for:

- Delivering high quality, differentiated and personalised RSHE in a sensitive and professional way accessible to all pupils
- Modelling positive attitudes to RSHE
- Planning for and monitoring progress
- Responding to the needs of individual pupils
- Foster healthy and respectful peer-to-peer communication and behaviour
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Sex Education
- 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 head teacher.
- All class teachers are responsible for teaching RSHE.
- Teaching children to safely use the internet and highlight the risks (including social media)

### **6.4 Pupils**

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

## **7. Parents'/carers right to withdraw**

Parents/carers do not have the right to withdraw their children from Relationships Education and Health Education. Parents/carers do have the right to withdraw their children from the non-statutory/non-science components of sex education, within RSHE. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the head teacher. Discussion will take place alongside the head teacher and be documented for school records. Alternative work will be given to pupils who are withdrawn from the Sex Education part of RSHE.

## **8. Training**

Staff are trained on the delivery of RSHE as required by the curriculum change and it is included in our continuing professional development calendar.

## **9. Monitoring arrangements**

The delivery of RSHE is monitored by senior leaders through:

- Planning scrutiny, lesson visits, children and staff surveys

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

As a statutory policy, this policy will be reviewed at every annual review, the policy will be approved by the Chair of Governors at all stages of alteration.

## Appendix 1

The guidance should be read in conjunction with:

- *Keeping Children Safe in Education* (statutory guidance)
- *Respectful School Communities: Self Review and Signposting Tool* (a tool to support a whole school approach that promotes respect and discipline)
- *Behaviour and Discipline in Schools* (advice for schools, including advice for appropriate behaviour between pupils)
- *Equality Act 2010 and schools*
- *SEND code of practice: 0 to 25 years* (statutory guidance)
- *Alternative Provision* (statutory guidance)
- *Mental Health and Behaviour in Schools* (advice for schools)
- *Preventing and Tackling Bullying* (advice for schools, including advice on cyberbullying)
- *Sexual violence and sexual harassment between children in schools* (advice for schools)
- *The Equality and Human Rights Commission Advice and Guidance* (provides advice on avoiding discrimination in a variety of educational contexts)
- *Promoting Fundamental British Values as part of spiritual, moral, social and cultural (SMSC) in schools* (guidance for maintained schools on promoting basic important British values as part of pupils' SMSC).
- *SMSC requirements for independent schools* (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- *National Citizen Service guidance for schools*

## Appendix 2

*Relationships Education, Relationships and Sex Education, and Health Education The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for Health Education.*

*To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.*

*The regulations and guidance in relation to Health Education do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.*

## Appendix 3

### Curriculum map – personalise in time for terms

	<u>Healthy and happy friendships »</u>	<u>Similarities and differences »</u>	<u>Caring and responsibility »</u>	<u>Families and committed relationships »</u>	<u>Healthy bodies, healthy minds »</u>	<u>Coping with change »</u>
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how	How our bodies change as we enter puberty, including hygiene needs and menstruation.
					these can affect personal health choices.	
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes



<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
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<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
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<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
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## Appendix 4

### Parent Form to withdraw child from sex education within RSHE lessons

<i>To be completed by parent or carer</i>			
Name of child:		Class:	
Name of parent/carer:		Date:	
Reason for withdrawing from sex education within relationship and sex education and health education [RSHE]			
Any other information you would like the school to consider			
Parent/ Carer signature:			

<i>To be completed by school</i>	
Agreed actions from discussion with parent/carer:	