
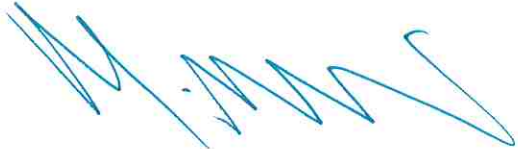


RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Lakenheath Community Primary School



Version Number	4
Date of Policy	March 2024
Review Date	March 2025
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.
3	March 2023	Minor amendments to policy, new appendix 3.
4	March 2024	Update to Appendix 3

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. Our school rules are to be safe, to be respectful and to be ready to learn.

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum:

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 progression 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 progression map (updated to KAPOW)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> Introduction to RSE What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy Friendships 	<ul style="list-style-type: none"> Introduction to RSE Families offer stability and love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change 	<ul style="list-style-type: none"> Introduction to RSE Healthy families Friendships - conflict Effective communication Learning who to trust Respecting differences Stereotyping 	<ul style="list-style-type: none"> Introduction to RSE Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change 	<ul style="list-style-type: none"> Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying 	<ul style="list-style-type: none"> Introduction to RSE Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change
Safety and the changing body	<ul style="list-style-type: none"> Getting lost Making a call to the emergency services Asking for help Appropriate contact Medication Safety at home People who help to keep us safe 	<ul style="list-style-type: none"> The Internet Communicating online Secrets and surprises Appropriate contact Road safety Drug education 	<ul style="list-style-type: none"> Basic first aid Communicating safely online Online safety Fake emails Drugs, alcohol & tobacco Keeping safe out and about 	<ul style="list-style-type: none"> Online restrictions Share aware Basic first aid Privacy and secrecy Consuming information online The changing adolescent body (puberty) 	<ul style="list-style-type: none"> Online friendships Identifying online dangers The changing adolescent body (puberty, including menstruation) First aid Drug education 	<ul style="list-style-type: none"> Drugs alcohol & tobacco First aid Critical digital consumers Social media The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> Wonderful me What am I like? Ready for bed Relaxation Hand washing & personal hygiene Sun safety Allergies People who help us stay healthy 	<ul style="list-style-type: none"> Experiencing different emotions Being active Relaxation Steps to success Growth mindset Healthy diet Dental health 	<ul style="list-style-type: none"> My healthy diary Relaxation Who am I? My superpowers Breaking down barriers Dental health 	<ul style="list-style-type: none"> Diet and dental health Visualisation Celebrating mistakes My role My happiness Emotions Mental health 	<ul style="list-style-type: none"> Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety 	<ul style="list-style-type: none"> What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immunisation Health concerns Creating habits The effects of technology on health

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion 	<p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> Local councillors 	<p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament 	<p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school 	<p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs 	<p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers 	<p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me 	<p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace 	<p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						<ul style="list-style-type: none"> What is identity Identity and body image

Appendix 4

Parent Form to withdraw child from sex education within RSHE lessons

To be completed by parent or carer			
Name of child:		Class:	
Name of parent/carers:		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:			

To be completed by school	
Agreed actions from discussion with parent/carers:	

