
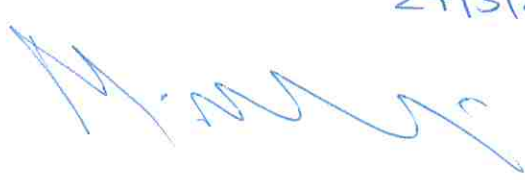


RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Lakenheath Community Primary School



Version Number	3
Date of Policy	March 2023
Review Date	March 2024
Head Teacher's Signature	 29/3/23
Chair of Governors' Signature	 27/3/23

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.

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 – a full copy of the progression document can also be found on the school website

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Talking about people that hold a special place in my life.	N/A	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families.	To know that families can be made up of different people. To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.
Respectful relationships	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team.	To understand that different people like different things. To understand that all people are valuable.	N/A	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Exploring the conventions of manners in different situations.	To understand what good manners are. To understand some stereotypes related to jobs.
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	N/A	N/A
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To understand that there are similarities and differences between people.	N/A	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look.	To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Objectives – reached by the end of primary school.

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 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.
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	<ul style="list-style-type: none"> • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
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Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 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. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

