



## RSHE – RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Formally adopted by the  
Governing Body of Sheringham Community Primary & Nursery School

On	15 <sup>th</sup> July 2021
Chair of Governors	
Head Teacher	
Last updated	15 <sup>th</sup> July 2021
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*Be all that you can be...*



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## 1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- To explicitly explore the features of healthy friendships, family relationships and other relationships which young children are likely to encounter
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Sheringham Community Primary School and Nursery, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

## 2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. In developing this policy we have taken full regard of Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (July 2020).

At Sheringham Community Primary School and Nursery we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- 3.3 Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

3.3 Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3.3 Parent/stakeholder consultation – parents and any interested parties were invited to complete a survey regarding the new RSHE curriculum.

3.3 Pupil consultation through a survey – we investigated what exactly pupils want from their RSE.

3.3 Ratification – once amendments were made, the policy was shared with governors and ratified.

#### **4. Definition**

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

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

RSHE is not about the promotion of sexual activity.

#### **5. 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, taking into account 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 do not 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 Appendix 1.

RSHE is one part of the wider PSHE curriculum.

#### **6. Delivery of RSHE**

RSHE is taught as standalone lessons, however the lessons will often be cross curricular. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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).

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher 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 RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-science] components of RSE
- Reporting any safe guarding concerns to DSL.

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

## **7.4 Pupils**

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

## **8. Parents' right to request that their child be excused**

At Sheringham Community Primary School and Nursery parents do not have the right to ask for their child to be excused from relationships education, it is statutory.

However parents have the right to request that their child be excused from the [non-science] components of sex education within RSE, namely lessons about sexual intercourse (Year 6, lesson 2 - My body, activities 2 and 3). The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Requests to be excused should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

## **9. Training**

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

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

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by (Mrs Ingrid Stocker and Miss Amy Howarth, RSHE subject leaders] through:

- Learning walks
- Scrutinising workbooks and class folders

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

This policy will be reviewed by the Governing Board annually..

## Appendix 1: Curriculum map

Relationships, sex and health education curriculum

### What the children will be taught

#### 1. Foundation stage, Reception

##### 1.1 Pupils in Reception are taught:

- To identify a range of feelings and how they are expressed.
- The importance of basic personal hygiene and how to maintain this.
- The similarities and differences between everyone and how to celebrate these.
- To recognise what they like, dislike and to feel empowered to make real, informed choices.
- To understand the concept of privacy.
- To identify the special people in their lives and what makes them special.

#### 2. Key stage 1

##### 2.1. Pupils in Year 1 are taught:

- The ability to recognise and communicate feelings.
- Biological names for various body parts including penis, vagina, testicles and breasts.
- The importance of listening and working cooperatively.
- To identify and respect differences and similarities between people.
- To understand that some diseases are spread, how to protect themselves and others.
- To identify the people who look after them, and how to attract their attention if needed.

##### 2.2. Pupils in Year 2 are taught:

- To recognise and celebrate their strengths and achievements.
- To recognise different types of teasing and bullying and understand that these are unacceptable.
- To understand the different ways in which people and families are unique.
- To judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond.
- To understand the difference between secrets and surprises.

#### 3. Key stage 2

### 3.1 Pupils in Year 3 are taught:

- To identify their strengths and set aspirational goals and to understand how this contributes to high self-esteem.
- To know how their body may change as they grow and develop, how to care for their body and how to celebrate its uniqueness.
- To recognise a wide range of relationships, including the attributes of positive, healthy relationships.
- To challenge gender stereotypes, understanding there is no one way to be a boy or a girl.
- To understand they have a right to protect their body.
- To identify the difference between a secret and a surprise, knowing when it is right to break a confidence and share a secret.

### 3.2 Pupils in Year 4 are taught:

- To recognise and respond to a wide range of emotions in themselves and others, and how to respond to them.
- To reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.
- The ability to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.
- To recognise that similarities and differences between people arise from a number of factors, including family and personal identity.
- To understand that marriage is a commitment freely entered into by both parties.
- To develop the skills needed when asking for help.

### 3.3 Pupils in Year 5 are taught:

- To anticipate how their emotions and bodies may change as they approach puberty.
- To identify healthy relationships and recognise the skills to manage and maintain these.
- To know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.
- To have strategies for keeping safe online and who to talk to if they see something inappropriate online.

### 3.4 Pupils in Year 6 are taught:

- To recognise how images in the media, and online, do not always reflect reality and can affect how people feel about themselves.

- What sexual intercourse is and how this leads to reproduction, using correct terms to describe both male and female organs.
- To realise the nature and consequences of discrimination, including the use of prejudice language.
- To understand that some cultural practices are against British law and universal human rights.
- To be aware that infections can be shared during sexual intercourse.
- To develop the confidence and skills to know when, who and how to ask for help, independently or with support.

## Appendix 2: By the end of primary school pupils should know (THIS IS STATUTORY RELATIONSHIPS EDUCATION)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

### Appendix 3: Parent form: Request to be excused from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for requesting to be excused 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			