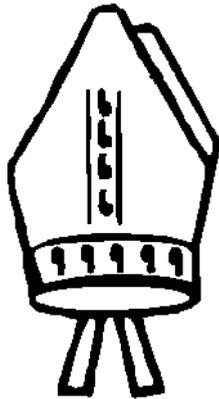


Heber Primary School



**Relationships, Sex, Health Education
(RSHE) Policy**

At Heber we strive for academic and personal excellence and inspire a lifelong love of learning. This policy supports our vision and is part of our commitment to a creative and challenging curriculum. RSHE helps to nurture individuality and foster strong relationships, while supporting our children to develop resilience, responsibility and thoughtfulness. This policy has been written so that parents, carers and staff are clear about the statutory requirements regarding RSHE education, and so that pupils receive their educational entitlement. Statutory documents and guidance are listed in Appendix A. Parents have been consulted during the review of this policy. RSHE will be taught as part of our Personal, Social and Health Education (PSHE) and Science curriculum.

1. Legal Requirement for Schools

From 2020, it has become statutory for schools to deliver Relationships and Health Education in Primary Schools.

■ What is Relationships Education?

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils at Heber will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, pupils will learn about how to treat each other with kindness, consideration and respect.

■ What is Health Education?

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings, be able to protect themselves and ask questions

By the end of primary school, pupils will have been taught content on:

Relationships Education	Health Education
Families and people who care for me	Mental Wellbeing
Caring friendships	Internet safety and harms
Respectful relationships	Physical health and fitness
Online relationships & Internet Safety	Healthy eating
Being safe	Drugs, alcohol and tobacco
Non-mandatory Sex Education – children will have the ‘right to be excused’	Health and prevention
	Basic first aid
	Changing adolescent body, including puberty

- ***Sex Education is part of the Relationships Education strand.***

2. What is Relationships (and Sex) Education?

We want our young people to grow up into healthy, safe and informed young people, who can make positive life choices and make a positive contribution to society. A caring and supportive Relationship and Sex Education (RSHE) curriculum must support young people in developing self-confidence in preparing for the physical and the emotional changes they will encounter as they grow into adults.

Young people need reassurance about their self-image, behaviour, feelings and relationships. They also need knowledge appropriate to their levels of maturity. In order to place the biological aspects of sex education covered in the science curriculum into a moral and social context we need to provide a broader, balanced Relationship, Sex and Health Education (RSHE). In the teaching of RSHE the role of Heber is supportive and complimentary to the role of parents, and a partnership needs to be entered into with parents.

“The Department continues to recommendthat all primary schools should have a sex education programme... It should ensure that both **boys and girls are prepared for the changes adolescence** brings and drawing on knowledge of the human life cycle set out in the national curriculum for science ... **how a baby is conceived and born.**” Department for Education; Relationships and Sex and Health Education 2019.

Schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born.

3.1 The aims of teaching RSHE:

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support
- Develop skills to resist pressure to have sex

4. Moral and Values framework

RSHE will be delivered within the school's agreed aims, values and moral framework which are sensitive to the needs and beliefs of pupils, parents, carers, other members of the school and community. This will be delivered within the school's agreed equal opportunities framework.

Relationships and Sex Education (RSHE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSHE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

5. Content and Organisation of the Programme

- **Timetable allocation:** 60 minute lessons
- **Groupings:** Mixed sex lessons from Reception to Year 4 and single sex lessons where needed from Year 5 – Year 6
- **Staff Involved:** The RSHE lessons will be delivered by the Class Teacher and other outside visitors e.g. school nurse, Coran Life Education Advisers. It is important to note that where outside visitors help to deliver RSHE they are not there to replace teachers but to enrich existing programmes by supporting the school.
- **When is RSHE taught:** During the Summer Term, in the SCARF unit Changing and Growing, dedicated RSHE lessons during Wellbeing Week and subject specific lessons e.g. Science
- **How taught:** The school will be using the teaching resource of the Christopher Winter Project Scheme of Work for RSHE from Reception to Years 6 in conjunction with lessons from the SCARF Coram Life Education PSHE Scheme in the Growing and Changing unit for each year group.

The teachers will teach the following Learning Objectives from the Christopher Winter Project in each Year group:

Reception- Family and Friendships
<ul style="list-style-type: none"> • To recognise the importance of friendship • To recognise the importance of saying sorry and forgiveness • To recognise that all families are different
Year 1- Growing and Caring for Ourselves
<ul style="list-style-type: none"> • To understand that we are all different but can still be friends • To discuss how children grow and change • To explore different types of families and who to ask for help • To identify who can help when families make us feel unhappy or unsafe
Year 2- Differences
<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- Valuing Difference and Keeping safe
<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 • To explore different types of families and who to go to for help and support
Year 4-Growing Up
<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
Year 5-Puberty
<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 explore the impact of puberty on the body and the importance of physical hygiene • To explore ways to get support during puberty
Year 6- Puberty, Relationships & Reproduction
<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 • Explore practical steps that could be taken in a range of contexts to support respectful relationships (Respect and Equality)

In conjunction with teaching the Christopher Winter Project Scheme of Work, the teacher will teach RSHE lessons from the SCARF Coram Life Education Scheme of Work in the Changing and Growing PSHE units for all year groups. The following objectives are taken from the SCARF CORAM Life Education Scheme unit- Growing and changing for each year group.

Year 1
<ul style="list-style-type: none"> • Identify things they could do as a baby, a toddler and can do now • Identify the people who help/helped them at those different stages • Identify parts of the body that are private • Describe ways in which private parts can be kept private • Identify people they can talk to about their private parts
Year 2
<ul style="list-style-type: none"> • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) Identify which parts of the human body are private • Explain that a person's genitals help them to make babies when they are grown up • Understand that humans mostly have the same body parts but that they can look different from person to person • Understand and describe some of the things that people are capable of at these different stages • Explain what privacy means • Know that you are not allowed to touch someone's private belongings without their permission
Year 3
<ul style="list-style-type: none"> • Identify different types of relationships • Recognise who they have positive healthy relationships with • Identify when it is appropriate or inappropriate to allow someone into their body space • Rehearse strategies for when someone is inappropriately in their body space • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm • Explain what happens when an egg doesn't meet a sperm • Understand that for girls, periods are a normal part of puberty
Year 4
<ul style="list-style-type: none"> • Name some positive and negative feelings • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents • Take part in a role play practising how to compromise • Identify parts of the body that males and females have in common and those that are different • Know the correct terminology for their genitalia • Understand and explain why puberty happens • Know the key facts of the menstrual cycle • Understand that periods are a normal part of puberty for girls • Identify some of the ways to cope better with periods • Know who they could ask for help if a secret made them feel uncomfortable or unsafe • Understand that marriage is a commitment to be entered into freely and not against someone's will • Recognise that marriage includes same sex and opposite sex partners • Know the legal age for marriage in England or Scotland • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony

Year 5

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these
- Explain strategies they can use to build resilience
- Identify people who can be trusted
- Understand what kinds of touch are acceptable or unacceptable
- Describe strategies for dealing with situations in which they would feel uncomfortable particularly in relation to inappropriate touch
- Explain how someone might feel when they are separated from someone or something they like
- Suggest ways to help someone who is separated from someone or something they like
- Know the correct words for the external sexual organs
- Discuss some of the myths associated with puberty
- Identify some products that they may need during puberty and why
- Know what menstruation is and why it happens
- Recognise how our body feels when we're relaxed
- Explain the difference between a safe and an unsafe secret
- Identify situations where someone might need to break a confidence in order to keep someone safe
- Recognise that some people can get bullied because of the way they express their gender
- Give examples of how bullying behaviours can be stopped

Year 6

- Recognise some of the changes they have experienced and their emotional responses to those changes
- Suggest positive strategies for dealing with change
- Identify people who can support someone who is dealing with a challenging time of change
- Define what is meant by the term stereotype
- Recognise how the media can sometimes reinforce gender stereotypes
- Recognise that people fall into a wide range of what is seen as normal
- Challenge stereotypical gender portrayals of people Understand that people can feel pressured to behave in a certain way because of the influence of the peer group
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it
- Suggest strategies that would help someone who felt challenged by the changes in puberty
- Know where someone could get support if they were concerned about their own or another person's safety
- Explain the difference between a safe and an unsafe secret
- Identify situations where someone might need to break a confidence in order to keep someone safe
- Identify the changes that happen through puberty to allow sexual reproduction to occur
- Know a variety of ways in which the sperm can fertilise the egg to create a baby
- Know the legal age of consent and what it means

To support the teaching of gender and gender stereotyping the teachers use lesson plans from the 'Let Toys Be Toys' website. These lesson plans are delivered to children in Reception up to Year 6. These lessons are designed to enable children to discuss their toys and gender. In Key Stage Two the children learn to challenge gender stereotypes and look at toy adverts and identify the role of gender in advertising and the impacts of stereotyping.

Reception and Year 1

- To be able to think about themselves and to recognise what they like and dislike
- To identify and respect the differences and similarities between people

Years 3 & 4

- To be able to challenge gender stereotypes
- To start to understand influence of the media, news and advertising

Years 5 & 6

- To compare adverts to identify the use of gender in advertising
- To identify how adverts use gender
- To identify the impacts of using gender in advertising

** In Year 2, the children in the CWP scheme of work, consolidate the previous learning about gender stereotypes and identify differences between males and females. **

To support the teaching of how children can keep their body parts safe, the teachers use the NSPCC Pants lesson plans and resources. The children learn about appropriate and inappropriate touch and understand that they have the right to say “no” to unwanted touch. The children will learn what the acronym PANTS stands for.



To supplement the teaching of RSHE, the teachers will show age appropriate video clips from the SCARF Coram Life Education Scheme of Work as recommended for the specific year groups.

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- If a question is asked which does not relate to the Learning Objective of the specific Year group lesson, the class teacher has the right to inform the parents/ carers of the question. The question should be addressed by the parents/ carers alternatively will be addressed later in the RSHE curriculum.

- The school nurse backs up information on puberty and sexual health seeing both the boys and the girls separately in single sex sessions. Working with the class teachers this provides extra special time for single gender group work. She also provides links with primary care services such as local clinics.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- A variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play and interactive CD ROMS.

6. How the delivery of the content will be made accessible to all pupils?

Teachers will have use the CWP and SCARF lessons to support the delivery of RSHE. Teachers will be responsible for assessing where their children are both in knowledge and maturity and match learning opportunities to their individual needs. The scheme of work provides clear learning and objectives and the class teacher should assess against these. The scheme is planned to ensure progress and it is the responsibility of the class teacher to plan so that the scheme is fully delivered. Pupils whose needs mean that they will have difficulties with discussions and work will need supporting so that they can access and fully understand the curriculum. Further advice can be sort from the SENCO and PSHE co-ordinator.

The RSHE programme is relevant to both boys and girls and can be accessed by those children who are transgender. Students may come from different family backgrounds including where parents, carers, brothers or sisters, other family members and/or friends may be lesbian, gay, bisexual, transgender and queer (or questioning) and others LGBTQ+. The RSHE programme uses images of different families (diverse families including same sex relationships) which includes sensitive, honest and balanced consideration of sexuality. The RSHE programme acknowledges different ethnic, religious and cultural attitudes to RSHE. The school consults pupils and parents/carers about their needs, and takes into account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

The teaching materials will teach children to be kind, understanding and respectful of others even if they are perceived as different. The material teaches children that people have rights but there are also responsibilities that go with these. It teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying. The materials help clarify (age-appropriate) questions that children may have about the world. The children from Reception to Year 6 will be introduced to LGBTQ+ history month.

7. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understands that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

8. How Relationships (and Sex) Education is monitored and evaluated

Following the delivery of the lessons teachers may want to assess the knowledge and understanding pupils have gained from the RSHE programme. It can also be useful for pupils to evaluate their own experience and this can inform the teachers' assessment. Worksheets and evaluations can be added to the PSHE Learning Journey Class Books.

The RSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring RSHE work in the PSHE Learning Journey Class Books
- Supporting staff to assess pupils progress
- Recommending targets for whole school development

Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes

9. Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE, all those contributing to the programme are expected to work within the aims listed above.

Teachers have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (*in loco parentis*). Sexual relationships involving children under 16 constitute a criminal offence. A sexual relationship between a teacher and any pupils at the same school is a breach of that trust. Such behaviour will be regarded as gross professional misconduct on the part of the teacher and will result in disciplinary action. If a decision is made to dismiss, this may also lead to a teacher being barred from further employment in the education service by the Secretary of State.

10. Training staff to deliver RSHE

It is important that staff delivering RSHE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

11. Working with Parents/Carers and Child Excuse (Withdrawal) Procedures

On entry to the school, parents are invited to read the RE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSHE learning. Parents are kept informed about the content of the programme.

Parents cannot withdraw/ excuse their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

Pupils cannot be withdrawn/ excused for any teaching of the National Curriculum Science Learning objectives in Key Stage 1 and 2 about human life cycles and reproduction. See below the objectives:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Animals, including humans, move, feed, grow, use their senses and reproduce• Children should recognise and name the main external parts of the human body• That humans can produce offspring and these grow into adults• Children should recognise similarities and differences between themselves and other and treat others with sensitivity	<p>In addition to KS1</p> <ul style="list-style-type: none">• Life processes common to humans include nutrition, growth and reproduction• The main stages of the human lifecycle

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss RSHE in the school.

Parents have a right to withdraw their children from the sex education lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum including the statutory Relationships Education and Health Education.

If a parent or carer wishes for their child to not take part in some or all of the lessons on Sex Education delivered as part of the statutory RSHE they, can ask that they are withdrawn- a right to be excused but not from Relationships Education. The Headteacher must grant this request.

The Headteacher will discuss with the parents or carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

The Headteacher will discuss what their child will do when they are excused from the lessons. If a pupil is excused from sex education, the class teacher will provide the parents, carers with the lesson content in order for the parent, carer to provide sex education at home.

We should like to make clear that even when a pupil has been excused from sex education lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

12. Harassment and Bullying

Pupils come from a variety of backgrounds, cultures and families and all are entitled to learn in a supportive environment free from fear. Some pupils use terms such as 'gay' 'batty boy' and 'lesbian', other sexual language and other street slang as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour policy.

13. Effective Promotion of Anti-Racism Practices

The School welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and others associated with the school.

We will ensure that the school nurtures an ethos and environment where all are valued and where views are taken into consideration. This embraces a culture that enables all who teach and learn in the school to review their practices and behaviours, to have the confidence to build on prior experiences and to make appropriate changes. All associated with the School are committed to dealing with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur.

The school is an anti-racist establishment and is committed to:

- addressing racism
- ensuring action to support victims of racism
- ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices
- recording and reporting racist incidents

Following on from Black Lives Matter Movement in 2020, the school has worked on an Anti-Racism Journey Map. The SCARF PSHE curriculum have been mapped out for Years 1 to 6 to deliver age appropriate lessons about prejudice, racism, tolerance, respect and discrimination. There are opportunities across all subjects to support pupils in valuing cultural diversity and understanding.

14. Working with the Wider Community

The following individuals were consulted in the development of this policy:

- School nurse and health professionals
- Adviser from Southwark and Coran Life Education Adviser

14. Disseminating and Monitoring the RE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to RSHE or who may be involved in its delivery.

Sources of Further Information

This policy has drawn on:

- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education Guidance (June 2019)

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018)

Approval and Review Record

Policy Approved by Governors on (date).....26/05/2021.....

Signed by Chair of Governing Body or Committee.....Paul Davison.....

Due for Annual Review by Governors (date)Spring 2024.....