



Stonesfield Primary School
Learning together to achieve our best

Relationships, Sex and Health Education (RSHE) Policy

July 2022

Review: July 2024

Introduction

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education and Health Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

Purpose of the Relationships, Sex and Health Education (RSHE) Policy

The purpose of the policy is to:

- Address the statutory requirement for the teaching of Relationships Education and Health Education in primary schools
- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSHE
- Enable parents and carers to support their children in learning about RSHE
- Give a clear statement on what the school aims to achieve from RSHE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSHE:
 - Duty to promote well-being (Children Act 2004)
 - Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - Teach statutory RSHE elements in the Science National Curriculum
 - Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
 - Meet the school's safeguarding obligations
 - Make the policy available to pupils and parents (Education Act 1996)
 - Right of parental withdrawal from all or part of Sex Education except those parts included in the national curriculum (Education Act 1996)
 - Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

Relationship Education

At Stonesfield Primary School there is a strong focus 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From Early Years Foundation Stage (EYFS), building on early education,

pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This helps pupils to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, the majority of children will be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Our teaching reflects that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. 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. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity for pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSHE), Stonesfield Primary School teaches pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

See Appendix 1 on page 6 for the content of the school's Relationship Education lessons.

Health Education

At Stonesfield Primary School there is a strong focus on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing. Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils are taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing enables teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

See Appendix 2 on page 8 for the content of the school's Health Education lessons.

Sex Education

This policy outlines the content of the Sex Education aspects of the RSHE curriculum which are not covered in the Relationships, Health or Science curricula. The school uses the Medway Primary PSHE Education resources, as recommended by The PSHE Association. This resource is available to parents on request.

See Appendix 3 on page 10 for relevant content from the Science national curriculum and Appendix 4 on page 10 for content of the Sex Education curriculum.

Parents have the right to request that their child be withdrawn from some or all of the Sex Education lessons outlined above. Parents do not have the right to request a child's withdrawal

from lessons delivered within the Relationships Education, Health Education or Science national curriculum. If a parent wishes to withdraw their child they should request a meeting with a member of the school who will talk through their concerns and discuss the benefits of participation. If they decide to withdraw their child, work will be provided to do in another class. Staff members will offer advice on the teaching and materials available if parents wish to use this with their children at home. Parents can talk to the headteacher about the resources to support this. Even when a child has been withdrawn from lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

Relationships & Sex Education Curriculum

RSHE is taught through a planned programme in both the P.S.H.E. curriculum and science curriculum. Resources developed or recommended by [The PSHE Association](#) are used to deliver the P.S.H.E curriculum, including Relationships, Sex and Health Education. The school uses resources developed by [Developing Experts](#) to deliver the science curriculum. The curriculum for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils. It progresses from one year to another, building on what has been learnt in previous years. It is taught throughout the years from Reception to Year 6.

We ensure that the same messages about being safe online are taught through RSHE as in Computing.

Who teaches RSHE?

RSHE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSHE, such as the school nurse.

How is RSHE taught?

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

Resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

Safe and effective practice

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Pupils will also be able to raise questions anonymously by the use of a PSHE question box in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support.

Staff answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

The RSHE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, RSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a member of staff.

Teachers do not discuss details of their personal relationships with pupils.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSHE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.

Homophobic and transphobic references, actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

Confidentiality, safeguarding and child protection

Although RSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's child protection procedures. If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue.

Monitoring and evaluating RSHE involving pupils

Pupils and staff are involved in evaluating the RSHE teaching programme as part of the annual review of PSHE. This will involve staff meeting time and school council time. A special class RSHE book will be kept to capture children's responses and understanding at the end of a topic and to enable the PSHE co-ordinator to monitor coverage and impact of the curriculum.

Training staff to deliver RSHE

RSHE will be taught by teachers that are knowledgeable, skilled and confident. The PSHE coordinator will support teachers in delivering high-quality lessons and in developing a school RSHE protocol.

Working with Parents/Carers

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSHE curriculum and will try to balance parental views with our commitment to comprehensive RSHE and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Providing materials for parents to use when talking about RSHE with their children
- Making available a free paper copy of the policy for any parent and carer that would like one
- Discussing individual concerns and helping parents and carers support the needs of their children
- Informing parents and sharing resources prior to lessons being delivered

Reviewing and disseminating the policy

A copy of this policy will be on the school website with paper copies available on request from the school office. Copies are supplied to visitors who are involved in providing RSHE in school. Governors will be involved in the consultation process and reviewing this policy.

Policy to be reviewed every 2 years.

Appendix 1: Statutory Relationships Education

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Appendix 2: Statutory Health Education

Mental wellbeing

Pupils should know

- 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.⁸
- 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.

Internet safety and harms

Pupils should know

- 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.

Physical health and fitness

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- 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

Pupils should know:

- 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

Pupils should know:

- 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.

Appendix 3: Statutory Science Education

Key stage 1

Pupils are taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

Upper key stage 2

Pupils are taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Appendix 4: Non-statutory Sex Education

Year 1 and 2: Body parts: Pupils may have been using a variety of different words to name the male and female genitalia, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults.

Year 5: This lesson focuses in more detail on some of the external and internal changes that happen to the human body.

Year 6: How babies are made: By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSHE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSHE— as part of the wider PSHE education curriculum.