

Relationships, Sex and Health Education Policy



**LOWER MEADOW
PRIMARY ACADEMY**

Astrea Academy Trust

INSPIRING BEYOND MEASURE

Policy Agreed: September 2022

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1. Aims

Our aim at Lower Meadow Primary Academy is "Success For All". These three words are important as they reflect our ambitions for children and adults at Lower Meadow Primary Academy. Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSHE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relationships, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.

- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

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. This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019)

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.....

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that 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.”

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

3. Definitions

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

4. Delivery of RSHE policy:

At Lower Meadow, RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSHE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- RE curriculum
- PE in the context of health and hygiene

RSHE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

5. Cross Curriculum Links

We continuously seek to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing**– pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.
- **RE** – pupils learn about Christian values and various other religious beliefs.

6. Roles and Responsibilities

The Local Executive Consultative Committee - The Local Committee has delegated the approval of this policy to the head teacher.

The Head teacher and PSHE lead- The head teacher and PSHE lead is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

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-statutory components of RSHE.

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 PSHE lead and Head teacher.

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

7. Parent's right to withdraw

Parents have the right to withdraw their children from the non-statutory components of RSHE (the sexual education only). Before doing so, parents are encouraged to talk to the class teacher/PSHE lead and/or view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSHE. The RSHE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSHE policy will be shared with any parents who wish to withdraw their child.

8. Training

Training of the teaching of RSHE will be included in our continuing professional development calendar. The PSHE leader will also invite visitors from outside the school, to provide support and training to staff teaching RSE. All staff are trained in the actions that need to be taken should a child disclose anything, which meets safeguarding threshold.

9. Monitoring Arrangements

The school will assess the effectiveness of the aims, content and methods in promoting students learning by lesson observations, looking at samples of work in PSHE/RSHE sessions, questionnaires to teachers and children, pupil voice and feedback from parents as appropriate and relevant. The effectiveness of the RSHE programme of study will be evaluated by assessing children's learning and implementing change if required.

In developing this policy, we have consulted with staff as well as sending out an RSHE parent survey. The school will monitor this policy on an annual basis. Monitoring and amendments to the policy remain the responsibility of the Head teacher, Curriculum Leader, and teacher with responsibility for PSHE and RSHE.

Appendix: Curriculum overview

Y1/2

RSHE TOPICS Y1 /2	SUBJECTS COVERING THE TOPIC
<u>Relationships</u>	<u>Family</u> <ol style="list-style-type: none">1. Who's in my family? - PSHE AND HISTORY (FAMILY TREE)2. Do Families always stay the same? – PSHE3. How should families treat each other? – PSHE4. When should I say no? – PSHE AND SCIENCE (PRIVATE BODY PART)5. Who owns my body? I do! PSHE AND SCIENCE (BODY PARTS)6. Are all families the same? PSHE AND HISTORY (FAMILY TREE) <u>Friends</u> <ol style="list-style-type: none">1. Who is my friend? –PSHE2. What makes a good friend? –PSHE3. Should friends tell us what to do? –PSHE4. How do we stop bullying? – PSHE
<u>Living in the wider world</u>	<u>Community</u> <ol style="list-style-type: none">1. How do we make a happy school? PSHE2. Who lives in my neighbourhood? PSHE AND RE (LINKS TO PEOPLE FROM DIFFERENT RELIGION)*3. What makes a boy or a girl? PSHE AND SCIENCE (HUMAN BODY) * NEED TO DISCUSS <u>Online</u> <ol style="list-style-type: none">1. Screen time COMPUTING2. Personal Information COMPUTING3. Online strangers COMPUTING4. Fake News -COMPUTING
<u>Health and Well-being</u>	<u>Mental Wellbeing</u> <ol style="list-style-type: none">1. Where do feelings come from? PSHE AND ZONES OF REGULATION2. Who am I? -PSHE3. What helps me to be happy? PSHE <u>Physical Wellbeing</u> <ol style="list-style-type: none">1. How do I help my body stay healthy? -PSHE2. How do I decide what to eat? - PSHE3. How do we stop getting ill?- PSHE4. How can I stay safe? PSHE <u>Growing up</u> <ol style="list-style-type: none">1. How bodies change as we get older - SCIENCE (HUMAN BODY)

<u>RSHE TOPICS</u> <u>Y3/4</u>	<u>SUBJECTS COVERING THE TOPIC</u>
<u>Relationships</u>	<p><u>Family</u></p> <ol style="list-style-type: none"> 1. Do Families always stay the same? - PSHE 2. Are all families like mine? – PSHE AND RE (DIFFERENT RELIGIONS) 3. Are boys and girls the same? PSHE <p><u>Friends</u></p> <ol style="list-style-type: none"> 1. What makes a good friend? –PSHE 2. Are all friends the same? PSHE 3. Are friendships always fun? – PSHE
<u>Living in the Wider world</u>	<p><u>Our Communities</u></p> <ol style="list-style-type: none"> 1. How do we make the world fair? - PSHE 2. Where do you feel like you belong? – PSHE 3. How can we help the people around us? - PSHE <p><u>Online safety</u></p> <ol style="list-style-type: none"> 1. Online strangers – PSHE/COMPUTING 2. Sharing Online COMPUTING 3. Friendship Online COMPUTING 4. Personal Information COMPUTING 5. Digital media - COMPUTING 6. Verifying content and echo chambers - COMPUTING
<u>Health and Wellbeing</u>	<p><u>Mental Wellbeing</u></p> <ol style="list-style-type: none"> 1. How do I manage my feelings? PSHE / ZONES OF REGULATION 2. Are we happy all the time? - PSHE <p><u>Physical Health</u></p> <ol style="list-style-type: none"> 1. How do I keep my body healthy? SCIENCE (THE HUMAN BODY - Y4) /PSHE 2. How do I get a healthy diet? SCIENCE (THE HUMAN BODY - Y4)/ PSHE 3. How do I stop getting ill? SCIENCE (HUMAN BODY – Y4)/PSHE 4. How do I save a life? PSHE <p><u>Growing up</u></p> <ol style="list-style-type: none"> 1. What is a period? – PSHE (Y4 separate lesson)

<u>RSHE TOPICS</u> <u>Y5/6</u>	<u>SUBJECTS COVERING THE TOPIC</u>
<u>Relationships</u>	<u>Family</u> <ol style="list-style-type: none"> 1. Why do some people get married? – PSHE 2. Are families ever perfect? - PSHE 3. Is there such a thing as a 'normal' family? PSHE <u>Friends</u> <ol style="list-style-type: none"> 1. What makes a close friend? - PSHE 2. Can we be different and still be friends? – PSHE 3. Should friends tell us what to do? – PSHE 4. Why are some people unkind? PSHE 5. What are stereotypes? PSHE 6. How do I accept my friends for who they are? PSHE / SCIENCE
<u>Living in the Wider world</u>	<u>Our Communities</u> <ol style="list-style-type: none"> 1. What is prejudice? PSHE / RE (RACE & RELIGION) 2. What is the history of prejudice? PSHE / RE (RACE & RELIGION)/ HISTORY (Y5 BRITISH EMPIRE) 3. What should I do if I encounter prejudice? PSHE 4. How can I be a great citizen? PSHE 5. Why is money important? PSHE 6. How should I spend my money? PSHE 7. What makes us feel like we belong? PSHE 8. What does it mean to be British? PSHE / RE (LEARNING ABOUT DIFFERENT CULTURES AND RELIGION) <u>Online safety</u> <ol style="list-style-type: none"> 1. Control and consent -COMPUTING 2. Protecting our identity - COMPUTING 3. Meeting strangers online - COMPUTING 4. Personal Information, terms and conditions - COMPUTING 5. Analysing Digital Media - COMPUTING 6. Bias - COMPUTING 7. Echo Chambers – COMPUTING / PSHE 8. Does the internet make us happy? – PSHE / COMPUTINGB
<u>Health and Wellbeing</u>	<u>Mental Wellbeing</u> <ol style="list-style-type: none"> 1. Does everybody have the same feelings? – PSHE 2. Should we be happy all the time? – PSHE 3. Why do we argue? – PSHE 4. Who am I? – PSHE / RE <u>Physical Health</u>

	<ol style="list-style-type: none"> 1. Is there such a thing as perfect body? PSHE 2. How can I stay fit and healthy? PSHE COVERED IN Y3/4 3. Can I avoid getting ill? PSHE (COVERED IN Y 3/4) 4. Why do some people take drugs? PSHE/SCIENCE 5. Where should I get my health information? PSHE/COMPUTING (COVERED IN Y3/4) 6. How do I save a life? PSHE (COVERED IN Y 3/4) <p><u>Growing up</u></p> <p>Puberty</p> <ol style="list-style-type: none"> 1. How will my body change, as I get older? SCIENCE – Y5/6 2. How will my feelings change, as I get older? SCIENCE – Y5/6 3. How will I stay clean during puberty? PSHE / SCIENCE 4. What is Menstruation? SCIENCE Y5/6 <p>Sexual reproduction</p> <ol style="list-style-type: none"> 1. How do plants and animal reproduce SCIENCE Y5/6 2. Optional lesson on sexual reproduction SCIENCE Y6
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