



Signed:

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## Relationship, Sex and Health Education Policy - Seaton Delaval First School

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## 1. Aims

The aims of Relationship, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Develop pupils understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

Sex education is not compulsory in Primary Schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

(Please note: National Curriculum 2014: Y2 - notice that animals, including humans, have offspring which grow into adults. [They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.])

If primary schools do teach Sex Education, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Seaton Delaval First School we teach RSHE 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:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations

3. Parent consultation – parents and any interested parties were invited to annotate a draft edition of our policy and their views were used to inform the final policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. 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, 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.**

#### 5. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict

- Discussion and group work

These skills are taught within the context of family life and living within a community.

We will structure learning to include:

Families and people who care for me; caring friendships; respectful relationships; online relationships; being safe. [Please see Appendices 1 for DfE Guidance]

Staff, using their professional judgement, may use materials and resources, as appropriate, from Lucinda and Godfrey, PSHE Association and Operation Encompass.

## **6. Roles and responsibilities**

### **6.1 The governing board**

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

### **6.2 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 components of RSHE (see section 7).

### **6.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 headteacher.

#### **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' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory components of RSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

#### **8. 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 will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

#### **9. Monitoring arrangements**

The delivery of RSHE is monitored by Mrs Richards [Chair of Governors] and Mr Flitcroft [Headteacher] through: planning scrutinies, learning walks, learning observations, scrutines of pupil's books, pupil discussions, etc.

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

This policy will be reviewed by Mrs Richards [Chair of Governors] and Mr Flitcroft [Headteacher] annually [or sooner if the need arises]. At every review, the policy will be approved by [the governing body and the headteacher].

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

PSHE&C/ SMSC Policy

Drug Policy

Equal Opportunities Policy

Health and Safety Policy

Food Policy

School Travel Plan

Visitors to School Policy

Teaching and Learning Policy

Assessment and Record Keeping Policy

Responding to pupils' work / Feedback /Marking Policy

IT/ Computing Policy

BTIQ Policy (Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning)

# RSE + PSHE&C curriculum map

	A1	A2	Sp1	Sp2	Su1	Su2
EY	PSED - All about me.		PSED - Being healthy.		PSED - Staying safe.	
1	What is the same and different about us? R	Who is special to us? R	What helps us stay healthy? HW	What can we do with money? LWW	Who helps to keep us safe? HW	How can we look after each other and the world? LWW
2	What makes a good friend? R	What is bullying? R	What jobs do people do? LWW	What helps us to stay safe? HW	What helps us grow and stay healthy? HW	How do we recognise our feelings? HW
3	How can we be a good friend? R	What keeps us safe? HW	What are families like? R	What makes a community? LWW	Why should we eat well and look after our teeth? HW	Why should we keep active and sleep well? HW
4	What strengths, skills and interests do we have? HW	How do we treat each other with respect? R	How can we manage our feelings? HW	How can friends communicate safely? R	How can our choices make a difference to others and the community? LWW	How can we manage risk in different places? HW

R = Relationships; HW = Health & Wellbeing; LWW = Living in the Wider World.

Appendices 1 -

By the end of primary

### 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### 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