

# Beeston Primary School



## Relationships, Sex and Health Education Policy

<b>POLICY</b>	<b>Relationships, Sex and Health Education</b>
<b>STATUS/DATE OF THIS VERSION</b>	<b>May 2021</b>
<b>APPROVED BY</b>	<b>Board of Trustees</b>
<b>RATIFIED BY</b>	<b>Board of Trustees</b>
<b>REVIEW</b>	<b>March 2023</b>

## Statement of Intent

At Beeston Primary School we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organized and delivered.

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

## Roles and Responsibilities

### The Governing Board

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

### The Executive Headteacher

The Executive 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 RSHE.

### 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- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory / non-science components of RSHE.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 Executive Headteacher.

## Pupils

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

## Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education.

The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organizing the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each class
- The legalities surrounding withdrawing their child from the subjects

Any parent or teacher wishing to provide feedback about the curriculum can do so at any time during the academic year by emailing [office@bee.unity-ed.uk](mailto:office@bee.unity-ed.uk)

## Relationships Education Overview

Topic	By the end of Primary School (Year 6), 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 characterized 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 recognized commitment of two people to each other which is intended to be lifelong</li></ul>

	<ul style="list-style-type: none"> <li>• How to recognize 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>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of curtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognize and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Health Education Overview

Topic	By the end of Primary School (Year 6), pupils should know ...
Mental wellbeing	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness</li> <li>• The scale of emotions that humans experience in response to different experiences and situations</li> <li>• How to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• How to judge whether what they are feeling and how they are behaving are appropriate and proportionate</li> </ul>

	<ul style="list-style-type: none"> <li>• The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests</li> <li>• How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• Where and how to seek support (including recognizing the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others</li> <li>• That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• That for most people, the internet is an integral part of life and has many benefits</li> <li>• About the benefits of rationing time spent online</li> <li>• The risks of excessive time spent on electronic devices</li> <li>• The impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• How to consider the effect of their online actions on others</li> <li>• How to recognise and display respectful behaviour online</li> <li>• The importance of keeping personal information private</li> <li>• Why some social media, some computer games and online gaming are age-restricted</li> <li>• 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</li> <li>• How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise</li> </ul>

	<ul style="list-style-type: none"> <li>• The risks associated with an inactive lifestyle, including obesity</li> <li>• How and when to seek support, including which adults to speak to in school, if they are worried about their health</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet, including an understanding of calories and other nutritional content</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• How to recognize early signs of physical illness, such as weight loss or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing</li> <li>• The facts and science relating to immunization and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary</li> <li>• Concept of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• About menstrual wellbeing and key facts relating to the menstrual cycle</li> </ul>

## Our RSHE Curriculum

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to high school.

### Coverage across the school phases:

EYFS	KS1	KS2
Story-based lessons with objectives aligned to EYFS Personal, Social and Emotional Development area of learning, ensuring full coverage of the three early learning goals: Self-Regulation Managing Self Building Relationships	Healthy Lifestyles Emotions Hygiene Changing and Growing Communication Fairness Bullying Keeping Safe Family and Friends Rules and Responsibilities Communities Money and Finance	Healthy Lifestyles Emotions Hygiene Changing and Growing Communication Fairness Bullying Keeping safe Family and Friends Rules and Responsibilities Communities Money and Finance Nutrition and Food Aspirations Collaboration Similarities and Differences Healthy Relationships Diversity Discrimination Enterprise First Aid

## Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum. It is taught throughout the years, either as discrete topics or integrated into other topics, at a level appropriate to the needs and maturity of the pupils.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.



We use the Dimensions Curriculum to teach RSHE alongside CWP resources.

EYFS	
Key Stage 1	Key Stage 2
<p><b>Pupils are taught:</b></p> <ul style="list-style-type: none"> <li>• Changes to their bodies</li> <li>• Biological names for various body parts</li> <li>• To match the correct body parts to a male and female</li> <li>• The function of clothing and keeping certain parts of our bodies private</li> <li>• About the process of aging</li> </ul> <p><b>These themes are taught through the following topics:</b></p> <ul style="list-style-type: none"> <li>• Keeping clean</li> <li>• Growing and changing</li> <li>• Differences: boys and girls</li> <li>• Differences: male and female</li> <li>• Naming body parts</li> </ul>	<p><b>Pupils are taught:</b></p> <ul style="list-style-type: none"> <li>• About reproduction</li> <li>• About the word 'puberty'</li> <li>• About the importance of hygiene</li> <li>• About stereotypical ideas regarding parenting and family roles</li> <li>• About the importance of relationships</li> <li>• How girls and boys bodies change during puberty</li> <li>• Strategies for the development of positive self-image and self-esteem</li> <li>• That babies are made during sexual intercourse</li> <li>• About the changes which relate to puberty such as menstruation and voice breaking</li> </ul> <p><b>These themes are taught through the following topics:</b></p> <ul style="list-style-type: none"> <li>• Differences: male and female</li> <li>• Personal space</li> <li>• Family differences</li> <li>• Growing and changing</li> <li>• What is puberty?</li> <li>• Puberty changes and reproduction</li> <li>• Talking about puberty</li> <li>• Male and female changes</li> <li>• Puberty and hygiene</li> <li>• Puberty and reproduction</li> <li>• Understanding relationships</li> <li>• Conception and pregnancy</li> <li>• Communication in relationships</li> </ul>

## Parents' Right to Withdraw

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum. Requests for withdrawal should be put in writing (see Appendix 1) and addressed to the Executive Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## **Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as possible. Teachers will, however, alert the Executive Headteacher (DSL) about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

## **Monitoring and Evaluation**

The Executive 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. The RSHE lead will monitor the planning, teaching and learning of RSHE regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

## Appendix 1: Parents Form – Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex 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			