



---

## **RSHE (Relationship, Sex and Health Education) Policy**

Shirland Primary School

June 2024

---

Last Reviewed	June 2024
Written By	Jessica Dolman
Reviewed By	Chair of Governors
Next Review Date	June 2025

## **Introduction**

This policy sets out the approach for Relationship Sex and Health Education (RSHE) in our school. It forms part of our whole school PSHCE programme, which can be found on our school website.

This policy has been created in line with 'The Relationship Sex and Health Education Guidance' (July 2019) as issued under the Section 80A of the 'Education Act' (2002) and Section 403 of the 'Education Act' (1996: DfE).

This policy has been developed in consultation with staff, parents, and governors at the school, following parental consultation and governor agreement.

This policy will be reviewed annually by the school governing body and updated accordingly.

This policy is available to parents on our school website.

## **Rationale and Ethos**

'Relationships and sex education is learning about the emotional social and physical aspects of growing up, relationships, human sexuality and sexual health. It should equip children with the information, skills and positive values to have safe fulfilling relationships and take responsibility for their health and wellbeing.' (Sex Ed Forum)

'Relationship Education is learning about the physical social and emotional aspects of human relationships including friendships., family life and relationship with other children and adults. Relationships education supports children to be safe, happy, and healthy in their interaction with others new and in the future'. (Sex Ed Forum)

'The focus in primary schools should be on in teaching the fundamental building blocks of positive relationships with reference to friendships, family relationships and relationships with other children and with adults' (DfE)

At Shirland Primary School, we believe in developing in the whole child by preparing them for their future in school and in the wider world. We promote British values and abide by the legislation in the Equalities Act (2010). We do not tolerate discrimination or bullying in our school.

- We foster healthy and respectful peer to peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationship, Sex and Health Education is accessible for all our pupils within our inclusive approach.

- We are aware of everyday issues such as sexism, misogyny, homophobia and gender stereotype and take positive action to build a culture where these are not tolerated.
- We take the religious background of all pupils into account when planning the teaching of RSHE.

We recognise that children have access to a range of information from a range of sources and we are eager to ensure that they are appropriately and correctly informed about Relationship, Health and Sex Education in an age-appropriate manner. We therefore believe it is important to teach a spiralling curriculum of development that promotes secure knowledge and understanding in RSHE, we teach non-statutory sex education in Year 5 and Year 6 in this school- that is lessons on conception and birth.

## **RSHE Curriculum**

Our RSHE curriculum follows a scheme called 'Clued up for Growing Up' that has been set out in Appendix 1, but we may need to adapt it as and when necessary (for example, when events misrepresenting the exploitation of females in social media become high profile). On these occasions, we will seek advice from the Derbyshire County Council Safeguarding Team, school nurses and other applicable, approved agencies to ensure the relevant content is taught in an appropriate and sensitive manner.

We have developed the curriculum in consultation with parents, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the school policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born

**For more information about our curriculum, see our curriculum map in Appendix 1.**

RSHE is also delivered as part of our integrated PSHE Curriculum provision using the Derbyshire County Council 'PSHE Matters' scheme of learning which covers the statutory RSHE requirements, delivering Relationships and health education via age-appropriate activities and using resources to support learning in age-appropriate ways. The curriculum is spiralling from EYFS to Y6.

The themes covered in RSHE are those that are statutory in 'The Relationship Sex and Health Education Guidance' (July 2019: DfE) grids found in **Appendix 1** of this document, and the statutory science content of the 'National Curriculum (2014).

At Shirland Primary School, we also build on the science curriculum extending the work on human life cycle.

## **RSHE Delivery**

### **Roles and responsibilities**

The PSHE lead is also lead RSHE in the school. Their role is to lead and co-ordinate curriculum provision, provide staff development and support and to engage in regular training to ensure our curriculum remains up-to-date, and that staff are able to deliver to the standard we expect at Shirland.

RSHE and our wider PSHCE provision is monitored and evaluated throughout the year.

In addition, some aspects of the RSHE programme will be covered through:

- science (biology)
- computing
- stories
- PE (in the context of health and hygiene)

All staff receive training and support for RSHE through regular staff development meetings and external CPD according to staff development need.

Teachers are responsible for delivering age-appropriate RSHE content to their class based upon our PSHE Matters scheme of work and our RSHE curriculum 'Clued Up for Growing Up'. Our RSHE curriculum adopts a spiralling methodology to ensure that every child develops knowledge and understanding in a safe, nurturing, age-appropriate manner. Teachers are responsible for creating a safe learning environment using agreed class rules for RSHE and by using distancing techniques which allow discussion and exploration of issues through stories, puppets, scenarios, etc.

Resources used in RSHE and PSHCE are monitored regularly to ensure they align with the Equalities Act (2010), supporting our school's ethos of equality. These resources are reviewed annually by our PSHE co-ordinator. Teachers therefore are using up-to-date resources that support their teaching in an age-appropriate manner.

We may also deliver RSHE through assemblies, always ensuring that the language we use is appropriate for all children and delivered in an age-appropriate manner (avoiding any content and language beyond their years).

All staff are fully aware of the sensitive nature of RSHE. Pupils can ask questions directly to the class or in 1:1 to their teacher, or via question boxes in classrooms.

Staff will respond to these questions in line with our policy. Any issues disclosed beyond the remit of RSHE classroom teaching, will be reported to our safeguarding team, in-line with the school's safeguarding policy and practices.

Primary RSHE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to the body and sex. Primary RSHE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children to feel comfortable communicating about these matters. This, therefore, will undoubtedly increase the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication- with a partner and/or sexual health services.

**Primarily, the key sexual elements of RSHE are taught in Year 2, 4, 5 and 6 using our Clued Up for Growing Up scheme.**

**Our list of key vocabulary can be found on Appendix 2.**

### **Parental engagement in RSE**

This policy has been developed in consultation with staff, parents, and governors at the school, following parental consultation and governor agreement.

The parental consultation documents can be found on our website on our PSHCE and RSHE pages.

Parents **do not** have the right to withdraw their child from the statutory relationships and health education elements of our RSHE provision (see appendix 1).

Parents **do** have the right to withdraw their child from the non-statutory elements of our RSHE programme. At Shirland, we define these as our Year 5 and 6 sex education lessons on conception and birth. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and must be addressed to the headteacher. The Headteacher will then discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of our curriculum. We will document this meeting / discussion to ensure a record is kept.

### **Appendix 1**

Source: [The Relationship Sex and Health Education Guidance July 2019](#), pp20 & pp32

## Physical Health and Mental Wellbeing

### By the end of primary school:

<b>Mental Wellbeing</b>	<p>Pupils should know</p> <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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, 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>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</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 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).</li> <li>• 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.</li> </ul>
-------------------------	---

<b>Internet safety and harms</b>	<p>Pupils should know</p> <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, 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, 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, including 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>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <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, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <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>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>

<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <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>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise 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, including visits to the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• about immunisations.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <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 including the key facts about the menstrual cycle.</li> </ul>



## Relationship Education

### By the end of primary:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <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 characterised 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 recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <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>

<b>Respectful friendships</b>	<p>Pupils should know</p> <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 courtesy 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>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <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 recognise 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>
<b>Being safe</b>	<p>Pupils should know</p> <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> </ul>

	<ul style="list-style-type: none"><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 recognise 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>
--	--



Shirland Primary School  
Relevant Vocabulary for RSHE

(Appendix 2: age-appropriate vocabulary)

Reception	Y1/2	Y3/4	Y5/6
penis vagina vulva pregnant womb testicles appropriate touch	penis vagina vulva pregnant womb testicles appropriate touch  breasts genitals foetus anus	penis vagina vulva pregnant womb testicles appropriate touch breasts genitals foetus anus  puberty pubic hair period egg/ovum ovaries ovulation	penis vagina vulva pregnant womb testicles appropriate touch breasts genitals foetus anus puberty pubic hair  sperm egg/ovum ovaries urethra period masturbation hormones sexual intercourse conception erect erection semen ovulation labia cervix clitoris foreskin wet dream menstruation ejaculation

### Appendix 3: Parent Form to Request Withdrawal from Sex Education within RSE

<b>To be completed by parents</b>	
Name of child	
Class	
Name of parent	
Date of request	
<b>Reason for withdrawing from sex education within relationships and sex education</b>	
<b>Any other information you'd like the school to consider</b>	
<b>Parent's Signature</b>	
<b>To be completed by the school</b>	
<b>Agreed actions from discussion with parents</b>	

**Appendix 4: Letter to parents prior to RSE week**

Dear parents/carers,

I am writing to you to let you know that your child's class will be taking part in some Personal, Social, Health and Citizenship Education lessons which will include Relationship and Sex Education in the summer term.

This is part of the whole-school PSHCE programme which is taught right through the school in every year and which is monitored and reviewed regularly by the staff and governing body.

We will be using a bank of lessons and videos called "Clued up for Growing Up". The materials have been viewed and checked to ensure they are age-appropriate.

This is a **statutory** requirement (it is a government expectation that every child accesses these lessons) of the PSHCE curriculum. If you have any questions or would like to view the material and resources that will be used, please contact myself or your child's class teacher.

Yours sincerely

Mrs Dolman

Deputy Headteacher/PSHCE Coordinator