

Burleigh Primary School



Relationships, Sex and Health Education Policy (RSHE)

Reviewed by the SLT: June 2023

To be reviewed: Sept 2026

1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, giving them an understanding of sexual development and the importance of health and hygiene.
- Provide a framework in which sensitive discussions can take place.

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.

We teach pupils sex education in line with the requirements of the National Curriculum's science programmes of study for key stages 1 and 2.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy development

The development of this policy involved consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Creation – the Headteacher and PSHE leader used relevant national and local guidance to inform the policy
2. Staff consultation – teaching staff viewed the policy, giving feedback as needed
3. Parent/ carer consultation – parents/carers were sent the policy electronically and invited to give feedback (March 2021). Parents/ carers are also able to visit school to look at teaching materials for RSHE prior to the teaching of lessons.
4. Pupil consultation – the PSHE leader gathers pupils' thoughts on RSHE lessons via pupil voice activities which then inform school policy and curriculum
5. Ratification – the SLT reviews the policy annually, with referral to the FGB for final approval.

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. Curriculum

We have developed the curriculum carefully to consider the age, needs and feelings of our pupils. If individual pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner and inform their parents so that they do not then seek answers online.

Primary relationships, sex and health education will include preparing boys and girls for the changes that adolescence brings and explain how a baby is conceived and born.

For more information about these aspects, see Appendix 1.

6. 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. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure all family structures are recognised and included (i.e. families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) whilst reflecting sensitively that some children may have a different structure of support around them (e.g. looked after children or young carers).

7. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of sex education within RSHE (see Appendix 1 - Relationships and Sex Education within PSHE – Year 5).

7.3 Teachers

Teachers 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

Teachers do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with their line manager.

7.4 Pupils

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

8. Parents/Carers' right to withdraw

Parents/Carers do not have the right to withdraw their children from relationships education.

Parents/Carers have the right to withdraw their children from the non-statutory components of sex education within RSHE (see Appendix 1 - Relationships and Sex Education within PSHE – Year 5).

Requests for withdrawal should be put in writing and returned to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Teachers are trained on the delivery of RSHE as part of the school's continuing professional development cycle. The headteacher will also invite visitors from outside the school, such as the school nurse, to provide support and training to staff teaching RSHE, as needed.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Headteacher and/or Subject Leader for PSHE through staff training / support, planning checks and book looks to assess the quality of RSHE and to ensure pupils are receiving education in line with this policy.

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

This policy will be reviewed by the Headteacher / Subject Leader for PSHE annually. After each review, the policy will be approved by the full governing body.

Appendix 1

Sex Education within National Curriculum Science

	Learning intentions
<u>Year 1</u>	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<u>Year 2</u>	• Notice that animals, including humans, have offspring, which grow into adults. (Children's questions should be focused on growth; they will not be expected to understand or explore how reproduction occurs.)
<u>Year 5</u>	• 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
<u>Year 6</u>	• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Relationships and Health Education within PSHE

	Learning intentions
<u>Reception</u>	• I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend
<u>Year 1</u>	• I can identify the members of my family and understand that there are different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me
<u>Year 2</u>	• I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate and I accept everyone's family is different • I know which types of physical contact I like and don't like and can talk about this • I can demonstrate how to use positive problem-solving techniques to resolve conflicts with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I am comfortable accepting appreciation from others

<u>Year 3</u>	• I can identify the roles and responsibilities of each member of my family and I can describe how taking some responsibility in my family makes me feel • I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener • I know who to ask for help if I am worried or concerned about anything online. • I can explain how some of the actions and work of people around the world help and influence my life • I can empathise with children whose lives are different to mine and appreciate what I may learn from them • I know how to express my appreciation to my friends and family
<u>Year 4</u>	• I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens • I can identify someone I love and can express why they are special to me and I know how most people feel when they lose someone or something they love • I understand that we can remember people even if we no longer see them • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend • I know how to show love and appreciation to the people and animals who are special to me
<u>Year 5</u>	• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I can recognise when an online game is becoming unhelpful or unsafe • I can identify things I can do to reduce screen time so my health isn't affected • I can explain how to stay safe when using technology to communicate with my friends

<u>Year 6</u>	• I know that it is important to take care of my mental health • I can help myself and others when worried about a mental health problem • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • I can demonstrate ways I could stand up for myself and my friends in situations where others may be trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can use technology positively and safely to communicate with my friends and family
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Relationships and Sex Education within PSHE

	Learning intentions
<u>Reception</u>	• I can name parts of the body eg. arms, legs, head, hands • I can tell you some things I can do, and food I can eat, to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to in Year 1 • I can share my memories for the best bits of this year in Reception
<u>Year 1</u>	• I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I respect my body and understand which parts are private • I enjoy learning new things • I can tell you about changes that have happened in my life
<u>Year 2</u>	• I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can tell you what I like/don't like about being a person • I understand there are different types of touch and I am confident to say what I like and don't like and can ask for help • I can identify what I am looking forward to when I move to my next class

<u>Year 3</u>	• I can express how I feel when I see babies or baby animals • I understand what a baby needs to live and grow and I can express how I might feel if I had a new baby in my family • I can explore roles within the family, discussing ideas around gender stereotypes • I can identify what I am looking forward to when I move to my next class
<u>Year 4</u>	• I appreciate that I am a truly unique human being • I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. (Parents/ carers will be informed when this lesson is due to take place; it will be taught to girls only) • I am confident enough to try to make changes when I think they will benefit me • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and can describe how to go about this
<u>Year 5</u>	• I am aware of my own self-image and how my body image fits into that; I know how to develop my own self esteem • I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice. I can begin to express how I feel about having children when I am an adult (Parents/ carers are able to withdraw their child from this lesson) • I can explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. I understand that puberty is a natural process that happens to everyone and that it will be ok for me (Parents/ carers are able to withdraw their child from this lesson) • I can describe how a boy's body changes during puberty and I can express how I feel about the changes that will happen to me during puberty (Parents/ carers are able to withdraw their child from this lesson) • I understand that sexual intercourse can lead to conception and that is how babies are usually made. I can appreciate how amazing it is that human bodies can reproduce in these ways (Parents/ carers are able to withdraw their child from this lesson) • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this

<u>Year 6</u>	• I am aware of my own self-image and how my body image fits into that and I know how to develop my own self esteem • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty (Parents/ carers will be informed when this lesson is due to take place) • I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby • I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something I don't want to • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for the changes next year