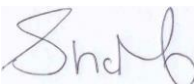




Relationships, Sex and Health Education Policy

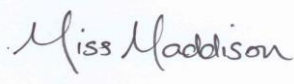
Reviewed and updated: October 2023

Next review: October 2026

Signed: 

(Chair of Governors)

Date: October 2023

Signed: ... 

(Headteacher)

Date: October 2023

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1. Aims

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

- 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
- 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
- Ensure children understand the school ethos of 'Take Care of Ourselves'

2. Statutory requirements

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.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Sir John Sherbrooke 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/stakeholder consultation – parents and any interested parties were invited to review the scheme of RSHE work and had access to the 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, 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.

At Sir John Sherbrooke we teach RSHE in a scientific and sensitive way, giving facts rather than opinions.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools, but as a school we believe it is important that in year 6 the children have access to the basic knowledge surrounding sex education to ensure they are informed before starting secondary school. Parents will always have the option to opt their child out of any sex education lessons.

Primary sex education will focus on:

- Preparing all children 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.

6. Delivery of RSHE

RSHE is taught alongside the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum as well as part of stand alone lessons. Sir John Sherbrooke follows the Kapow RSHE scheme of work, which builds up the children's RSHE understanding over the course of their 4 years at SJS. Lessons are fully inline with the curriculum expectations and appropriate for the age groups they are being delivered to.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional, when in year 6.

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

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

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board 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 RSHE (see section 8).

7.3 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 RSE

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.

Class teachers and teaching assistants who are employed at Sir John Sherbrooke Junior School have the responsibility for delivering whole class or small group RSHE lessons if required to do so.

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' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. 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 if required.

10. Monitoring arrangements

The delivery of RSE is monitored by Sally Maddison through:

- Work scrutinies,
- learning walks
- Assessment and planning scrutinies

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

This policy will be reviewed by the headteacher every two years. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum overview

Relationships, sex and health education curriculum overview

Visit <https://www.sirjohnsherbrooke.co.uk/curriculum-information/> for more information.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	- Introduction to RSE - What is family? - What are friendships? - Family and friends help and support each other - Making friends - Friendship problems - Healthy Friendships	- Introduction to RSE - Families offer stability and love - Families are all different - Managing friendships - Unhappy friendships - Valuing me - Manners & courtesy - Loss and change	- Introduction to RSE - Healthy families - Friendships - conflict - Effective communication - Learning who to trust - Respecting differences - Stereotyping	- Introduction to RSE - Respect & manners - Healthy friendships - My behaviour - Bullying - Stereotypes - Families in the wider world - Loss and change	- Introduction to RSE - Build a friend - Resolving conflict - Respecting myself - Family life - Bullying	- Introduction to RSE - Respect - Developing respectful relationships - Stereotypes - Bullying - Being me - Loss and change
Safety and the changing body	- Getting lost - Making a call to the emergency services - Asking for help - Appropriate contact - Medication - Safety at home - People who help to keep us safe	- The Internet - Communicating online - Secrets and surprises - Appropriate contact - Road safety - Drug education	- Basic first aid - Communicating safely online - Online safety - Fake emails - Drugs, alcohol & tobacco - Keeping safe out and about	- Online restrictions - Share aware - Basic first aid - Privacy and secrecy - Consuming information online - The changing adolescent body (puberty)	- Online friendships - Identifying online dangers - The changing adolescent body (puberty, including menstruation) - First aid - Drug education	- Drugs alcohol & tobacco - First aid - Critical digital consumers - Social media - The changing adolescent body (puberty, conception, birth)
Health and wellbeing	- Wonderful me - What am I like? - Ready for bed - Relaxation - Hand washing & personal hygiene - Sun safety - Allergies - People who help us stay healthy	- Experiencing different emotions - Being active - Relaxation - Steps to success - Growth mindset - Healthy diet - Dental health	- My healthy diary - Relaxation - Who am I? - My superpowers - Breaking down barriers - Dental health	- Relaxation - The importance of rest - Embracing failure - Going for goals - Taking responsibility for my feelings - Healthy meals - Sun safety	- Relaxation - The importance of rest - Embracing failure - Going for goals - Taking responsibility for my feelings - Healthy meals - Sun safety	- What can I be? - Mindfulness - Taking responsibility for my health - Resilience toolkit - Immunisation - Physical health concerns - Habits – positive and negative
Citizenship	- Responsibility - Community - Democracy	- Responsibility - Community - Democracy	- Responsibility - Community - Democracy	- Responsibility - Community - Democracy	- Responsibility - Community - Democracy	- Responsibility - Community - Democracy
Economic well-being	- Money - Career and aspirations	- Money - Career and aspirations	- Money - Career and aspirations	- Money - Career and aspirations	- Money - Career and aspirations	- Money - Career and aspirations
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						- What contributes to identity - Gender identity

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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
Caring friendships	• 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	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality, gender identity 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, racism, LGBT+phobia), 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	• 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

Appendix 3: Parent 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	