

# The Priory CE VA Primary School

*Inspiring a generation to learn, flourish and achieve in a caring, Christian community.*



## Relationships, Sex and Health Education Policy

| Relationships, Sex and Health Education Policy |                         |                       |             |
|--|-------------------------|-----------------------|-------------|
| <b>Approval</b>                                | Board of Governors      | <b>Chairman</b>       | Geoff Tabor |
| <b>Headteacher</b>                             | Paul Ruffle             | <b>Ratified</b>       |             |
| <b>Date of last review</b>                     | Sep 20                  | <b>Date of review</b> | Oct 22      |
| <b>Date of next review</b>                     | October 24<br>(2 years) | <b>Maintenance</b>    | FGB         |

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## **1. Introduction**

As a church school, the birth of Christ makes clear that the whole person (body, mind and spirit) is made in the image of God and of infinite value. At The Priory Primary School we believe that the development of the **whole person** (physically, morally, spiritually and intellectually), are fundamental to our purpose.

This development is influenced by the child's feelings towards themselves and their relationships with others. Sexuality is an integral part of everyone's personality: of what they are physically, what they feel emotionally and how others perceive them in terms of gender and expectations. The appropriate and fulfilling expression of sexuality requires elements of awe and wonder, and of discipline and self-control.

Our Relationships, Sex and Health Education policy and associated programme is planned to provide opportunities for the children to develop an understanding of, and respect for, their own and others sexuality. Key to this is developing skills which promote and maintain positive relationships and respect.

**At the Priory School, the foundation for our sex education programme is in the development of making safe choices, self-esteem and healthy relationships with others.**

## **2. Legal Requirements**

As a maintained primary school, the Priory Primary School must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#) and in line with the Department of Education's statutory guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Legally, primary schools are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. The Governing Body at the Priory School have decided to deliver Relationships *and* Sex Education as part of its Physical, Social, Health and Economic curriculum (PSHE).

This policy is consistent with the Equalities Act 2010 [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

## **3. Definitions**

**Relationships, Sex and Health Education (RSHE)** is about the emotional, social and cultural development of pupils. It does involve learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

**Relationships Education:** At Primary level the focus is on positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults (including safe online relationships).

**Sex Education:** At Primary level, the focus is how male and female bodies change during puberty and how a baby is conceived and born. At the Priory School, it is closely aligned with the human reproduction part of the Science curriculum and how bodies change over time.

**Health Education:** At Primary level the focus is on the characteristics of good physical health and mental wellbeing.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is *not* about the promotion of sexual activity.

#### **4. A Church of England School**

The legislation allows schools to teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious.

As a Church of England school, we have also adopted the following Diocese recommended resources.

##### **4.1 Charter for faith sensitive and inclusive relationships education**

The Priory School has undertaken to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*. See **Appendix 1** for the full charter, but in summary these are:

1. ***To work in partnership with parents and carers.***

Relationships education (and particularly Sex education) complements and supports the role of parents. Home/School partnerships should always be encouraged to ensure that sex education is a shared responsibility.

At the Priory School, this means that we hold annual parent information meetings on our RSHE programme and encourage open dialogue between school and home. We will always share sensitive lesson content with parents before delivering it to the children, so that any concerns about the appropriateness of the material can be discussed.

2. ***That RSHE will be delivered professionally and as an identifiable part of PSHE.***

At the Priory School, this means we have adopted the *Jigsaw* programme and follow its scheme of work. See **Appendix 2** for more details.

3. ***That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.***

At the Priory School, this means that while we value faithfulness and committed long term relationships as the basis for healthy sexual relationships in line with our understanding of Christian teaching (e.g.

marriage), we also recognise and value other family structures e.g. single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

We will acknowledge that pupils come from backgrounds that reflect differing values, cultures, religious beliefs and experiences. A significant part of our RSHE programme is that we will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

In addition, The Priory School is alive to issues such as everyday sexism, racism, misogyny, homophobia and gender stereotypes and we strive to take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled e.g. as part of the *anti-bullying* programme. Staff have an important role to play in modelling positive behaviours.

Our lesson guidelines for staff can be found in **Appendix 4**.

**4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.**

At the Priory School our RSHE programme of study is closely aligned with our *safeguarding policy* and *online safety policy*. Our PSHE curriculum will sensitively help children understand the difference between safe and abusive relationships and equip them with the skills to get help if they need it.

We also supplement our Jigsaw lessons with a resource called '*HeartSmart*' which develops empathy and emotional resilience in children. Further details can be found by visiting: <https://www.heartsmart.school/>

**5. That RSHE will promote healthy, resilient relationships set in the context of character and virtue development.**

Based on the school's core values we will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

**6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.**

At the Priory School we will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity. We have set out our planned programme of study in **Appendix 2**.

Lessons will be fact based, objective and non-judgemental. At the Priory School, Sex Education will usually be delivered by the class teacher or school nurse, but we reserve the right, on occasions, to have a female teacher lead a session with girls and vice versa.

**7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.**

PSHE lessons are planned to be fully inclusive and to ensure that every pupil will receive equal and appropriate access.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.**

#### **4.2 Valuing all God's Children**

The Priory School offers a vision of an inclusive community where everyone is a person known and loved by God, supported to know their intrinsic value. The guidance '[Valuing all God's children](#)' helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion.

No child should be bullied because of their perceived or actual sexual orientation or gender identity.

### **5. Policy Development**

In line with Government guidance, this policy was developed in consultation with staff, pupils and parents and involved the following steps:

1. Review – The Headteacher and PSHE coordinator 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 attend a meeting about the policy
4. Pupil consultation – We investigated what exactly pupils want from their RSE through the School Council and class Circle Time discussions.
5. Ratification – Once amendments were made, the policy was shared with governors and ratified.
6. Review - This policy is subject to a review by the governors every 2 years. Any significant and material changes to the policy will require a repeat of steps 1 to 5.

### **6. Policy Aims**

The aims of our RSHE Curriculum are to:

- Provide a structure and climate in which each pupil can move towards a positive self-image with a developing sense of responsibility and respect for themselves and others
- Help pupils acquire:
  - Sufficient and appropriate knowledge, skills and understanding to stay safe, to develop a healthy lifestyle and to build fulfilling and positive relationships (see **Appendix 3** for the intended statutory outcomes)
  - Positive attitudes and values such as tolerance and respect
  - Personal skills such as emotional resilience, communication and critical thinking

- Provide an appropriate and accurate language with which to talk about themselves growing and changing
- Combat ignorance, anxiety and misinformation and to educate against discrimination and prejudice and for dignity and hope
- Encourage pupils to develop positive attitudes towards all body functions, personal hygiene and related health issues
- Reassure pupils of their infinite value and self-worth as well as encouraging pupils to respect and value others
- Help pupils understand that they have rights and should have control over who touches their body and develop the ability to make informed choices, decisions, regardless of conflict and pressure (including online safety and peer on peer relationships).

## **7. Roles and responsibilities**

### **7.1 The Governing Body**

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 this policy and content is shared with all stakeholders.

The Headteacher is also 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 RSE (*see section 10*).

### **7.3 PSHE subject leader**

The PSHE subject leader is responsible for monitoring the quality of teaching in RSHE and providing the appropriate support/resources for class teachers e.g. ensuring access to Jigsaw and Heartsmart resources

The PSHE subject leader will also support the Headteacher in delivering the annual parent information workshops on the RSE content.

### **7.4 Teaching 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 RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## **7.5 Pupils**

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

## **8. Curriculum**

### **8.1 PSHE Curriculum Overview**

Jigsaw covers all areas of PSHE for the primary phase. The statutory outcomes of the PSHE programme can be found in **Appendix 3**.

At The Priory Primary School PSHE learning is structured in the following way, which means that the majority of Sex Education material is in a unit called 'Changing Me'. This takes place across the school in Summer 2 and a detailed programme of study can be found in **Appendix 2**.

| <b><i>Term</i></b> | <b><i>Unit Name</i></b> | <b><i>Content</i></b>  |
|--------------------|-------------------------|--|
| <b>Autumn 1:</b>   | Being Me in My World    | Includes understanding my place in the class, school and global community as well as devising Learning Charters      |
| <b>Autumn 2:</b>   | Celebrating Difference  | Includes anti-bullying (cyber and homophobic bullying included) and diversity work                                   |
| <b>Spring 1:</b>   | Dreams and Goals        | Includes goal-setting, aspirations, working together to design and organise fund-raising events                      |
| <b>Spring 2:</b>   | Healthy Me              | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices                |
| <b>Summer 1:</b>   | Relationships           | Includes understanding friendship, family and other relationships, conflict resolution and communication skills      |
| <b>Summer 2:</b>   | Changing Me             | Includes Sex and Relationship Education in the context of looking at change. See <b>Appendix 2</b> for more details. |

Lesson Guidelines for the delivery of RSHE units of work can be found in **Appendix 4**.

### **8.2 Links with other subjects**

RSHE principles are also relevant during:



- Computing - particularly online safety and forms of cyber bullying
- Science - Humans and other living things
- Project work - Topics which challenge stereotypes and broaden horizons e.g. suffragettes, Civil rights
- Heartsmart - Class worship
- R.E. - Celebrating religious diversity
- English - Reading a range of texts and stories from different authors and perspectives

## **9. Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include:

- family lifestyles and values
- physical and medical issues
- financial issues
- bullying
- bereavement

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **9.1 Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Equally, children of the same age may be developmentally at different stages, so highlighting some questions to the whole class may be inappropriate. We want to avoid a sexualisation of childhood. In general;

- Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Staff will always inform a colleague before speaking individually to a child on these subject areas.
- *If a child's question seems inappropriate, these should not be discussed with the whole class. . These questions will usually be referred to parents rather than answered in school. We trust our teachers to make wise decisions in this regard, but if necessary they are encouraged to refer any concerns to the Senior Leadership Team and record these concerns on the school's child protection online monitoring system (CPOMs).*

## **9.2 Parent Partnership**

The Priory Primary School wishes to promote a partnership approach between home and the school so that every child has the optimum opportunity for personal growth, development and success.

Parental support and involvement is encouraged by:

- Informing parents of the RSHE Policy. The policy was developed in consultation with parents and is shared annually as part of a parent workshop. The policy and programme details are available on our website.
- Disseminating information about the RSHE Curriculum through our half-termly curriculum newsletters.
- Staff and Local Governors are sensitive to the needs of all parents and pupils including those from religious/cultural groups, who may not feel comfortable with aspects of the sex education curriculum (see section 10).

## **10. Parents' right to withdraw from sex education**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. Alternative work will be given to pupils who are withdrawn from sex education and this will take place in another classroom / learning space.

Requests for withdrawal should be put in writing using the form found in **Appendix 5** of this policy and addressed to the headteacher. In line with Government advice, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher has a duty to point out the potential social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Following these discussions, the Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in school, other as part of the science curriculum. There is no right to withdraw from Relationships Education or Health Education.

## **11. Monitoring arrangements**

The delivery of RSHE is monitored by PSHE subject leader through:

- Staff discussion
- Monitoring of planning
- Pupil surveys and School Council feedback
- Annual parent workshop
- Personal development, attitude and behaviour of the pupils around school (which is a core responsibility of SLT)

The governing body monitors the Sex Education Policy every 2 years.

The governors give serious consideration to any comments from parents about the RSHE programme, and make a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RSHE programme that is taught in school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

### **11.1 Complaints Procedure**

If you have any cause for concern about the Relationships, Sex and Health Education Policy, please come into the school to resolve the problem as soon as possible with the class teacher initially and if necessary the Headteacher. In the unlikely event that the concern cannot be dealt with, the complaints policy should be followed.

### **12. Policy Version History**

| <b>Date</b>    | <b>Comments / Reviewed:</b>   |
|----------------|---|
| June 2018      | No previous policy.<br><br>Sex Education policy written by PSHE lead, Jenna Kelly and Headteacher, Paul Ruffle using Jigsaw and Diocese model templates.<br><br>Teaching material was consulted with staff and parents via a series of workshops.   |
| September 2020 | Relationships, Sex and Health Policy rewritten by Headteacher, Paul Ruffle following the introduction of the statutory Relationships Curriculum.<br><br>A thorough consultation took place with all stakeholders and the policy shared with Jeff Williams at Winchester Diocese, before final ratification at a Full Governing Body meeting in Sept 2020. |
| October 2022   | Policy reviewed as part of the 2 year cycle, by Headteacher P Ruffle.<br><br>No substantive changes.  |

## **RSHE Policy Appendix 1 - Church of England RSHE Charter**

### **A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)**

At the Priory Church of Engalnd Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who

have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

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*[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.*

*[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.*

## **RSHE Policy Appendix 2 - Sex Education Curriculum Content ('Changing Me' unit)**

The grid below shows the specific content for each year group in the 'Changing Me' units of work. This is delivered in Summer 2 each year, following a parent information workshop where the actual lesson slides and resources are shared with parents in advance.

| <i>Year Group</i> | <i>Lesson Name</i>                                       | <i>Lesson Content</i><br><i>'Pupils will be able to...'</i>   |
|-------------------|--|---|
| 1                 | Boys' and Girls' Bodies                                  | <ul style="list-style-type: none"> <li>● identify the parts of the body that make boys different to girls and use the correct names: penis, testicles, vagina</li> <li>● respect my body and understand which parts are private</li> </ul>  |
| 2                 | Boys' and Girls' Bodies                                  | <ul style="list-style-type: none"> <li>● recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</li> <li>● tell you what I like/don't like about being a boy/girl</li> </ul>   |
| 3                 | How Babies Grow  | <ul style="list-style-type: none"> <li>● understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>● express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>● express how I might feel if I had a new baby in my family</li> </ul> |
| 4                 | Inside and Outside Body Changes<br><br>Girls and Puberty | <ul style="list-style-type: none"> <li>● understand that girls and boys bodies need to change so that when they grow up their bodies can make babies.</li> <li>● identify how boys and girls bodies change on the outside during this growing up process.</li> <li>● 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</li> </ul>        |

|   |   |   |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>● Learn strategies to cope with these changes I will experience during puberty</li> </ul>  |
| 5 | <p>Puberty for Boys and Girls</p> <p>Conception</p> <p>Having a baby</p>                | <ul style="list-style-type: none"> <li>● Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>● identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>● express how I feel about the changes that will happen to me during puberty understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> <li>● understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>● understand that sometimes people need IVF to help them have a baby</li> <li>● appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul> |
| 6 | <p>Puberty for Boys and Girls</p> <p>Babies - Conception to birth</p> <p>Attraction</p> | <ul style="list-style-type: none"> <li>● explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>● describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>● recognise how I feel when I reflect on the development and birth of a baby</li> <li>● reflect on how I feel about asking the questions and about the answers I receive</li> <li>● understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> </ul>  |

## RSHE Policy Appendix 3 - RSHE Statutory Curriculum

The Government [RSHE guidance](#) document states that by the end of primary school pupils should know:

| Topic                                 | 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 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> |
| 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> </ul>  |



|                      |   |
|----------------------|---|
|                      | <ul style="list-style-type: none"> <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> |
| 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> <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>  |
| 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 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> </ul>   |

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

## **RSHE Policy Appendix 4 - RSHE Lesson Guidelines for Staff**

The following guidelines will be followed for RSHE lessons.

1. Lessons will be mainly undertaken by the class teachers in conjunction with appropriate external agencies where applicable (e.g. school nurse team).
2. The views of parents will always be considered.
3. Ground rules for Relationships and Sex Education will be developed with the whole class each year, referred to regularly and the pupils encouraged to do so. This will need to include the agreement, as a class, not to ask personal questions. The school will use the Jigsaw Charter:
  - We take turns to speak.
  - We use kind and positive words.
  - We listen to each other.
  - We have the right to pass.
  - We only use names when giving compliments or when being positive.
  - We respect each other's privacy (confidentiality)
4. Staff will use distancing techniques such as anonymous questions, case studies and problem pages to help pupils avoid personalising issues.
5. Adults leading sessions should admit if they do not know the answer and find out the answer later.

**RSHE Policy Appendix 5 - Parent Form: Request to withdraw from non-statutory Sex Education in RSHE**

| <b>To be completed by parents</b>   |  |              |  |
|---|--|--------------|--|
| <b>Name of child</b>  |  | <b>Class</b> |  |
| <b>Name of parent</b>   |  | <b>Date</b>  |  |
| <b>Reason for withdrawing from sex education within relationships and sex education</b> |  |              |  |
|   |  |              |  |
| <b>Any other information you would like the school to consider</b>                      |  |              |  |
|   |  |              |  |
| <b>Parent signature</b>   |  |              |  |

| <b>To be completed by the school</b>               |  |
|--|--|
| <b>Agreed actions from discussion with parents</b> |  |
| <b>Signed &amp; Dated:</b>                         |  |