



Ashdon Primary School

Relationships, Sex & Health Education Policy

Date adopted by
Governing Body:

March 2021

Next Review:

March 2023

SAFEGUARDING STATEMENT

Ashdon Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” Children Act 1989.

This policy plays an integral part in our aim to safeguard the children and ensure their wellbeing in order to promote optimum development.

1. Aims

The aims of Relationships, Sex & 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
- Build on the school’s ethos of “Caring, Challenging and Celebrating” throughout lessons.

2. Statutory requirements

As a maintained primary school we must provide Relationships & Health Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide Sex Education, but we have chosen to cover 2 areas of learning that are outlined in section 5 of this policy.

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](#).

At Ashdon Primary School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – teachers 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 were sent a copy of this policy and given an opportunity to respond.
4. 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.

5. Curriculum

Our curriculum is based upon the Government statutory guidance that all primary schools must follow. The legal curriculum coverage is outlined in Appendix A of this policy. Elements of this curriculum coverage are complemented by the science and computing (online safety) curriculums, which also have a statutory status.

In addition to the statutory requirements, schools are free to choose to offer Sex Education to primary school-aged pupils. The 2 non-statutory aspects of Sex Education that our school has chosen to cover in Year 5 & 6 are:

- a) Conception
- b) Pregnancy and birth

For a more detailed overview of our curriculum coverage for each please refer to Appendix 2 of this policy. The non-statutory Sex Education elements are clearly marked in a red font, all other elements are statutory. As we have mixed-aged classes, we have decided to organise the curriculum over a 2-year cycle (Year A and Year B), so a child will cover all aspects for their age range by the time they move up to their next class.

Children in Early Years Foundation Stage (EYFS) will not be directly following the curriculum coverage outlined in Appendix 2, although they may join their peers from Year 1 and Year 2 for some elements of their learning. The learning opportunities provided will align with learning goals found in the Foundation Stage Statutory Framework, i.e. within the Personal, Social and Emotional Development prime area, the health and self-care learning goal of the Physical Development prime area and the people and communities learning goal of the Understanding of the World specific area. This will help them prepare for the RSHE curriculum once they reach Key Stage 1.

6. Parents' right to withdraw

Parents do not have the right to withdraw their children from the statutory science and Relationships, Sex & Health Education curriculum coverage.

Parents do have the right to withdraw their children from the non-statutory components of Sex Education that are typed in a red font in Appendix 2.

Requests for withdrawal from these elements of Sex Education, 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 the non-statutory Sex Education components.

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 non-statutory/non-science components of RSHE (see section 6).

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/non-science components of RSHE

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

7.4 Pupils

Pupils are expected to engage in RSHE (as in all other subjects) and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Training

Staff are trained on the delivery of RSHE as part of their continuing professional development.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Headteacher and/or subject lead through:

- Planning scrutiny
- Learning walks
- Lesson observations
- Pupil Perceptions

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

This policy will be reviewed by teaching staff and subsequently approved by the Governing Body.

Signed: _____ (Chair of the Governors)

Date: _____

Appendix 1: Government statutory requirements: By the end of primary school pupils should know

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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), 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
------------------	---

<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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).
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<p>Health and prevention</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
<p>Basic first aid</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.
--------------------------	--

Appendix 2: Our school RSHE curriculum coverage

Class 1 (Years 1 & 2) - YEAR A
Family and relationships
Introduction to RSHE and setting ground rules
What is family?
Families offer stability and love
Families are all different
What are friendships?
Recognising other peoples' emotions
Other peoples' feelings
Working with others
Friendship problems and how to overcome them
Healthy friendships
How to deal with unhappy friendships
Introduction to manners and courtesy
Introduction to change and Loss
Stereotyping – gender

Safety and the changing body
Communicating safely and effectively with adults at school
Communicating safely and effectively with adults outside of school
What to do if I get lost
Making a call to emergency services
Introduction to the internet
Communicating online - not sharing personal information
Appropriate contact - acceptable and unacceptable physical contact
The difference between secrets and surprises
My Private Parts - the concept of privacy and the correct vocabulary for these
<i>(vocabulary: penis and vulva)</i>
My private parts are private - safe and unsafe touches
<i>(vocabulary: penis, vulva, testicles)</i>
Safety with substances - what should and shouldn't go on or in the body
Safety with medicines
Safety at home - potential hazards in the home
People who help to keep us safe in our local community
Road Safety 1
Road Safety 2

Economic wellbeing
Introduction to money
Looking after money
Banks and building societies
Saving and spending
Jobs in school

Transition
Transition lesson

Class 1 (Years 1 & 2) - YEAR B**Health and wellbeing**

Introduction to RSHE and setting ground rules (see Family unit)
Understanding my feelings
What am I like? - identifying strengths and qualities
Ready for bed - effects of good quality sleep
Relaxation - laughter and progressive muscle relaxation
Hand washing & personal hygiene
Sun safety
Allergies
People who help us stay healthy
Experiencing different feelings
Being active
Relaxation - breathing exercises
Steps to success - setting achievable goals
Growth mindset - overcoming difficulties
Healthy diet
Looking after our teeth

Citizenship

Rules
Rules beyond school
Caring for others: Animals
The needs of others
Our school environment
Our local environment
Similar, yet different
Belonging
Job roles in the community
Similar yet different – my local community
Democratic decisions
School council
Giving my opinion

Economic wellbeing

Where money comes from
Needs and wants
Wants and needs
Looking after money
Jobs

Transition

Transition lesson

Class 2 - YEAR A

Family and relationships

Introduction to RSHE and setting ground rules
Healthy families
Friendship - conflict and resolution
Friendship - conflict v bullying
Effective communication to support relationships
Learning who to trust
Stereotyping - in everyday life
Where do stereotypes come from?
Respect and manners
Healthy friendships - physical and emotional boundaries
How my behaviour affects others
Bullying - the effects of bullying and the responsibility of the bystander
Stereotypes - in fictional characters
Stereotypes - negative effects of
Families in the wider world - respecting differences
Change and loss – bereavement

Safety and the changing body

Emergencies and calling for help
Basic first aid - bites & stings
Basic first aid – asthma
Communicating safely online
Cyberbullying
Fake emails
Internet safety - age restrictions
Internet safety - share aware
Privacy and secrecy - the difference between the two
Consuming information online - being a discerning consumer of online information
Making choices for myself
Who and what can influence my decisions and how to make the right choices for me
<i>(there is an optional scenario which features a character being persuaded to try some alcohol whilst at a friend's house)</i>
Tobacco - the risks of smoking
Growing up - that the changes from being a child to an adult is called puberty
Introduction to puberty
<i>(vocabulary: breasts, genitals, penis, testicles)</i>
Road safety

Economic wellbeing

Ways of paying
Budgeting
How spending affects others
Impact of spending

Transition

Transition lesson

Class 2 - YEAR B**Health and wellbeing**

Introduction to RSHE and setting ground rules (see Family unit)
My Healthy diary - physical activity, rest and diet
Relaxation – stretches
Relaxation – visualisation
Wonderful me!
My superpowers
Breaking down problems
Celebrating mistakes
My role - my strengths and helping others
My happiness
Emotions
Mental health
Diet and dental health
Looking after our teeth

Citizenship

Rights of the child
Rights and responsibility
What are human rights?
Recycling
Caring for the environment
Local community groups
Community
Charity
Contributing
DiveRSHE communities
Local democracy
Local councillors
Rules

Economic wellbeing

Spending choices
Keeping track of money
Looking after money
Jobs and careers
Gender and careers
Influences on career choices
Jobs for me

Transition

Transition lesson

Class 3 - YEAR A	
Family and relationships	
Introduction to RSHE and setting ground rules	
Build a friend - what makes a good friend	
Friendship skills	
Marriage - different types of marriage and the history of marriage	
Respecting myself	
Respect - how this can we gained and lost	
Developing respectful relationships	
Family life	
Bullying - the effects of bullying and what might motivate a bully	
Stereotyping - how attitudes to gender have changed over time	
Stereotyping and discrimination	
Challenging stereotypes	
Different types of stereotyping	
Resolving conflict - negotiation and compromise	
Change and loss - the emotions relating to grief	

Safety and the changing body	
Online friendships	
Staying safe online	
Critical digital consumers	
Social media	
Puberty	
<i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, labia, penis, bladder, testicle, sperm, duct, scrotum, breasts, nipples, menstruation)</i>	
Menstruation	
<i>(vocabulary: menstruation, egg, ova, ovaries, fallopian tube, uterus, womb, sanitary products (towels, tampons, period pants, cups), voice breaking, erections, wet dreams, ejaculation)</i>	
Emotional changes in puberty	
Physical and emotional changes of puberty	
<i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples)</i>	
Conception <i>(parents/carers have the right to withdraw their child from this lesson)</i>	
<i>(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercouRSHE)</i>	
Pregnancy and birth <i>(parents/carers have the right to withdraw their child from this lesson)</i>	
<i>(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercouRSHE, relationship, pregnancy, commitment, baby, love, care)</i>	
Drugs, alcohol and tobacco - understanding the influence others can have on us	
<i>(includes cigarettes and alcohol)</i>	
The risks associated with alcohol	
First Aid – bleeding	
First Aid – choking	
Basic life support	

Economic wellbeing	
Borrowing	
Income and expenditure	
Risks with money	
Prioritising spending	
Stereotypes in the workplace	

Transition	
Transition lesson	

Class 3 - YEAR B**Health and wellbeing**

Introduction to RSHE and setting ground rules (see Family unit)
Relaxation - yoga
Relaxation - mindfulness
The importance of rest
Healthy meals
Sun safety
Taking responsibility for my health
Resilience toolbox
The facts about immunisation
Physical health concerns - where to get help
Embracing failure
Going for goals
What can I be? - setting long term goals
Taking responsibility for my feelings
Habits - positive and negative

Citizenship

Breaking the law
Rights and responsibilities
Human rights
Protecting the planet
Food choices and the environment
Contributing to the community
Caring for others
Pressure groups
Prejudice and discrimination
Valuing diversity
Parliament
National democracy

Economic wellbeing

Attitudes to money
Keeping money safe
Gambling
What jobs are available?
Career routes

Identity

What is identity?
Gender identity?
Identity and body image

Transition

Transition lesson
