

Chase Lane Primary School & Nursery Unit

Relationships Health and Sex Education policy



Main Author

Reviewed by Curriculum Committee

Ratified by Full Governing Body

Next review

Mr Colin Jeffery

9th March 2021

26th March 2021

March 2024

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1. Aims

The aims of relationships health and sex education RHSE at our school are to:

- Ensure children have a secure understanding of the community in which they live and how they are part of it.
- Develop children's respect of the choices different people are allowed to make.
- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development.
- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health.
- 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.

It is important to note that children are not taught to be a certain way or hold certain beliefs. This is for families and children to decide. Chase Lane values its diversity immensely and celebrates all of the community and children as individuals. It is this very celebration that truly defines us.

The aims listed further promote the school's values of respect, trust, equality, resilience, engagement and honesty.

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 are not required to provide sex education but we do need to teach the elements contained in the science curriculum. This includes knowledge of the human body and its organs. However, Chase Lane believes that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching some aspects of sex education. This will include conception and how this produces a baby.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

At Chase Lane we teach RHSE 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 – The headteacher pulled together all relevant information including relevant national and local guidance to revise our current policy.
2. Version 1 of this policy was shared with the governing body not for ratification but information of intent and consultation.

3. Staff consultation –school staff were given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation – parents and any interested parties were invited to consult the policy – due to the COVID-19 pandemic this was done via parents given the opportunity to give written feedback and a parent working party to agree any amendments to the policy.
5. In addition to the policy, the content of the intended curriculum was shared with relevant year groups. Year 1 and 2 content shared with year 1 and 2 parents, and likewise for years 3/4 and years 5/6.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity including different family structures and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values. A particular focus throughout Chase Lane is made with healthy online relationships in light of the ever-increasing use of social media among children and their families. In exploring such issues, children are taught about the society in which they live and this is achieved by imparting knowledge 'of' as opposed to 'how to be'. This helps children to have an awareness of the world around them and develop a secure understanding and respect for the beliefs of others.

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, 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. If questions asked are considered beyond the content of the curriculum delivered, children will be encouraged to discuss their questions with their family.

Chase Lane believes that the resources provided by 1Decision best reflect our school ethos and meet the needs of our children, context and wider school community. Further details of which can be found in appendix 1.

Primary sex education will focus on:

- Using the correct anatomical language for genitalia see Appendix 1
- How a baby is conceived and born (Year 6) – Please note this is not new and has been taught at Chase Lane for many years in year 6

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

6. Delivery of RHSE

RHSE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of RHSE are taught within the science curriculum and during Year 6 conception lessons.

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

In terms of sex education in Year 6, this will focus on conception, where babies come from and the correct anatomical language for genitalia.

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The subject matter in years 5 and 6 in Health and conception education can be quite sensitive. Due to this teaching will be done so in single sex arrangements. The content is summarised below:

- Year 5 health lessons about pubescent changes in the body will be taught with boys and girls separately.
- Year 6 conception lessons will also be taught with boys and girls separately.
- In addition, year 6 children will also see the materials from year 5 so that the boys have a greater understanding of the girls and vice versa. This will again be taught in single sex arrangements

For more information about our RHSE 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, LGBTQ+ 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).

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structures. For example, you may come across families who have a mummy and a daddy, families who have one mummy or daddy, families that have two daddies or families that have two mummies. In all of these families, the adults have chosen to live together or apart, sometimes they get married and sometimes they choose to bring up children. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

The Equality Act 2010 covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. Chase Lane will ensure that at every level, in all of its work and throughout all aspects of the school community and its life, everyone will be treated equally. The school's Equality Policy summarises its approach in ensuring equality for all.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from specific Year 6 conception lessons.

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from specific Year 6 conception lessons.
- Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching specific Year 6 conception lessons are encouraged to discuss this with Colin Jeffery (Headteacher), Natasha Harper (Deputy Headteacher), Sara Butt (Assistant Headteacher) or Margaret Medhurst (PSHE/RHSE Lead)
- The school's PHSE education lead is Margaret Medhurst
- The school's SENDco's are Marianne McKiernan and Mel Ableson
- The school's staff well-being Lead is Jack Wingrove
- The school's children's well-being lead is Christian Hill
- The school's Safeguarding Lead is Colin Jeffery

7.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, 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 specific conception lessons taught in Year 6 (not the Science curriculum), but only following a conversation with Colin Jeffery (Headteacher) or Natasha Harper (Deputy Head).

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

Alternative work will be given to pupils who are withdrawn from specific conception lessons in Year 6.

9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response. On occasions children ask questions that should not be answered based on the child's age and what is deemed appropriate. In such scenarios, children will be told 'you will learn about that in year X' or 'that is an interesting question that you could share with an adult/parent/carer at home.'

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, encouraging children to write their questions privately to give to the teacher to be answered later or in collaboration with the parents or referring to another more senior member of staff. Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

10. Training

Staff will be trained on the delivery of RHSE either as part of their induction or as part of a planned programme of professional development.

The headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHSE.

11. Monitoring arrangements

The delivery of RHSE is monitored by Margaret Medhurst (PSHE/RHSE Lead) through:

Learning Walks

Planning Scrutinies

Pupil interviews

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

This policy will be reviewed by Colin Jeffery (headteacher) and Margaret Medhurst (PSHE/RHSE Lead) annually. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map
Relationships and sex education curriculum map

<u>RHSE Key stage 1</u>	
<u>Year 1 will learn about...</u>	
<p>Respectful Relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships. Activities include Who/What is special to me?</p> <p>Caring Friendship (R) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Activities will include Design the Perfect Friend and Rules for being a good friend.</p>	<p>Internet safety and harms (H) How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online, the importance of keeping personal concerns and where to get support with issues online. That the internet can also be a negative place where bullying and harassment can take place, which can have a negative impact on how it makes us feel. Activities include thinking about What is kind? and online rules to stay safe.</p>
<p>Mental Wellbeing (R) 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. Activities including understanding different feelings including strengths, focusing on positive emotions.</p>	
<u>RHSE Key stage 1</u>	
<u>Year 2 will learn about...</u>	
<p>Respectful Relationships (R) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.</p> <p>Caring Friendship (R) 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. Activities include recognising different facial expressions and reading body language.</p>	<p>Online Relationships (R) That people sometimes behave differently online, including pretending to be someone they are not. That the same principles apply to online friendships as to face-to-face friendships, including the importance of respect for others online including when we are anonymous. How information and data is shared and used online. Activities include online sharing rules for staying safe.</p>
<p>Caring Friendships (R) That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Mental Wellbeing (R) 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. Activities focus on ways to control and deal with anger.</p>	

RHSE Key stage 2

Year 3 will learn about...

Being Safe (R)

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 understanding the differences between appropriate and inappropriate contact. Activities include naming body parts (including penis and vagina), understanding what a healthy relationship is, and discussions about what we can do if we feel we are being disrespected or feel someone is being unkind to us.

Online Relationships (R)

Where and how to report concern and get support with issues online. That for most people the internet is an integral part of life and has many benefits. Discuss 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. Activities focus on making friends online and how to respond, and computer safety rules.

Mental Wellbeing (R)

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 benefits of hobbies and interests. Activities deal with grief and words and memories to help, understanding a range of emotions and feeling and learning to manage them.

RHSE Key stage 2

Year 4 will learn about...

Families and people who care for me (R)

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 (R)

How to recognise who 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.

Being Safe (R)

How to report concerns, and the vocabulary and confidence needed to do so. Activities focus on healthy and unhealthy relationships, who can we tell, and understand what is appropriate and inappropriate.

Internet safety and harms (H)

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. Understand that the internet can also be a negative place where bullying and harassment can take place. Activities look at the positives and negatives of the internet, an online bullying guide and how to cope with online bullying.

Mental Wellbeing (H)

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.

RHSE Key stage 2

Year 5 will learn about...

Changing Adolescent Body (H)

Key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. Activities include the male and female body, coping with puberty and responding to worries about body changes.

Internet safety and harms (H)

About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative online content on their own and others' mental and physical wellbeing. How to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private. Activities focus on image sharing and computer safety.

Caring Friendships (R)

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. Activities focus on healthy and unhealthy anger and how to cope and deal with a range of feelings and emotions.

RHSE Key stage 2

Year 6 will learn about...

Sex Education

Activities focus on the Conception, Female and Male Reproductive System and The Stages of Pregnancy.

Being Safe (R)

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. Activities deal with making friends online, age restrictions, and computer safety.

Mental Wellbeing (H)

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. Simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Activities focus on worries and other feelings and emotions and how to cope and deal with them.

Appendix 2: 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"> • 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	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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	<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	<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

Appendix 3: Parent form: withdrawal from year 6 conception lessons within RHSE

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	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom