**Bradway Primary School**

**Relationships, Sex and Health Education (RSHE) Policy**



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| **Approved:** 27th September 2021 |  |  |
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This policy will be reviewed by [TBC]. At every review, the policy will be approved by [TBC].

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# 1. Introduction

# At Bradway Primary School we believe that a well-rounded education places effective personal development at its heart. This policy outlines our commitment to providing effective Relationships, Sex and Health Education for all pupils, in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements. RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life.

# Bradway Primary School will implement this policy and will adapt to meet the needs of individual contexts, cohorts and individuals. It will be taught in an age-appropriate manner throughout school.

# 2. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

RSHE is about knowing how to keep yourself safe, managing risk and peer-pressure.

RSHE is not about the promotion of sexual activity. It prepares children for adolescence and provides factual information about how babies are conceived.

# 3. Aims/Intent

The overarching aim of relationships, sex and health education (RSHE) at our school is to help children be happy, healthy and safe, now and in the future. We hope to achieve this by:

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| * Providing children with the building blocks needed to develop **positive and safe relationships within their families** and **appreciate that families can be diverse and change.**
 |
| * Helping children to **develop an understanding of the** **importance and complexities of friendship, in order to build healthy friendships**.
 |
| * Enabling children to **recognise their place within a range of communities** and how **they can** **contribute to a happy and fair world**.
 |
| * Encouraging children to **understand,** **talk about and manage their feelings**, **developing** **positive mental wellbeing and empathy** for others.
 |
| * Teaching children how **to stay physically healthy through diet, exercise and hygiene** and helping them learn how **to identify and manage potential dangers and risks** to their health.
 |
| * Helping children understand **how and why they will change physically and emotionally** over time.
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4. 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.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

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

# 5. Policy development

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

Review – a working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to read the policy, and ask questions or make suggestions about the RSHE curriculum.

Ratification – once amendments were made, the policy was shared with governors and ratified

# 6. 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, staff and governors, 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 will usually be taught in Y6, and will focus on:

* Preparing boys and girls for the changes that adolescence brings
* How a baby is conceived and born

# 7. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions.

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).

Our school’s RSHE programme is underpinned by a good understanding of pupils’ backgrounds, including faith and cultural backgrounds, and teachers will take this into account when covering issues which may be considered sensitive. In such cases, extra provisions may be put in place, such as sharing resources with a parent/carer before a lesson, or adapting the lesson to include discussions around cultural similarities and differences.

Positive relationships between school, parents/carers and the local community form the foundations for teaching of these subjects. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the needs of the pupil, prior to the session.

We implement our curriculum as below:

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| 1 | Our RSHE curriculum is an integral part of our curriculum and follows the Sheffield Primary RSHE curriculum. Incorporating existing structures, such as ‘Philosophy for Children’ will enhance the curriculum. |
| 2 | Lessons are built on an engaging ‘hook’, such as a picture book, video or image; by using narrative or visual catalysts, the lessons are inclusive of all children. |
| 3 | Each lesson is designed to promote discussion around a key question enabling children to develop a deep and nuanced understanding of the topics discussed; children are encouraged to question, in order that they will become adults who feel empowered to make their own decisions around issues of interpersonal relationships, morality, health and wellbeing. |
| 4 | Teachers will be flexible in their approach and wherever appropriate, tangents will be followed and children given opportunities to share their own thoughts and hear those of others. P4C sessions may be used to provide pupils with RSHE time to further explore issues and concepts that arise from sessions. |
| 5 | Lessons are thoughtfully sequenced, building on and referring back to previous lessons to help the children commit learning to their long term memory and include opportunities to read around the topic to develop their knowledge further. The lessons in each phase link together, allowing a clear progression from year to year. |
| 6 | RSHE teaching should celebrate diversity and promote inclusion. School staff are mindful that their own opinions and faith may not be the same as those in our community. It is important to balance the right of people to their own beliefs with the right of people to be free from discrimination. |
| 7 | Teachers should challenge closed-mindedness and bigotry at every opportunity, but should do so with understanding and explanation, rather than dogma and chastisement. |
| 8 | Considering the cultural and religious aspects of their class, and considering their pupils’ wellbeing, teachers should cover sex education in year 6 if appropriate; parents should be consulted and have the right to request that their child be withdrawn from some or all sex education lessons. |

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# 8. Roles and responsibilities

8.1 The governing board

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

8.2 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 components of RSHE (see section 8).

8.3 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 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.

Sarah Shaw is responsible for RSHE teaching in school.

8.4 Pupils

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

# 9. Parents’ right to request to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE (other than sex education in the National Curriculum as part of science), but **not** from relationships or health education.

If a parent wishes to request to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the headteacher using the form found in Appendix 3 of this policy. The headteacher will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child’s class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RSHE.

Please note: the DfE are clear that SEND should not generally be a consideration for withdrawal. As outlined in section 7, learning will be tailored to be inclusive of needs of all pupils.

# 10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development.

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 necessary.

# 11. Monitoring arrangements

The delivery of RSHE is monitored by Sarah Shaw, RSHE lead, through:

planning scrutiny;

learning walks;

interviews with pupils.

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

# Appendix One – RSHE Curriculum Coverage

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|  | **RSHE Coverage**  |
| **Year 1** | All year groups to cover:* Family
* Friends
* Community (including online safety)
* Mental Wellbeing
* Physical Health
* Growing up
 |
| **Year 2** |
| **Year 3** |
| **Year 4** |
| **Year 5** |
| **Year 6** |
| **Key Stage 1** |  |
| **Key Outcome Questions** |
| **Year 1** | **Year 2** |
| 1. Who is my friend?
2. How do I help my body stay healthy?
3. Where do feelings come from?
4. How do I decide what to eat?
5. Who’s in my family?
6. Screen time
7. What makes a good friend?
8. Should friends tell us what to do?
9. What helps me to be happy?
 | 1. How can we make a happy school?
2. Who lives in my neighbourhood?
3. Online strangers
4. How do we stop bullying?
5. Personal information
6. Do families always stay the same?
7. How should families treat each other?
8. How do we stop getting ill?
9. When should I say no?
10. Who owns my body? I do!
11. How bodies change as we get older (link with science)
12. Fake News
13. Who am I?
14. How can I stay safe?
15. What makes a boy or girl?
16. Are all families the same?
 |

**Key Stage 2**

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| **Key Outcome Questions** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 1. What makes a good friend?
2. Online strangers
3. Sharing Online
4. Do families always stay the same?
5. Are all families like mine?
6. How do I manage my feelings?
7. How do I keep my body healthy?
8. How do I get a healthy diet?
9. Friendship Online
10. Personal Information
11. How do I stop getting ill?
 | 1. Are all friends the same?
2. Are friendships always fun?
3. Are we happy all the time?
4. How do we make the world fair?
5. Where do you feel like you belong?
6. How can we help the people around us?
7. Digital Media
8. Verifying content and echo chambers
9. How should we treat people who are different?
 | 1. Why do some people get married?
2. Are families ever perfect?
3. Control and consent
4. Protecting our identity
5. What makes a close friend?
6. Does everybody have the same feelings?
7. Can we be different and still be friends?
8. Should friends tell us what to do?
9. Is there such a thing as the perfect body?
10. Meeting strangers online
11. Personal Information, terms and conditions
12. Should we be happy all the time?
13. Why do we argue?
14. How can I stay fit and healthy?
15. Can I avoid getting ill?
16. Who am I?
17. Is there such a thing as a normal family?
18. Why are some people unkind?
19. Analysing Digital Media
20. What is Menstruation?
 | 1. Bias
2. Echo Chambers
3. What are stereotypes?
4. How do I accept my friends for who they are?
5. What is prejudice?
6. What is the history of prejudice?
7. What should I do if I encounter prejudice?
8. How do plants and animals reproduce? (N.B. Taught through science – does not include sexual intercourse)
9. How can I be a great citizen?
10. Why is money important?
11. Why do some people take drugs?
12. Where should I get my health information?
13. How do I save a life?
14. Does the internet make us happy?
15. Who belongs in our country?
16. What does it mean to be British?
17. How will my body change as I get older?
18. How will my feelings change as I get older?
19. How will I stay clean during puberty?
20. **Optional** lesson on sexual reproduction
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# Appendix Two – RSHE Skills Progression

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| **FoundationStage** | **Understanding the World** | Personal, Social and Emotional Development | * **ELG: Self-Regulation** Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly
* **ELG: Managing Self** Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
* **ELG: Building Relationships** Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’ needs. |
| Understanding the World | * **ELG: Past and Present** Talk about the lives of the people around them and their roles in society
* **ELG: People, Culture and Communities** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
 |
|  **RSHE Intent 1****Develop** **positive and safe relationships within their families and appreciate they are diverse and can change** |
| Year 1/2 | Year 3/4 | Year 5/6 |
| * Understand own family
* Know that we should feel safe and receive kindness when with our families (although not everyone does)
* Understand that families change
* Practice saying no (consent)
* Know how to report concerns
* Understand that families are diverse.
 | * Understand that families can change (including bereavement)
* Appreciate that there are cultural differences between families in their communities.
* Know that boys and girls should be treated equally.
 | * Discuss the reason why people get married.
* Learn how to disagree and listen to opposing views with respect
* Understand that families are highly varied and that the differences between people should be accepted and celebrated.
 |
| **RSHE Intent 2****Understand the importance and complexities of friendship, in order to build healthy friendships**. |
| Year 1/2 | Year 3/4 | * Year 5/6
 |
| * Learn how to be a kind friend
* Identifying the features of good friends
* Identify ‘bossy’ friendships
* Identify bullying
 | * Choose healthy friendships
* Understand that friends are diverse
* Learn how to resolve conflict
 | * Appreciate the ongoing complexities of close friendships
* Celebrate difference
* Identify manipulation tactics
* Learn to stand up for our own interests
* Identify and challenge bullying and stereotypes
* Accept and celebrate difference
* Begin to understand gender identity and sexual orientation
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| **Intent 3**Recognise **their place within a range of communities** and how they can **contribute to a happy and fair world**. |
| Year 1/2 | Year 3/4 | Year 5/6 |
| * Contribute to a happy school
* Consider their wider community
* Understand the equality of expectations for boys and girls
* Learn about gender (boys, girls and non-binary people)
 | * Consider their place within a happy and fair world
* Explore feelings of belonging
* Learn how to contribute to society
 | * Understand the history of prejudice and discrimination
* Learn how to stand up to prejudice
* Learn about impairments and the way to treat disabled people with respect
* Understand the importance of money and how to use it wisely
* Explore the inequalities created by unequal distribution of wealth
* Explore ‘What does it mean to be British?’
 |
| **Intent 4**Understand, talk about and manage their feelings, developing positive mental wellbeing and empathy for others. |
| Year 1/2 | Year 3/4 | Year 5/6 |
| * Talk about feelings
* Consider the range of moods that we experience
* Resolve arguments
* Begin to gain a sense of self
 | * Manage feelings
* Understand the causes and barriers to our own happiness

  | * Develop empathy for other people in the world
* Understand mental wellbeing
* Resolve conflicts
* Understand the causes of our emotions
* Explore self-identity
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| **Intent 5**Learn how to stay physically healthy through diet, exercise and hygiene and identify and manage potential dangers and risks. |
| Year 1/2 | Year 3/4 | Year 5/6 |
| * Learn how to exercise
* Identify healthy foods
* Learn how to keep clean
* Identify and avoid dangers
 | * Appreciate the importance of exercise
* Appreciate the importance of a healthy diet
* Understand issues relating to hygiene and illness
 | * Critique beauty standards and expectations and the effect these have on mental health
* Understand that we need to balance long term happiness with short term enjoyment
* Have a thorough understanding of diet and exercise
* Appreciate the significance to health of hygiene and illness
* Learn about the dangers of drugs, alcohol and tobacco
* Learn how to verify health information
* Identify and manage hazards and risks
* Learn key life-saving skills
 |
| **Intent 6**Understand **how and why they will change physically and emotionally** over time. |
| Year 1/2 | Year 3/4 | Year 5/6 |
| * Learn how our bodies change over time (Linked to science)
 | * Be able to access information about periods should they need to
 | **Puberty*** Understand physical changes including identifying body parts
* Understand emotional changes
* Understand the importance of hygiene during puberty
* Understand the process of menstruation

**Optional*** Learn how sexual reproduction can lead to childbirth
 |

# Appendix Three – 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 |
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| Agreed actions from discussion with parents |  |
|  |  |