



Dunton Green Primary School

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# **Relationships Education, Relationships and Sex Education and Health Education Policy (RHSE)**

**Approved by:** FGB

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## 1. Aims

The aims of Relationships and Sex Education (RSE) 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Dunton Green Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

## 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](#).

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 RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Dunton Green Primary School we teach RSE as set out in this policy.

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

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

Primary Sex Education will focus on:

- Differences between boys and girls
- Differences between male and female
- Puberty and growing and changing
- Male and female changes and hygiene
- Puberty and reproduction, different types of relationships, conception, pregnancy and birth.

Primary Health Education will focus on:

- Mental well being
- Internet safety and harms (See Online safety policy)
- Physical health and fitness (See PE Policy)
- Healthy eating
- Drugs, alcohol and tobacco

Drugs, alcohol and tobacco are taught through the CWP scheme of work 'Teaching Drug and alcohol education with confidence in Primary Schools. The lessons and related resources are for Years 1 – 6.

- Health and prevention
- Basic first aid

In KS2 pupils at Dunton Green Primary School will participate in a full programme of Junior First Aid using resources from St John's Ambulance.

(Content will include; Asthma, basic life support, bites and stings, choking, emergencies and calling for help, head injuries, burns and scalds and bleeding)

In KS1 pupils will be taught how to make a call to the emergency services.

Primary Relationships Education will focus on:

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

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

## **6. Delivery of the curriculum content**

As part of RHSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

The 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).

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims and values of the school at any time they are dealing with children.

#### Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (yrs 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- In Key Stage 2 (yrs 3 – 6) children learn:
  - To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

#### Teaching and Learning including delivery of the RHSE curriculum

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions in upper keystage 2. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

For any vulnerable pupils or pupils with SEND, consideration is given to whether the content is appropriate. Alternative delivery may be considered necessary eg in a smaller group or 1:1 or with a parent present, or delivered through a school nursing referral.

At Dunton Green Primary school we teach SRE through the CWP Scheme of work, 'Teaching SRE with confidence in Primary schools.' There are planned lessons and resources from Reception to Year 6. We allow parents the opportunity to view the materials and content of the planned video and resources annually.

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

## 6.1 Physical health and mental wellbeing

We aim to secure an ethos where children are taught that having a healthy mind is as important as having a healthy body. All staff will actively promote the core values and use these to manage behaviour positively. Other values such as kindness and being a good friend will be praised. At Dunton Green Primary school all members of staff will actively encourage children to develop confidence and self-esteem by promoting and celebrating personal bests, ensuring that all children are able to achieve in sport. Children will be given the opportunity to perform each year to parents, peers and to other audiences. The whole school will come together once a week for 'Funky Friday' to promote a sense of well-being,

Autumn - Aerobics

Spring - Dance 'Funky'

Summer - Yoga and meditation

All children will be actively encouraged to participate fully in daily exercise activities - during break times, while completing their daily mile, in green time activities and through a broad and inclusive PE curriculum. There will be a range of after school clubs that will promote physical activity. There will be opportunities for children to represent the school in inter-school competitions in many different sports. This includes; netball, football, tag rugby, district sports and infant agility. Children will also participate in intra-house competitions. There will be opportunities for children to learn about healthy living, making links to other subjects, such as: D&T, Science and PSHE. Children's sporting achievements outside of school are celebrated in the weekly praise assembly.

The curriculum at Dunton Green Primary school for PSHE is derived from the question based model from the PAHe association and the associated resources will be used to support the delivery and teaching.

In KS2 pupils at Dunton Green Primary School will participate in a full programme of Junior First Aid using resources from St John's Ambulance.

*(Content will include; Asthma, basic life support, bites and stings, choking, emergencies and calling for help, head injuries, burns and scalds and bleeding)*

In KS1 pupils will be taught how to make a call to the emergency services.

## 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 [non-statutory/non-science] components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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.

Class teachers will be responsible for teaching the RSE elements of the curriculum.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

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

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

## **9. Training**

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

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through:

Learning walks, pupil voice, book looks etc.



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

This policy will be reviewed by the Standards and Curriculum committee every 3 years. At every review, the policy will be approved by the governing board.

Pupils in KS2 will have a PSHE book and pupils in KS1 will have a shared floor book to capture learning. Some of the content of the whole school curriculum plan will be delivered through shared assemblies. Eg Sun safety. Pupils will then be given time for reflection and recording. Some of the content will be taught in specific lessons to each year group. Eg SRE and Drugs education. There will be some content which is covered in the Science, RE or Computing Curriculum and this will be identified on the curriculum map.

**Appendix 1: Curriculum map**

**Relationships and sex education and Health Education curriculum map**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	Who helps to keep us safe?	What can we do with money?	How can we look after each other and the world?
<b>Year 2</b>	What makes a good friend?	What is bullying?	What helps us to stay safe?	What helps us grow and stay healthy?	What jobs do people do?	How do we recognise our feelings? Growing and changing
<b>Year 3</b>	How can we be a good friend?	What are families like?	What keeps us safe?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well? Valuing difference and keeping safe
<b>Year 4</b>	How do we treat each other with respect?	What strengths, skills and interests do we have?	How can we manage risk in different places?	How can we manage our feelings?	How can our choices make a difference to others and the Environment?	How will we grow and change?
<b>Year 5</b>	How can friends communicate safely?	What makes up a person's identity?	How can we help in an accident or emergency?	What jobs would we like?	What decisions can people make with money?	How can drugs common to everyday life affect health? Puberty

<p><b>Year 6</b></p>	<p>Character Education          How can I develop resilience          How do I develop my social effectiveness?          How can I contribute to the wider community?</p>	<p>How can we keep healthy as we grow?</p>	<p>How can the media influence people?</p>	<p>Influences and attitudes to money; money and financial risks</p>	<p>What will change as we become more independent? How do friendships change as we grow?          Puberty and relationships</p>
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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"> <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>

TOPIC	PUPILS SHOULD KNOW
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> <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>

TOPIC	PUPILS SHOULD KNOW
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> <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>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

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	