



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

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Approved by: Headteacher and Policy Governor 13.10.22

## What is Relationships and Health Education?

Relationships and Health Education are the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be mentally and physically healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and know how to protect and support their mental health if problems arise.

## The teaching of Relationships and Health Education

We have built a curriculum for Relationships and Health Education that is taught through Personal, Social, Health Education (PSHE), based on the Relationships Education, Relationships and Sex Education and Health Education statutory guidance 2021, which will be compulsory in all schools from September 2020 and complies with the Equality Act 2010. The teaching and learning of PSHE is timetabled and is split into three main themes across the academic year: Relationships, Living in the Wider World, and Health and Wellbeing.

<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Health and Wellbeing</b>
<ol style="list-style-type: none"><li>1. Families and People who care for me</li><li>2. Caring Friendships</li><li>3. Respectful Relationships</li><li>4. Online Relationships</li><li>5. Being Safe</li></ol>	<ol style="list-style-type: none"><li>1. Environment</li><li>2. Community</li><li>3. People around the World</li><li>4. Responsibilities</li><li>5. Money</li><li>6. Being Safe whilst out and about</li></ol>	<ol style="list-style-type: none"><li>1. Mental Wellbeing</li><li>2. Internet Safety and Harms</li><li>3. Physical Health and Fitness</li><li>4. Healthy Eating</li><li>5. Drugs, Alcohol and Tobacco</li><li>6. Health and Prevention</li><li>7. Basic First Aid</li><li>8. Changing Adolescent Body</li></ol>

Relationships and Health Education is taught across school in an age appropriate way. **See Appendix 1**

In Year 6, in addition to statutory guidance, Relationships and Sex Education (RSE) is used to inform children about sexual relationships; we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. RSE is taught as an adult issue that is part of a loving relationship beyond the age of consent. We do not use RSE as a means of promoting any form of sexual orientation. In particular, we teach RSE in the belief that:

- it should be taught in the context of a long-term and loving relationship;
- it is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity and choices;

- it is important to build positive relationships with others, involving trust and respect;
- children should learn to make choices based on an understanding of difference and with an absence of prejudice;
- children should recognise and avoid exploitation and abuse and know how to report it;
- children need to learn the importance of self-control;
- children should develop critical thinking as part of decision-making.

### **Who delivers PSHE?**

PSHE is delivered both discretely and through cross-curricular links, particularly Science, Computing and PE. Topics are also addressed in class, whole school assemblies, trips and by approved external visitors. Any teaching delivered by external agencies will be checked to ensure it fits with school's planned programme and policy and that it is age-appropriate and accessible for all pupils.

In Years 5 and 6, we use an outside agency ('Foundations') who are employed by the school to deliver part of the programme of Relationships and Sex Education (RSE). Walmley staff are present during these sessions and answer any questions with sensitivity and care. An annual meeting is held to discuss the content of these sessions with parents. Coverage of these sessions can be found in **Appendix 2**.

### **About the RSE Policy**

Our policy has been produced to meet the needs of pupils and parents and reflects the community we serve. It outlines how we comply with the legal duties set out in DfE statutory guidance 2021. It has been written to reflect our PSHE/RSE curriculum by our PSHE leader and Deputy Headteacher/DSL. In consultation with a diverse group of parents who reflect our community, the draft policy has been reviewed and modified accordingly. The final policy has then been approved by the Head Teacher and Policy Governor. This will be ratified at a full governing board meeting. This policy will be reviewed every three years unless significant changes come into effect.

### **Accessibility**

We teach Relationships and Health Education (including RSE), in a way that is accessible to all children. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for children, who are capable of being challenged to deeper thinking, but to those who also require additional support. The teaching of Relationships and Health Education complies with the SEND code of practice and is also taught in a sensitive way that takes into account Social, Emotional and Mental Health needs of all children.

### **The Right to Withdraw**

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, made under the sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all state schools. Therefore, parents do not have the right to withdraw pupils from these lessons.

However, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. This applies to two of the sessions delivered by 'Foundations': Reproduction and Viruses. Parents will need to request their child's withdrawal to the school in writing. The Headteacher will automatically grant a request to withdraw a pupil from any sex education in our school, other than as part of the Science curriculum. However, a meeting may take place to discuss the curriculum content and any specific concerns a parent may have.

### **Managing difficult questions**




As a school we recognise primary-age pupils will often ask their teachers or other adults questions pertaining to their own mental health, sex or sexuality which go beyond what is set out for Relationships Education and can raise safeguarding concerns. The school handles such questions sensitively and, if answering the question would involve discussing anything that is not covered on the agreed curriculum, children would be guided to speak to a trusted adult at home. Any questions that raise a safeguarding concern would be reported immediately with the DSL.

### **Assessment**

Although school does not formally assess pupils in RSHE and RSE, we have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Lesson observations and book looks, as well as pupil voice, enable school to monitor the quality of the curriculum and progress pupils make across the key stage. The strong, bespoke curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular verbal feedback provided on pupil progress. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.





Appendix 1	Year 3	Year 4	Year 5	Year 6
<p data-bbox="53 172 266 204"><b>Relationships</b></p> 	<p data-bbox="293 172 539 188"><b>Children should be able...</b></p> <ul data-bbox="293 196 745 528" style="list-style-type: none"> <li>• to learn about what makes a positive, healthy friendship.</li> <li>• to identify how to maintain good friendships.</li> <li>• to learn about what makes a positive, healthy relationship.</li> <li>• to learn about the right a person has to protect their body.</li> <li>• to explain how to listen and respond respectfully to a wide range of people.</li> <li>• to recognise that everyone has a point of view.</li> <li>• to recognise different types of bullying.</li> <li>• to learn how to respond and ask for help in the right way.</li> </ul>	<p data-bbox="779 172 1025 188"><b>Children should be able...</b></p> <ul data-bbox="779 196 1227 454" style="list-style-type: none"> <li>• to describe the qualities of a good friendship.</li> <li>• to learn about the importance of making everyone feel included.</li> <li>• to understand the term commitment and how we can show it to each other at home.</li> <li>• to recognise the importance of spending time together with your family or carers.</li> <li>• to understand what boundaries are.</li> <li>• to know what sort of boundaries are appropriate in friendships.</li> <li>• to understand about the right to privacy.</li> </ul>	<p data-bbox="1261 172 1507 188"><b>Children should be able...</b></p> <ul data-bbox="1261 196 1709 541" style="list-style-type: none"> <li>• to identify how to maintain good friendships.</li> <li>• to develop strategies to resolve disputes and conflict.</li> <li>• to critically consider online friendships.</li> <li>• to understand the importance of respectful behaviours when using the internet.</li> <li>• to understand how information and data is shared and used online.</li> <li>• to understand the concept of permission seeking.</li> <li>• to develop strategies for keeping safe online.</li> <li>• to recognise feelings of being unsafe around people.</li> <li>• to know how and where to get advice and support.</li> </ul>	<p data-bbox="1742 172 1989 188"><b>Children should be able...</b></p> <ul data-bbox="1742 196 2190 400" style="list-style-type: none"> <li>• to learn how to make new friends.</li> <li>• to recognise when a friendship is unhealthy.</li> <li>• to understand that respect works two ways.</li> <li>• to recognise and challenge stereotypes.</li> <li>• to learn how to safely and appropriately respond to unknown adults.</li> <li>• to develop the confidence and vocabulary to report concerns and ask for help.</li> <li>• to recognise where to get advice from.</li> </ul>
<p data-bbox="64 577 255 641"><b>Living in the Wider World</b></p> 	<p data-bbox="293 577 539 593"><b>Children should be able...</b></p> <ul data-bbox="293 601 741 805" style="list-style-type: none"> <li>• to describe what single use plastics are and to recognise the damage caused by them.</li> <li>• to consider ways of reducing the damage caused by single use plastics.</li> <li>• to discover what being part of a community means.</li> <li>• to recognise people who work with the local community.</li> <li>• to make comparisons between communities.</li> </ul>	<p data-bbox="779 577 1025 593"><b>Children should be able...</b></p> <ul data-bbox="779 601 1227 805" style="list-style-type: none"> <li>• to understand why bees are important to humans.</li> <li>• to recognise how humans are impacting on the decline of bees.</li> <li>• to explore ways of helping bees to thrive.</li> <li>• to appreciate difference and diversity of people living in the UK.</li> <li>• to learn about the values and customs of people around the world.</li> </ul>	<p data-bbox="1261 577 1507 593"><b>Children should be able...</b></p> <ul data-bbox="1261 601 1709 828" style="list-style-type: none"> <li>• to understand the process of recycling and why it's important.</li> <li>• to explore ways that waste can be re-used.</li> <li>• to learn about different kinds of responsibilities.</li> <li>• to develop skills with resolving differences, respecting different points of view and making own decisions.</li> <li>• to understand the consequences of their actions on themselves and others.</li> </ul>	<p data-bbox="1742 577 1989 593"><b>Children should be able...</b></p> <ul data-bbox="1742 601 2190 1034" style="list-style-type: none"> <li>• to explain how the country is ruled by the structure of parliament.</li> <li>• to explain why and how rules and laws that protect us and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• to recognise more sustainable ways to travel.</li> <li>• to explore ways to keep safe whilst out and about, by considering the use of personal belongings, identifying risky, antisocial behaviour and identifying and resisting peer pressure.</li> <li>• to learn how finance plays an important part in people's lives and to recognise the importance of being a critical consumer.</li> <li>• to learn about what is meant by 'interest', 'loan', 'debt' and tax, and to learn about the importance of looking after money.</li> </ul>
<p data-bbox="76 1040 244 1104"><b>Health and Wellbeing</b></p> 	<p data-bbox="293 1040 539 1056"><b>Children should be able...</b></p> <ul data-bbox="293 1064 741 1358" style="list-style-type: none"> <li>• to understand the term 'mental health'.</li> <li>• to learn about a wider range of feelings, both good and not so good.</li> <li>• to understand that people can experience conflicting feelings at the same time.</li> <li>• to learn about describing their feelings to others.</li> <li>• to identify the positives and negatives of using the internet.</li> <li>• to know how to deal with problems when using the internet.</li> <li>• to make sensible choices when being exposed to the sun.</li> </ul>	<p data-bbox="779 1040 1025 1056"><b>Children should be able...</b></p> <ul data-bbox="779 1064 1227 1313" style="list-style-type: none"> <li>• to explain what mental health is.</li> <li>• to consider appropriate reactions to different feelings.</li> <li>• to discover ways to maintain and improve mental wellbeing.</li> <li>• to be aware that not all information on websites is accurate.</li> <li>• to understand that information presented in the media can be misleading.</li> <li>• to explain why sleep is important for a healthy lifestyle.</li> </ul>	<p data-bbox="1261 1040 1507 1056"><b>Children should be able...</b></p> <ul data-bbox="1261 1064 1709 1339" style="list-style-type: none"> <li>• to recognise that anybody can suffer with a mental health problem.</li> <li>• to identify ways that children can feel lonely and suggest ways of overcoming loneliness.</li> <li>• to recognise the long-term effects of being unkind to someone.</li> <li>• to understand why social media, computer games and online gaming are age restricted.</li> <li>• to keep safe and well when using electronic devices.</li> <li>• to recognise when someone maybe physically unwell.</li> </ul>	<p data-bbox="1742 1040 1989 1056"><b>Children should be able...</b></p> <ul data-bbox="1742 1064 2190 1426" style="list-style-type: none"> <li>• to name some common types of mental ill health.</li> <li>• to identify where and how to seek support for mental health issues.</li> <li>• to understand the importance of seeking help quickly.</li> <li>• to recognise that the internet can be a negative place.</li> <li>• to consider how someone's actions online can affect others.</li> <li>• to recognise the importance of keeping personal information private.</li> <li>• to know where and how to deal with concerns when using the internet.</li> <li>• to learn the facts and science relation to immunisation and vaccination.</li> </ul>

## Appendix 2



### Year 6 PSHE and RSE: Overview

#### Session One – Life Line

- To discuss various laws that governs behaviour in the UK
- To explore the sequential possibilities in the human life cycle
- To introduce correct terms for the various stages of life from pre-birth to death
- To consider the different emotions that occur at particular times of our lives

#### Session Two – Body Parts (builds on year 5 sessions)

- To show the physical changes in both sexes from toddler to adult
- To introduce correct terminology for the genitalia and to reinforce that our bodies are private to us (FGM)
- To give a platform for the pupils to sequence human reproduction
- To consider the value of a child in the womb
- To explore 2 forms of contraception

#### Session Three – HIV and AIDS

- To establish that HIV is a human virus that develops into AIDS and is transmitted via three body fluids
- To explain through drama, how the HIV virus affects the immune system
- To explore how a person might feel when they discover they have acquired HIV
- To explore emotions and prejudices connected with the virus
- To look at risks connected with activities that involve body fluids
- To give the pupils a chance to raise their own questions

#### Session Four – Prejudices

- To establish the meaning of the word prejudice
- To recognise how easy it is to hold a prejudice
- To identify the diversity of different family groups
- To explore and record the difficulties and advantages for each family group
- To allow an honest feedback on changed feelings and prejudices
- To introduce correct terms for different types of relationship

#### Session Five - Drugs

- To look at the difference between legal and illegal drugs
- To look at how drugs affect the human body, behaviour and long term consequences
- To embed an understanding of alcohol units and recommended safe levels.
- To look at ways of saying 'NO' to unsafe practices.

Indicates the sessions that parents have a 'Right to Withdraw' from



# PSHE and RSE sessions Year 5 Overview



## Session One – full class - The Miracle - The development of the child in the womb

1 x full class group of approx. 45 mins.

- To allow pupils to explore the miracle of the development of a baby during pregnancy
- To chart the development of a baby in the womb
- To establish how unique and special we are, even before we are born
- To explore the type of environment a new born baby would need to thrive

## Session Two – Changes during puberty

1 x all girl group – 60 mins approx.

1 x all boy group – 45 mins approx.

### Girls

#### Human development

- To show the physical changes from 18 months to adulthood
- To introduce correct terminology for the internal and external genitalia
- To build on the concept that the areas of our body covered by our swimwear private (this covers FGM issues)

#### Personal Hygiene

- To look at how puberty affects personal hygiene
- To look at different types of personal hygiene products available

#### Periods

- To enable pupils to understand the cycle of periods and the reasons they occur
- To give opportunity for discussion on different products available for dealing with periods
- To discuss school provision and support
- To encourage an awareness of the effect and practicalities of periods
- To give a platform for fears and questions to be aired

### Boys

#### Human development

- To show the physical changes from 18 months to adulthood
- To introduce correct terminology for the internal and external genitalia
- To discuss emotional changes
- To consider ways of protecting the genitalia during sports and play
- To build on the concept that the areas of our body covered by our swimwear private.

#### Personal Hygiene

- To look at how puberty affects personal hygiene
- To look at different types of personal hygiene products available