



GIFFARD PARK PRIMARY SCHOOL

# Relationships, Sex and Health Education Policy

January 2024

Review: January  
2025

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## 1. Aims

The aim for RSHE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behavior and enable them to show understanding of and acceptance of all areas within the equalities act.

In addition, RSHE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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

At Giffard Park Primary School we teach RSHE 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 – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Draft policy shared with governors.
5. Pupil consultation – we investigated what exactly pupils want from their RSHE (when we are back at school)
6. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

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

RSHE 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:

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

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

### 6. Delivery of RSHE

RSHE is delivered 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).

A range of teaching methods which involve children's participation are used to deliver RSHE. These include use of video, discussion, circle time, looking at case studies, drama and role play.

RSHE will usually be delivered in mixed gender groups. However there may be occasions where single gender groups are more appropriate and relevant.

Where relevant, pupils may also receive stand alone sex education sessions delivered by a trained health professional.

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

For more information about our RSHE 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).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher. It is each teacher's responsibility to plan the lessons. Teaching and resources will be differentiated as appropriate to address the needs of children, including SEND or SEMH, in order for them to have full access to the RSHE curriculum.

All staff involved in the delivery of RSHE are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship may lead to a disclosure of a child protection issue. One of the

Designated Safeguarding Leads must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there are concerns in these circumstances.

## **7.4 Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, 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 RSHE.

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 RSHE 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 RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by the Deputy Headteacher and PSHE co-ordinator.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by lesson observation, sampling planning, questionnaires to children and feedback from parents.

The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Equality Policy
- DFE Keeping Children Safe in Education (2023)
- Science
- P.E
- R.E

This policy will be reviewed by the Senior Leadership Team annually. At every review, the policy will be approved by the Governing Body.

**Appendix 1: PSHE and wellbeing long-term plan based on SCARF suggested half-termly units and related key themes (Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health)**

| Year/Half-termly unit titles | 1<br>Me and my Relationships  | 2<br>Valuing Difference  | 3<br>Keeping Safe  | 4<br>Rights and Respect  | 5<br>Being my Best  | 6<br>Growing and Changing   |
|------------------------------|---|--|--|--|---|---|
| <b>EYFS</b>                  | What makes me special<br>People close to me<br>Getting help   | Similarities and difference<br>Celebrating difference<br>Showing kindness  | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe                                    | Looking after things: friends, environment, money  | Keeping by body <u>healthy</u><br>– food, exercise, sleep<br>Growth Mindset                                       | Cycles<br>Life stages<br>Girls and boys – similarities and difference                               |
| <b>Y1</b>                    | Feelings<br>Getting help<br>Classroom rules<br>Special people<br>Being a good friend                                  | Recognising, valuing and celebrating difference<br>Developing respect and accepting others<br>Bullying and getting help                                      | How our feelings can keep us safe – including online safety<br>Safe and unsafe touches<br>Medicine Safety<br>Sleep     | Taking care of things:<br>Myself<br>My money<br>My environment   | Growth Mindset<br>Healthy eating<br>Hygiene and health<br>Cooperation   | Getting help<br>Becoming independent<br>My body parts<br>Taking care of self and others             |
| <b>Y2</b>                    | Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation            | Being kind and helping others<br>Celebrating difference<br>People who help us<br>Listening Skills  | Safe and unsafe secrets<br><br>Appropriate touch<br><br>Medicine safety  | Cooperation<br>Self-regulation<br>Online safety<br>Looking after money – saving and spending   | Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                               | Life cycles<br>Dealing with loss<br>Being supportive<br>Growing and changing<br>Privacy             |
| <b>Y3</b>                    | Rules and their purpose<br>Cooperation<br>Friendship (including respectful relationships)<br>Coping with loss         | Recognising and respecting diversity<br>Being respectful and tolerant<br>My community  | Managing risk<br>Decision-making skills<br>Drugs and their risks<br>Staying safe online                                | Skills we need to develop as we grow up<br>Helping and being helped<br>Looking after the environment<br>Managing money                             | Keeping myself healthy and well<br>Celebrating and developing my skills<br>Developing empathy                     | Relationships<br>Changing bodies and puberty<br>Keeping safe<br>Safe and unsafe secrets             |
| <b>Y4</b>                    | Healthy relationships<br>Listening to feelings<br>Bullying<br>Assertive skills  | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes                            | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences<br>Online safety        | Making a difference (different ways of helping others or the environment)<br>Media influence<br>Decisions about spending money                     | Having choices and making decisions about my health<br>Taking care of my environment<br>My skills and interests   | Body changes during puberty<br>Managing difficult feelings<br>Relationships including marriage      |
| <b>Y5</b>                    | Feelings<br>Friendship skills, including compromise<br>Assertive skills<br>Cooperation<br>Recognising emotional needs | Recognising and celebrating difference, including religions and cultural<br>Influence and pressure of social media   | Managing risk, including online safety<br>Norms around use of legal drugs (tobacco, alcohol)<br>Decision-making skills | Rights, respect and duties relating to my health<br>Making a difference<br>Decisions about lending, borrowing and spending                         | Growing independence and taking ownership<br>Keeping myself healthy<br>Media awareness and safety<br>My community | Managing difficult feelings<br>Managing change<br>How my feelings help keeping safe<br>Getting help |
| <b>Y6</b>                    | Assertiveness<br>Cooperation<br>Safe/unsafe touches<br>Positive relationships   | Recognising and celebrating difference<br>Recognising and reflecting on prejudice-based bullying<br>Understanding Bystander behaviour<br>Gender stereotyping | Understanding emotional needs<br>Staying safe online<br>Drugs: norms and risks (including the law)                     | Understanding media bias, including social media<br>Caring: communities and the environment<br>Earning and saving money<br>Understanding democracy | Aspirations and goal setting<br>Managing risk<br>Looking after my mental health                                   | Coping with changes<br>Keeping safe<br>Body Image<br>Sex education<br>Self-esteem                   |

## 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>  |
| 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 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               |  |
|---|--|
| Agreed actions from discussion with parents |  |