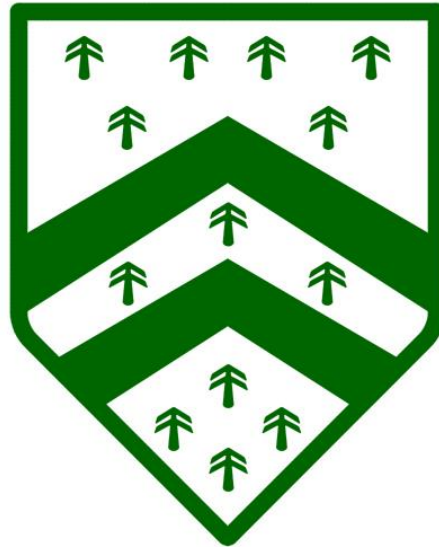


# Relationships, sex and health education policy

Bishop's Tachbrook CE Primary School



## Our Vision Statement:

At Bishop's Tachbrook CE Primary School, everything we do, we do with love, always staying true to our IDEALS:

We **inquire** about the wonderful world God has created to **discover** and develop the gifts God has given us. We **encourage** each other and build each other up to **achieve** our full potential. We stay true to what is right: **loving** our neighbour as ourselves. We walk out into the world **shining** as a light for other people, knowing that God gives us the strength to make all things possible and create a positive difference in our community.

Approved by:	Date:
Last reviewed on:	Sept 2022
Next review due by:	Sept 2023

## Introduction

As a maintained primary school, we must have regard to [statutory guidance](#) issued by the secretary of state in delivering Relationships, Sex & Health Education at our school.

This policy has been written with reference to, and should be read in conjunction with, the following documents :

- *Equality Act 2010 : Advice for Schools DfE Feb 2013*
- *The National Curriculum in England Key Stage 1 and 2 framework document*
- *Keeping Children Safe in Education*
- *Bishop's Tachbrook CE Primary School Child Protection & Safeguarding Policy*
- *Bishop's Tachbrook CE Primary School Behaviour Policy*
- *Bishop's Tachbrook CE Primary School SEND Policy*
- *Bishop's Tachbrook CE Primary School Online Safety Policy*
- *Bishop's Tachbrook CE Primary School Equality Statement*

It has been written in consultation with staff, governors, pupils and parents.

The governing body will review this policy in the light of any new legislation that arises.

## Aims

This policy complements and supports the school's policies on behaviour, inclusion, equality & diversity, bullying and safeguarding. It reflects our school's ethos for our pupils to develop socially, morally, spiritually and culturally, enabling them to develop their resilience and character, whilst showing respect for themselves and others.

The aims of Relationships, Sex and Health Education (RSHE) at our school are:

- to help children to build and develop positive and healthy relationships, appropriate to their age and development;
- to enable children to understand and respect their bodies and be able to cope with the changes puberty brings;
- to support children to have positive self-esteem and body image;
- to empower children to be safe and safeguarded;
- to provide a framework and environment in which sensitive discussions can take place.

## Definition of Relationships, Sex and Health Education

The Department for Education defines **Relationships Education** as *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to Families and People Who Care about me; Caring Friendships; Respectful Relationships; Online Relationships and Being Safe.*

See Appendix 1 for Relationships Education content specified by DfE Guidance.

Relationships Education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It should enable children to build self esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures, and all children have the right to feel safe. In addition, we want children to develop their vocabulary and emotional understanding to enable them to talk about and manage their feelings, building their own support networks and having the confidence to ask for help when they feel unsafe.

The Department for Education defines **Health Education** as *teaching the characteristics of good physical health and mental wellbeing*.

We aim to promote a safe environment which encourages openness to talk and share feelings, underpinning our overarching school values. The Department for Education states that children should know that mental health is a normal part of daily life, in the same way as physical health, and outlines that effective Health Education ensures that all children are prepared for both the physical and emotional changes that adolescence brings, including the teaching of puberty and key facts about the menstrual cycle.

See Appendix 2 for Health Education content specified by the DfE Guidance.

The Department for Education guidance recommends *‘that all primary schools should have a **sex education** programme tailored to the age and physical and emotional maturity of the pupils’*.

Sex Education is an opportunity for children to develop their understanding about how a baby is conceived and born and learn the names and natural functions of their body, as reflected in the National Curriculum for Science. By teaching the correct terms for their private parts, children are proven to be safer from abuse and through teaching sex education, children have the opportunity to ask questions in a familiar and safe environment, which may otherwise result in them turning to the internet or inappropriate sources of information. Evidence also states that a graduated, age- appropriate and stage-appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts from becoming taboo and children from becoming embarrassed by the topic.

It is the duty of our school to give our young people the knowledge that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse. Sex Education is not about the promotion of sexual activity

### **Menstruation education and well being**

Puberty is occurring earlier than ever before and it is now not uncommon for girls to start their periods whilst in primary school. For this reason, we deliver puberty lessons to girls and boys in Year 4, 5 & 6. As part of these lessons all children will be told about menstruation and there will be discussion about what periods are, explanation of other symptoms associated with periods and how they can be managed hygienically and sensitively, as set out in the DfE guidance. The guidance specifies that all pupils should be taught key facts about the menstrual cycle. This can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially for children whose family may not be able to afford or will not provide sanitary products.

## **Curriculum**

At Bishop’s Tachbrook CE Primary School, we teach the objectives set out in the Relationships Education, Relationships & Sex Education and Health Education (England) Regulations 2019 for primary schools through a whole-school approach using two core schemes:

[Protective Behaviours : Take Care Programme](#) (as recommended by Warwickshire Safeguarding Children’s Board)

[Discovery Education Health & Relationships](#) Scheme

Both schemes are explicit, structured, whole-curriculum frameworks and resources for teaching RSHE to children, to aid our delivery of Personal, Social and Health Education (also see PSHE policy). The frameworks ensure progression throughout the school.

For further information about our curriculum, including non-statutory objectives, see Appendix 3, 4 and 5

## **Delivery of RSHE**

Both our Protective Behaviours and Discovery Education Health & Relationship schemes are delivered by the classroom teachers, meaning children are taught in familiar and comfortable environment. Staff will be aware of any additional needs, support or particularly sensitive topics or circumstances when delivering the content, whilst being trained to deal with age-appropriate questions or concerns as required.

The six themes of our **Health and Relationships** scheme are:

- Happy and Healthy Friendships
- Caring and Responsibility
- Healthy Bodies and Healthy Minds
- Similarities and Differences
- Families and Community Relationships
- Coping with Change

These themes are taught within the context of family life and relationships, taking care to ensure there is no stigmatisation of children based on their home circumstances (families can include for example, single parent families, heterosexual couples, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Delivery of content also needs to reflect sensitively that some children may have a different structure of support around them (e.g. looked after children or young carers).

## **Roles and Responsibilities**

### **The Governing Body**

The governing body ratifies and approves this policy.

### **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.

### **Staff**

Class Teachers are responsible for:

- Delivering RSHE in a sensitive and purposeful way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils, including those with additional special education needs
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory / non-science components of RSHE

Class teachers 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 Subject Leader and Headteacher.

All Staff are responsible for:

- Modelling positive attitudes to RSHE
- Responding to the needs of individual pupils

## **Pupils**

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

## **Partnership with Parents and Carers**

Partnership with parents plays a key role in enabling children to achieve their potential and develop their understanding of the world around them. Successful teaching of RSHE is strengthened when parents and school work in partnership to ensure children are equipped with the knowledge, skills and understanding to enable them to forming healthy relationships and grow in a safe and happy environment.

When parents have any questions, special circumstances school should be made aware of, or would like further information, either the class teacher or school office should be contacted. Information regarding RSHE can also be found on the school website.

## **Parents Rights to Withdraw**

Parents do not have the right to withdraw their child from Relationships Education, Health Education or lessons included in the Science curriculum.

Parents have the right to withdraw their child from the non-statutory / non-science components of Sex Education within RSHE, however we strongly recommend having a discussion with the subject lead and/or Headteacher before making this decision.

Requests for withdrawal should be put in writing, addressed to the Headteacher.

## **Monitoring Arrangements**

Delivery of RSHE is monitored by the Subject Leader and SLT through:

- Learning walks/pop-ins
- Pupil interviews
- Work monitoring

Children's development in RSHE is monitored by class teachers as part of their internal assessment and monitoring systems.

Work carried out in RSHE is often through meaningful discussion and practical activities. Any written work will be recorded in PSHE folders and books, alongside Protective Behaviour work and activities. This shows evidence of both lesson content and the curriculum delivered.

**This policy will be reviewed annually by the Subject Lead and Headteacher. It will be approved annually by the Governing Body.**

## **Appendix 1: Department for Education (DfE) Guidance on Relationships Education**

[Please access DfE Guidance by clicking on this link.](#)

## **Appendix 2: Department for Education (DfE) Guidance on Health Education**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

### **Menstruation**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

### **Physical health and mental wellbeing: Primary**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

## **By the end of primary school:**

### **Mental wellbeing**

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- 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
- 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 the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

### **Internet safety and harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about 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
- 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
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

### **Physical health and fitness**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health



## Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

## Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

## Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

## Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

## Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

## Appendix 3: Protective Behaviours Programme

### Key Themes:

Theme 1: **We all have the right to feel safe**

Theme 2: **We can talk with someone about anything, even if it feels awful or small**

Protective Behaviours Taking Care Programme – A Personal Safety Curriculum				
EYFS and Key Stage One				
<b>Reception</b>	<b>Feelings</b>  <b>Theme 1</b> There are no such things as good or bad feelings	<b>Body Awareness</b>  Naming private body parts (penis, vulva and anus)  Mouths are private too	<b>Early Warning Signs</b> <b>Scary body feelings</b>  Identifying children's EWS	<b>Telling Secrets</b>  <b>Theme 2</b> Children construct own support network hands
<b>Year 1</b>	<b>Feelings</b>  <b>Theme 1</b> Feelings are feelings, not good or bad; it is how we behave when we have feelings that matters	<b>Unsafe Feelings &amp; Body Awareness</b>  Our bodies warn us when we feel unsafe – we call these EWS	<b>Body Privacy &amp; Secrets</b>  Naming private body parts (penis, vulva & anus)  Mouths are private too  Safe and Unsafe secrets	<b>Telling &amp; Networks</b>  <b>Theme 2</b> Children construct own support network hands
<b>Year 2</b>	<b>Feelings, Rights &amp; Responsibilities</b>  <b>Theme 1</b> What are rights and responsibilities?	<b>Unsafe Feelings; Problem Solving</b>  Recognising EWS  Is my fun, fun for everyone?	<b>Body Privacy &amp; Secrets</b>  <b>Theme 2</b> My body belongs to me  Noone has the right to touch me in a way I don't like	<b>Networks &amp; Using Them</b>  <b>Theme 2</b> Children construct own support network hands

## Protective Behaviours Taking Care Programme – A Personal Safety Curriculum

### Key Stage Two

<b>Year 3</b>	<b>Feelings, Rights &amp; Responsibilities</b>  <b>Theme 1</b> A feelings is a feeling, not good or bad, right or wrong  What are rights and responsibilities?	<b>Unsafe Feelings</b>  Identifying children's EWS; strategies as to what to do when experiencing their EWS	<b>Body Awareness &amp; Telling</b>  My rules for safety and my body; my body belongs to me	<b>Networks &amp; Using Them</b>  <b>Theme 2</b>  Children construct own support network hands
<b>Year 4</b>	<b>Feelings, Rights &amp; Responsibilities</b>  <b>Theme 1</b> Exploring children's rights & responsibilities that come with them	<b>Safe &amp; Unsafe Feelings</b>  Exploring situations when it feels fun to feel scared  Recognising EWS	<b>Theme 2; Secrets</b>  <b>Theme 2</b>  Safe & unsafe secrets	<b>Networks &amp; Using Them</b>  <b>Theme 2</b>  Children construct own support network hands
<b>Year 5</b>	<b>Feelings, Rights &amp; Responsibilities</b>  <b>Theme 1</b> Exploring the 'Rights of the child'	<b>Safe Feelings; Fun to Feel Scared &amp; EWS</b>  Exploring & creating safe places; situations when it feels fun to feel scared  Recognising EWS	<b>Theme 2; Secrets &amp; Networks</b>  Safe & unsafe secrets.  Exploring <b>Theme 2</b> & creating support network hands	<b>Using Networks</b>  <b>Theme 2</b>  Network review – Who makes a good network person? Keep telling.
<b>Year 6</b>	<b>Feelings, Rights &amp; Responsibilities</b>  <b>Theme 1</b> Exploring the 'Rights of the child'; emotions	<b>Safe Feelings; Fun to Feel Scared &amp; EWS</b>  <b>Theme 1</b> Is my fun, fun for everyone? Recognising EWS	<b>Theme 2; Secrets &amp; Networks</b>  Safe & unsafe secrets.  Exploring <b>Theme 2</b> & creating support network hands	<b>Using Networks</b>  <b>Theme 2</b>  Network review – Who makes a good network person? Keep telling.

# Appendix 4: Discovery Education Health & Relationships Scheme

## Content Overview

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
<b>Y1</b>	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
<b>Y2</b>	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
<b>Y3</b>	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
<b>Y4</b>	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
<b>Y5</b>	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
<b>Y6</b>	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

**Note:** The content taught in Y6 'Families and Committed Relationships' unit from the Discovery Education scheme is deemed as 'Sex Education' and therefore can be withdrawn from.

## Appendix 5: Science Curriculum

Objectives taught and terminology used in the National Curriculum for Science

### Year 5 programme of study

#### Living things and their habitats

##### Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

##### Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

#### Animals, including humans

##### Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

##### Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.