

## **Rosemary Works School RSHE Policy**

### ***What Is Relationships, Health and Sex Education?***

At Rosemary Works School we believe that Relationship and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life, health and wellbeing. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

**Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

RSE is not about the promotion of sexual activity.

### ***Aims and Objectives for Relationship, Health and Sex Education***

The aim of RSHE is to provide children with age-appropriate information, explore attitudes and values and develop skills to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship, Health and Sex Education are:

1. To provide the knowledge and information to which all pupils are entitled.
2. To clarify/reinforce existing knowledge.
3. To raise pupils' self-esteem and confidence, especially in their relationships with others.
4. To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
5. To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
6. To provide the confidence to be participating members of society and to value themselves and others.
7. To help gain access to information and support.
8. To develop skills for a healthier, safer lifestyle.
9. To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.

10. To respect and care for their bodies.
11. To be prepared for puberty and adulthood.

### ***The teaching programme for Relationship, Health and Sex Education***

RSHE is delivered through PSHE, Science, circle times, assemblies, story times, and occasional specialised lessons. Some of the online safety and digital wellbeing elements are also covered during Computing sessions. Relationship, Health and Sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as NSPCC visitors. All staff also aware that they play an important role in modelling positive behaviours and relationships and respectful communication every day in their wider roles, not just during PSHE/RSHE lessons. Teaching staff who will be delivering RSHE will need to be familiar and comfortable with the content they will be teaching, with opportunities for training where necessary.

Rosemary Works School follows the Twinkl Life PSHE and Citizenship curriculum, which is fully in-line with the PSHE Association Programme of Study and fulfils the statutory requirements for Relationships and Health Education. These materials can be shared with parents upon request. A range of teaching methods and materials may be used to deliver the content, such as use of video, discussion, looking at case studies, drama and role-play. Resources to teach Relationship, Health and Sex Education may include fiction, reference books, leaflets and extracts from video clips.

### ***RSHE involvement and withdrawal***

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required. If a child at Rosemary Works had extra needs or requirements that may need extra support, materials or time in order to allow their involvement in RSHE learning, then Rosemary Works will work to adjust and meet these needs. The statutory guidance, relating to the stages at which RSHE content should be taught, is flexible when addressing the individual needs of the children being taught. If content suggested for children of a certain age is not appropriate for those children for any reason, schools have the flexibility to teach the content that they feel is right for them.

RSHE is delivered in mixed gender groups; however, we understand that there will be occasions where children will benefit from varying methods of delivering the curriculum. This could be in single-sex groups or through small group teaching where these approaches may help us to meet the needs of children more effectively. If necessary, we will use team teaching where this enables us to best use teacher expertise, and we will ensure there are positive educational reasons for each method of delivery.

### ***Teaching Children with SEND***

All children, including children with SEND, should be covering the objectives set out in the statutory guidance as long as it is appropriate and it is crucial to know the individual needs of SEND children in order to prepare and teach RSHE to these pupils or students effectively. As previously

mentioned, Rosemary Works will work to meet the requirements and needs of SEND children in our care, taking into consideration the following points.

- 1) Will the child need any additional adult support to access the information?
- 2) How can you work with the child's parents or carers to ensure the RSHE the school offers is tailored to the child's specific needs?
- 3) Is the content age-appropriate for the child, thinking not just about their chronological age but also their developmental and cognitive age?
- 4) What is the preferred learning style of the child? Can the content be presented in a more visual or practical way?
- 5) Are there any changes that can be made to resources in order to aid the child's understanding or to make it more accessible to them?
- 6) Could supporting resources be given to a child with SEND to use in the lesson? This might include key word cards, pictures to represent emotions or writing frames or prompt sheets
- 7) Are Sex Education lessons suitable for SEND children or does it need to be covered differently?
  - 1) Could role play and real-life examples be used to good effect in order to help the child with SEND grasp certain concepts better?
  - 2) How can you ensure the ground rules for sensitive RSHE lessons are fully understood by the child?

### ***Statutory Requirements***

In Primary Schools, parents cannot withdraw their child from the Relationships elements of RSHE and the related areas that are covered in the Science curriculum as these are statutory.

### **Science**

**All schools must teach the following as part of the National Curriculum Science and therefore parents do not have the right to withdraw their child/children.**

#### Science

##### **Early Years Foundation Stage:**

- Children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

##### **Key Stage 1 (years 1 – 2):**

- 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 (years 3 – 6):**

- 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.

## **Relationships, Health and Sex Education in Primary School**

**These are the expectations set by the Department for Education that all pupils should know by the end of primary school.**

### **Relationships, Health and Sex Education Requirements**

#### **Families and people who care for me**

- That families are important for children growing up because they can give love, security and stability
- 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
- That other people's 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
- 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
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

### **Respectful relationships**

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- 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
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

### **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

### **Source:**

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSHE and health education](#).

### **Health Education**

Health education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. The statutory requirements for Health Education, such as puberty and menstrual wellbeing will be taught during PSHE education lessons.

### **By the end of primary school, your child will have been taught content on:**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

In the Year 5 Unit 'It's My Body' Lesson 1 'Your Body is Your Own', discusses Female Genital Mutilation and we have chosen to inform parents about this before the lesson is taught, not to give the option to withdraw, but to prewarn that this will be discussed (L.O. To understand that actions

such as **female genital mutilation (FGM)** constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers).

**PSHE/RSHE Topic Coverage using Twinkl Life 2022-2023**

(Highlighted topics are the themes the combined classes will look at this year)

<b>PSHE and Citizenship and RSE (Life Learning)</b>						
<b>Long Term Plan</b>						
	<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 One</b>	<b>Be Yourself</b>	<b>It's My Body</b>	<b>Money Matters</b>	<b>Diverse Britain</b>	<b>TEAM</b>	<b>Aiming High</b>
<b>Year Two</b>	<b>Growing Up</b>	<b>Think Positive!</b>	<b>Digital Wellbeing (recap covered in Computing)</b>	<b>One World</b>	<b>Safety First</b>	<b>VIPS</b>
<b>Year Three</b>	<b>Aiming High</b>	<b>Diverse Britain</b>	<b>TEAM</b>	<b>Be Yourself</b>	<b>It's My Body (suitable Y2/3 separate sessions)</b>	<b>Money Matters</b>
<b>Year Five</b>	<b>Diverse Britain</b>	<b>Be Yourself</b>	<b>Aiming High</b>	<b>Money Matters</b>	<b>TEAM</b>	<b>It's My Body</b>
<b>Year Six</b>	<b>VIPs</b>	<b>Think Positive</b>	<b>One World</b>	<b>Digital Wellbeing</b>	<b>Safety First</b>	<b>Growing Up</b>

**Sex Education**

Sex education is not compulsory in primary schools and parents have the right to withdraw their child from Sex Education, either wholly or partly. At Rosemary Works School, we believe that children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and support their personal and social development as they grow into young adults. Knowledge of sex and sexual

health will be delivered in a non-judgmental, factual way, thus giving scope for young people to ask questions in a safe environment and make safe, informed, and healthy choices.

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons and are notified in advance of the lessons. They will be contacted with an opportunity for parents to opt out of the sessions or view the materials and resources being used upon request. If parents decide to withdraw their child/children from these sessions, they must inform the head teacher of their reasons for doing so. If a parent decides to remove their child, alternative work would be set.

## **Year 6 Growing Up Unit**

### **Lesson 5 Let's Talk About Sex**

#### **Aims**

- *I understand what a sexual relationship is and who can have a sexual relationship*

**Key/New Words:** sex, sexual, sexually transmitted infection, intercourse, reproduction, heterosexual, bisexual, homosexual, penis, vagina, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact

#### **Success Criteria:**

- I can describe the terms 'sexual relationship' and 'sexual intercourse'.
- I can explain who can have a sexual relationship, according to the law.
- I can explain what an STI is and I know how these can be prevented.
- I can judge when physical contact is unacceptable and I know how to respond.

#### **Big Questions**

- 1) What is a sexual relationship?
- 2) Who can have a sexual relationship?
- 3) What is an STI?
- 4) How can an STI be prevented?

### **Lesson 6 Human Reproduction**

#### **Aims**

- *I can describe the process of human reproduction, from conception to birth*

**Key/New Words:** conceived, conception, reproduction, sexual intercourse, contraception, birth, sperm, egg, penis, testicles, vagina, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise, umbilical cord

#### **Success Criteria:**

- I can use the appropriate scientific vocabulary when talking about human reproduction.
- I can explain what contraception is.
- I can describe how a baby grows inside the womb.
- I can explain how a baby is born



## ***Puberty***

It is essential to teach about puberty before pupils experience it—to ensure that their physical, emotional and learning needs are met, and that they have the correct information about how to take care of their bodies and keep themselves safe. We therefore start teaching about puberty in Year 4. This is done through our PSHE lessons, in an age-appropriate way with relevant materials and parents are informed before lesson take place.

## ***Child Protection and Sensitive issues***

Teachers need to be aware that effective sex, health and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person. A member of staff cannot promise confidentiality if concerns exist.

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. setting ground rules for lessons, including not sharing personal information;

- stopping conversations where personal information is shared and following up privately if necessary;
- not promising confidentiality if a pupil discloses something of concern;
- telling pupils that they can ask for help and will be taken seriously.

## ***Gender Identity and LGBTQ***

The issue of sexual and gender identity is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age-appropriate objective information, answering appropriate questions, and offering support, as well as allowing balanced discussion and challenging homophobic comments.

## ***Difficult Questions***

It is important that during these sessions pupils should not feel penalized or censored for asking sensible or relevant questions, even if they are occasionally awkward. Questions related to what the teacher has explained, and general questions should be welcomed. Sometimes, pupils may ask questions which go beyond what the teacher has planned and may stray into sensitive territory. There is no single way to address all such questions – some may be handled in a straightforward manner for the whole class to hear, but others may relate to parts of the curriculum which have not yet been taught and, as such, these should not be answered in front of the whole class.

Opportunities to ask questions anonymously should be provided, such as the use of an **ASK-IT BASKET**. An 'Ask-it Basket' question box or bag encourages pupils to ask questions with anonymity and without embarrassment and it should be accessible both during and after every lesson.

## ***Roles and Responsibilities***

### **The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **Head of PSHE/RSHE**

The Head of PSHE/RSHE is responsible for ensuring that teachers and staff have access to relevant and updated planning and that RSHE is taught consistently across the school.

The head of PSHE/RSHE also:

- Creates and updates the RSHE policy
- Manages the planning for KS1 and KS2 teachers.
- Finds relevant and appropriate opportunities to celebrate and further learning and teaching of RSHE/PSHE.
- Resources and shares appropriate materials outside of the TWINKL Life scheme to support teaching of PSHE/RSHE, such as picture books, relevant websites and assembly materials.
- Assists teaching staff with any questions or issues regarding the PSHE/RSHE planning.
- Sharing PSHE/RSHE policy and scheme with Parent's Network for feedback/consultation.

### **Teaching Staff**

Teaching staff are responsible for:

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

### **Pupils**

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

### **Parents**

The school understands the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Will consult with parents on the contents of this policy

- Inform parents about the school's RSHE policy and practice; this includes informing parents about PSHE/PSHE units covered in each year group.
- Answer any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education.
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

### **Policy Updates**

This policy will be reviewed regularly and will be next updated in 2024, or if changes to the curriculum or new guidance from the Government determine that it should be sooner. Those responsible for updating this policy are the Head of PSHE/RSHE and the Headteacher.

**Date of most recent policy update- March 2023**

**Next review due 2024**