

# Relationships, Sex and Health Education Policy

Totley Primary School



Approved by: Governing Body

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## 1. Aims

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 primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Totley 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 – The Curriculum Leader 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 Governors were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. 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, sexuality, healthy lifestyles, diversity, personal identity and changes humans go through as they grow.

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

RSHE teaches children how babies are conceived and born. (Non-statutory.)

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 or from unreliable sources.

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 taught within the personal, social, health and economic (PSHE) education curriculum. Other aspects are included in religious education (RE), Science and Computing.

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, LGBT parents, families headed by grandparents, adoptive parents, and 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). We teach sexual orientation to children at the appropriate age and stage to ensure there is no stigmatisation and so that all children learn the knowledge they need to be tolerant, accepting and open-minded members of society.

For children with special educational needs and/or disability, learning is differentiated using the same quality first teaching strategies for other curriculum areas. For individual children with specific needs, the content and sequence of the curriculum is shaped to meet their specific needs at different developmental stages.

## 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 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 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.

Individuals responsible for teaching RSHE at Totley Primary School:

Who?	Role relevant to the implementation of the RSHE curriculum in school:
Ben Paxman	Headteacher
Chris Atkinson	Deputy Headteacher, Curriculum leader and class teacher
Coralie Corrin	Deputy Headteacher, Curriculum leader and class teacher
Michael Cooper	Key Stage 2 leader and class teacher
Rosie Castle	Class teacher
Ruth Carline	Class teacher
Bronwyn Cooper	SENDCo and class teacher
Lor Ellis	Class teacher
Jonathan Beard	Class teacher
Jo Fulcher	Class teacher
Anita Huckerby	Key Stage 1 leader and class teacher
Vicki Hadabora	Class teacher
Rachel Buck	Class teacher
Sam Flevill	Class teacher
Sarah Mather	Class teacher
Lauren Coupe	Foundation Stage 2 leader and class teacher
Katie Simpson	Class teacher
Kate Llewellyn	Class teacher

## 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 components of sex education within RSHE. Specifically, this means parents may choose to withdraw their children from the non-statutory aspects of the Year 6 RSHE curriculum, as identified in Appendix 1.

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.

## 10. Monitoring arrangements

The delivery of RSHE is monitored by Chris Atkinson (Curriculum leader) and the wider Senior Leadership team through:

- Teacher conversations
- Lesson visits
- Pupil conversations
- Work scrutiny

## Appendix 1: Curriculum content and progression

The content and progression sets out the powerful knowledge children will learn in PSHE including RSHE in each year group and how this is taught through the curriculum.

	Keeping myself safe	Keeping myself safe online	Keeping myself physically healthy	Keeping myself mentally healthy	Biology		Identity, including the Protected Characteristics	Relationships and family
FS2	I know what to do if I meet a stranger.	How do you use a computer safely?	How do I keep myself clean?	I can tell you how I feel.	<b>Changes and puberty</b>	<b>Science curriculum</b>	What am I good at? What are my friends good at?	
	Who can I trust? What does it mean to trust people?				What can I do now that I couldn't do when I was younger?	What is a life cycle?	Why is my body special?	What words do I use in my family?
	Who helps to keep me safe?						<b>Age</b> Meena Sine van Mol	What makes a good friend?
							<b>Disability</b> Having a Disability Justina Chen Hedley	
							<b>Religion/belief</b> Hats of Faith Medeia Cohan	
							<b>Gender</b> Pink is for Boys Robb Pearlman	
							<b>Sexual orientation</b> Julian is a Mermaid Jessica Love	
							<b>Marriage/civil partnership</b> The Prince of the Frog Olly Pike	
							<b>Pregnancy/maternity</b> And Tango Makes Three Justin Richardson	
							<b>Race/ethnicity</b> Sulwe Lupita Nyong'o	
							<b>Gender reassignment</b> Jamie Olly Pike (access on YouTube)	
Year 1	What should I do if I feel unsafe?	Understand a healthy balance of online and offline activities.	How can I make sure I keep myself healthy?	How can I tell how others are feeling? What are the zones of regulation? How do I express myself? How can I recognise that I'm feeling sad, happy, excited, nervous...?	How are boys and girls different?	What are the animal groups?	<b>Age</b> Age On Together Stephanie Lowrey-Willson	What are the roles in a family?
		What do we do if we feel uncomfortable online?					<b>Disability</b> Don't call me special Pat Thomas	
		Communicating online and offline with people					<b>Religion/belief</b> Mommy's Khimar Jamilah Thompkins-Bigelow	Are all families the same?
	How can I keep myself safe at home?	What do we do if we feel uncomfortable online?				How are different animals born and cared for?	<b>Gender</b> William's Doll Charlotte Zolotow	Who are my special friends? Why are they special?
						What are the parts of a plant that help it to survive?	<b>Sexual orientation</b> Mommy, Mama and ME Board book Leslea Newman	

		How to choose what to do and what not to do online			What are the names of the body parts?		<b>Marriage/civil partnership</b> Donovan's Big Day Leslea Newman	
		What makes a good friend online and offline?			How will my body change as I grow up? (Human life cycle)		<b>Race/ethnicity</b> My Brown Skin Thomishia Booker <b>Gender reassignment</b> I Am Jazz Jazz Jennings	
Year 2	How do I recognise a dangerous situation?	Understand what to do if messages pop up on our devices	What are germs and how do I keep myself hygienic?	How do I 'self-regulate'?	How do different animals care for their young?	What is a life cycle?	<b>Age</b> Miz Berlin Walks <u>Jane Yolen</u>	What is personal space and why is it important?
		How to search safely					<b>Disability</b> Just Ask Sonia Sotomayor	What is respect?
		Understand anyone can put something online (fake news)					<b>Religion/belief</b> The Proudest Blue Ibtihaj Muhammad	What different types of families exist?
		How do we keep our information safe?					<b>Gender</b> My Princess Boy Cheryl Kilodavis	
		Do you need a password in Y2?					<b>Sexual orientation</b> This Day in June Gayle Pitman	Should I be forced to be friends with someone?
		Who can you trust online?					<b>Marriage/civil partnership</b> Stella Brings the Family Miriam Schiffer	How can I tell if people are my true friends?
		Understand a healthy balance of online and offline activities					<b>Race/ethnicity</b> When Black Lives Matter Maxine Clarke	
		How to choose what to do and what not to do online					<b>Gender reassignment</b> Phoenix Goes to School Michelle Finch	
Year 3	What are safe and unsafe drugs? What are safe medicines?	What is 'grooming'?	How do I keep my teeth clean?	Is it OK to be scared?	What does a baby need to be healthy?	What is the life cycle of a flowering plant (including the parts of a flowering plant)?	<b>Identity and difference</b> To understand how differences can affect someone Oliver Birgitta Sif	What is comfortable for me?
		Understand websites store a lot of our information	What makes a good night's sleep?				<b>Disability</b> Six Dots: A story of Young Louis Braille Jen Bryant	Why is 'no' an important word in any relationship?
		How do adverts target us?					<b>Religion/belief</b> Yo Soy Muslim: A Father's letter to his daughter Mark Gonzales	What is <i>tolerance</i> and why is it important?
		Keeping your personal information safe					<b>Gender</b> Do boys and girls share the same emotions about the same thing?	What is a same sex relationship?
		Understand a healthy balance of online and offline					<b>Sexual orientation</b> Pride: The Tory of Harey Milk and the Rainbow Flag Rob Sanders	



		activities can affect our well-being						
		Secure, strong passwords are important.					<b>Faith and community</b> To find a solution to a problem Two Monsters David McKee	
		Understand a healthy balance of online and offline activities can affect our well-being					<b>Diversity</b> Use strategies to help someone who feels different The Hueys in the New Jumper Oliver Jeffers	
							<b>Discrimination</b> To understand what ‘discrimination’ means. This is Our House Michael Rosen	
		Understand websites store a lot of our information					<b>Inclusivity</b> To learn to be welcoming Beegu Alexis Deacon	
Year 4	Where are my favourite safe places?	Understand a healthy balance of online and offline activities can affect our well-being	How do I keep myself fit through exercise?	What is the difference between worry and anxiety?	What is puberty?		What impact will puberty have on me?	What are the differences in my relationships?
	<b>Assertiveness</b> To know when to be assertive Dogs Don’t Do Ballet Anna Kemp and SAara Ogilvie	How do you decide what is appropriate for your age?	What is good sleep hygiene?		What are hormones?		<b>Individual identity</b> Be who you want to be Red: a crayons story Michael Hall	
	<b>To ask questions</b> The Flower John Light	What does bias mean?					<b>Disability</b> Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah Laurie Ann Thompson	
		Echo chambers – what are they?					<b>Religion/belief</b>	
		Understand copyright and that it can be illegal.					<b>Gender</b> Chn learn about the differences and inequalities between men and women in the Tudor period and compare to present day perceptions	
		People aren’t always who they say they are.					<b>Sexual orientation</b>	
		Recognising suspicious messages and what to do.					<b>Marriage/civil partnership</b> To understand why people choose to get married King and King Linda de Hann and Stern Nijland	
		Keeping information safe.					<b>Race/ethnicity</b> To overcome language as a barrier The Way Back Home Oliver Jeffers	
							<b>Race/ethnicity</b> The Boy at the Back of the Class Onjali Rauf	
							Gender reassignment	

Year 5	How can I be streetwise?	Secure, strong passwords are important	How do I keep healthy and clean as I get older?	How do I use my emotions to help me?	How will boys and girls change through puberty?	How is a baby made, and what made me male or female?	What makes my gender?	What are the elements of a stable, loving relationship?	
	What do you do in an emergency situation?	Online adverts and understanding how money is made online				What are periods?	How do babies grow in the womb?		Are men and women equal?
	<b>Justify my actions</b> Rose Blanche Ian McKewan and Roberto Innocenti	Become digitally literate and analyse content				What are the different stages of pregnancy?	What are the different stages of pregnancy?	What image do I need to be liked? Link to social media etc.	<b>To learn from our past</b> Where the Poppies Now Grow Hilary Robinson and Martin Impey
		How echo chambers affect the views and opinions we see						In Upper Key Stage Two, children further their knowledge of the protected characteristics. We ensure that every child knows and understands the protected characteristics with appropriate and relevant examples of each within the curriculum.	
	<b>Recognise when someone needs help</b> How to heal a broken wing Bob Graham	Understand the dangers and signs of strangers online						<b>Age</b> How does a human grow old? <i>The 1,000 year old boy</i> by Ross Welford <i>The Gift</i> by Carol Ann Duffy <b>Disability</b> <i>The London Eye Mystery</i> by Siobhan Down How might someone with autism experience the world?	
		Understand it is easy to edit images and ‘Fake News							
		Understand in-app purchases and what to look for							
		Understand social media anxiety							
		Body image and self-esteem							
		Understand that online stereotypes can influence us							
		Understand why we have PEGI ratings							
		We have control and consent of our online and offline world							
		Understand attention can be healthy and unhealthy							
								<b>Freedom of expression</b> The Artist Who Painted a Blue HoRSHE Eric Carle	
								<b>Sexual orientation</b> Children learn about the 1965 Race Relations Act and 1975 Sex Discrimination Act. What impact have they had on the UK? <b>Gender</b> Children learn about the journey to universal suffrage in the UK and compare this to around the world.	
								<b>Individual expression and diversity</b> To accept people who are different from me And Tango Makes Three Justin Richrdson and Peter Parnell	

							<b>Pregnancy/maternity</b> Chn learn about the rights of parents when learning about the life cycle of humans. <b>Race/ethnicity</b> What were Victorian perceptions of different races and ethnic groups? <i>Rosa</i> by Lisbeth Kaiser <i>Noughts and Crosses</i> by Malorie Blackman			
Year 6	Am I making a good choice – antisocial behaviour?	Is there a digital ‘5 a day’?	What damage does smoking cause to someone’s body?	How do I cope with my own feelings and image?	What are the emotional changes that take place through puberty?	Review the knowledge of reproduction.	How is sex and gender portrayed in the media?	What should I do when I come into conflict with my family?		
	Why is having a baby known as a big responsibility?	Understanding how our information is used, and how Ts and Cs do	To consider how my life may change as I grow up <i>Love You Forever</i> <i>Robert Munsch</i>		Why is having a baby known as a ‘responsibility’?	What is DNA?	In Upper Key Stage Two, children further their knowledge of the protected characteristics. We ensure that every child knows and understands the protected characteristics with appropriate and relevant examples of each within the curriculum.			
	How can I take on more responsibility? What are safe and unsafe drugs?	Understand things can be misleading and unbiased; perspective is needed				How have we evolved over time? Evolution. How am I similar and different to parents and siblings?			<b>Disability</b> <i>Wonder</i> by R J Palacio <b>Religion/belief</b> How can we make Sheffield a place of tolerance and respect?	
	<b>Freedom</b> To recognise my freedom Dreams of Freedom <i>Amnesty International</i>	How can we verify online information?								<b>To promote diversity</b> <i>My Princess Boy</i> Cheryl Kilodavis and Suzanne DeSimone
		Protecting our identity including sensitive information such as opinions and emotions								
	Understand some people’s behavior is different online and how to deal with it									
	Understand social media anxiety									
	Protecting the images of us online									
Body image and self-esteem										

		Recognise accurate and inaccurate health information					<p>How does the Totley Primary School community perceive gender? – chn undertake a school community survey about perceptions of gender.</p> <p><b>Sexual orientation</b> How were non-heterosexual people treated in Nazi Germany? How does this compare to modern day?</p> <p><b>Marriage/civil partnership</b></p> <p><b>Race/ethnicity</b> <i>Still I Rise</i> by Maya Angelou</p>	
							<p><b>Race/ethnicity</b> To challenge the causes of racism The Island Armin Greder</p>	
							<p><b>Gender reassignment</b> What does it mean to be <i>trans</i>?</p>	
							<p><b>To stand up to discrimination</b> The Whisperer Nick Butterworth</p>	

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>
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> </ul>

	<ul style="list-style-type: none"> <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			

