

# Lancasterian Primary School

## Relationships, Sex and Health Education (RSHE) Policy



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### 1. Aims

At Lancasterian Primary School, we deliver RSHE through the Christopher Winter Project as part of Personal, Social and Health Education (PSHE). We believe that RSHE and PSHE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

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

- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- 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

We aim to equip our children with the skills and knowledge that they will require in their future lives and to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of relationships, sex and sexuality. We teach RSHE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. We want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

RSHE enhances and is enhanced by learning related to topics including: anti-bullying; keeping safe on and off line; keeping physically and mentally healthy; learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

## 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 Lancasterian Primary School we teach RSHE as set out in this policy.

## 3. Policy Development

This policy has been developed in consultation with parents, staff and governors. The consultation and policy development process involved the following steps:

- Review – the SMSC Leader, supported by SLT pulled together all relevant information including relevant national and local guidance
- Parent/stakeholder/staff consultation – parents and any interested parties were invited to feedback on the policy
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Curriculum and Delivery of RSHE at Lancasterian Primary

At Lancasterian Primary, RSHE is taught within the PSHE curriculum for one half-term each year. It consists of three lessons for Reception to Year 5 and four Lessons for Year 6 as outlined by the Christopher Winter Project for RSHE (Appendix 1). All lessons are approached and taught with sensitivity and are age appropriate.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. The biological content of RSHE is mandatory for all pupils, as part of the National Curriculum for Science. For the overview on our RSHE Curriculum, please see Appendix i.

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. In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSHE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

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

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, 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).

A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

### Families and people who care for me

Pupils should know:

- 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 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.
- 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

Pupils should know:

- 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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

Pupils should know:

- 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.
- 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 cyberbullying), 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

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- 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 have never met.
- how information and data is shared and used online.

### Being safe

Pupils should know:

- 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 is 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 or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

A summary of the key objectives of the statutory Physical Health and Mental Wellbeing curriculum is set out below.

### 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.

## Sex Education

The DfE guidance recommends that *'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'*

At Lancasterian we use the Christopher Winter Resources to support with this and have identified in Appendix i which lessons parents/carers may withdraw their children from.

## **5. Pupils with Special Educational Needs and Disabilities (SEND)**

SEND pupils should follow the same RSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

## **6. Roles and responsibilities**

### The governing board

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

### 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 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
- Responding appropriately to questions asked by the children, as advised by staff training.

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.

### Pupils

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

## **7. Monitoring, Evaluation and Assessment**

The Christopher Winter Projects provides an opportunity for teacher and pupil reflection as part of each lesson. Monitoring also happens through Quality Assurance Reviews of Topic books, which happens termly.

## **8. Parents' and Carers' Right to Withdraw**

Parents and Careers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE that is not part of the Science Curriculum. Parents do not have the right to withdraw their children from relationships education. Requests for withdrawal should be put in writing using the form found in Appendix ii of this policy and addressed to the headteacher. Following this:

- An appointment with the SMSC Leader/Headteacher must be made to discuss and clarify why a parent/carer wants to withdraw their child and this will be recorded.
- They will discuss the benefits of receiving this education and the detrimental effects withdrawal may have on the child (feeling excluded or hearing what has been taught from peers).
- Parents can decide to deliver sex education to their child at home instead (information will be provided on request).

## **Appendix 1: Christopher Winter Project for RSHE Lesson Overview**

*Sex Education Lessons, from which parents/carers have the right to withdraw their child, are written in red*

Reception <b>Our lives</b>	Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Families
Year 1 <b>Growing and caring for ourselves</b>	Lesson 1: Different Friends Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 <b>Differences</b>	Lesson 1: Differences: Boys and girls Lesson 2: Differences: Male and female animals Lesson 3: Naming Body Parts
Year 3 <b>Valuing differences and keeping safe</b>	<b>Lesson 1: Body Differences</b> Lesson 2: Personal space Lesson 3: Help and Support
Year 4 <b>Growing up</b>	<b>Lesson 1: Changes</b> <b>Lesson 2: What is puberty?</b> Lesson 3: Healthy Relationships
Year 5 <b>Puberty</b>	Lesson 1: Talking about puberty Lesson 2: The Reproductive System Lesson 3: Help and Support
Year 6 <b>Puberty, relationships and reproduction</b>	<b>Lesson 1: Puberty and reproduction</b> Lesson 2: Communication in Relationships <b>Lesson 3: Families, Conception &amp; Pregnancy</b> Lesson 4: Online Relationships

**Appendix 2: Parent form: withdrawal from sex education within RSHE and to be addressed to the headteacher (Mr P Murphy)**

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	