

# Relationships, sex and health education policy (from 2020)

Bessemer and Keyworth Federation



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**Last reviewed on:**

**Next review due by:**

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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

The RSHE curriculum and the way it is delivered supports the federation ethos of developing children's physical, intellectual, spiritual, moral, social and emotional intelligence; as well as developing children to be healthy citizens of the future who can contribute positively to the wider community and society in general.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education and health 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 the Bessemer and Keyworth Federation we teach RSHE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. 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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1 and section 6 of this policy.

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

For more information on the aspects of RSHE taught within the science and RE curriculums, please follow the links below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)

The RSHE curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships.

Pupils in upper KS2 also receive stand-alone sex education sessions delivered by teaching staff and/or a trained health professional.

*Relationships education focuses on:*

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

*Sex education (apart from topics included in the Science curriculum) is directed at KS2 and focuses on:*

- › Puberty
- › Communication in Relationships
- › Conception and pregnancy

*Health education focuses on:*

- › Mental Wellbeing
- › Internet safety and harms
- › Physical health and fitness
- › Healthy eating
- › Drugs, alcohol and tobacco
- › Health and prevention
- › Basic first aid
- › Changing adolescent body

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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The Headteacher

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

### 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 or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by the Head of School and the PSHE lead through:

- Informal lesson observations led by PSHE lead
- Review of planning and outcomes for students
- Opportunities for staff and parents to feedback on lesson delivery and content

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of School and PSHE lead at least every 3 years, or when government guidance changes.

At every review, the policy will be approved by the Chair of Governors and the Executive Headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES |
|------------|--------|--|-----------|
| Reception  | Summer | <p><b>Relationships Education</b></p> <ul style="list-style-type: none"> <li>• Who keeps them safe and how</li> <li>• About what is safe and unsafe</li> <li>• What friends are</li> </ul>   | CWP       |
| Year 1     | Autumn | <p><b>Parts of the Body [biology]</b></p> <ul style="list-style-type: none"> <li>• About their bodies and how they work [biology]</li> <li>• About babies and birth and about the process of growing from young to old [biology]</li> <li>• That babies need care and attention (love) in order to calm them if they are upset [biology]</li> <li>• How people's needs change &amp; responsibilities that increasing independence may bring [biology]</li> </ul> | CWP       |
|            | Summer | <p><b>Relationships Education</b></p> <ul style="list-style-type: none"> <li>• About different types of friends, including grown-ups</li> <li>• The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> </ul>  |           |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES |
|------------|--------|--|-----------|
| Year 2     | Autumn | <p style="text-align: center;"><b><u>About My Body</u></b></p> <ul style="list-style-type: none"> <li>• More about parts of the body and how the body works [biology] &amp; PE/Sport</li> <li>• About the physical similarities and differences between biological males and females [biology]</li> </ul>  | CWP       |
|            | Summer | <p style="text-align: center;"><b><u>Relationships Education</u></b></p> <ul style="list-style-type: none"> <li>• About when friendships break up, or people move away</li> <li>• More about teasing &amp; bullying, the different types of teasing and bullying, that these are wrong and unacceptable</li> <li>• Consequences of anti-social &amp; aggressive behaviours such as bullying &amp; discrimination on individuals &amp; communities</li> <li>• How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> <li>• Identify special people and how they care for them.</li> <li>• About who to talk to if they have concerns, questions or worries</li> </ul> |           |



| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES  |
|------------|--------|---|------------|
| Year 3     | Summer | <p style="text-align: center;"><b><u>Sex and Relationship Education [biology]</u></b></p> <ul style="list-style-type: none"> <li>• About biological gender and growing</li> </ul> <p style="text-align: center;"><b><u>Relationships Education</u></b></p> <ul style="list-style-type: none"> <li>• About different types of relationships including friends and families, civil partnerships and marriage</li> <li>• That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (incl. same sex)</li> <li>• About extended families</li> <li>• What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> </ul> | <b>CWP</b> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES |
|------------|--------|--|-----------|
| Year 4     | Summer | <p style="text-align: center;"><b><u>Relationships Education</u></b></p> <ul style="list-style-type: none"> <li>• That their actions affect themselves and others</li> <li>• About the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</li> <li>• About equal opportunities and their importance</li> <li>• That bullying (including cyberbullying) has negative and often lasting impact on mental wellbeing.</li> </ul> <p style="text-align: center;"><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>• How their body will change as they approach and move through puberty [biology]</li> <li>• About the emotional changes they may experience during puberty</li> </ul> | CWP       |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES |
|------------|--------|--|-----------|
| Year 5     | Spring | <p style="text-align: center;"><b><u>Relationships Education</u></b></p> <ul style="list-style-type: none"> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) and about images and stereotypes</li> </ul>  |           |
|            | Summer | <p style="text-align: center;"><b><u>Relationships Education</u></b></p> <ul style="list-style-type: none"> <li>• More about a range of issues that can affect families</li> <li>• About change, including transitions loss, separation, divorce and bereavement</li> <li>• How it feels to be excluded or discriminated against EWMH</li> <li>• About how to deal with bullies</li> </ul> <p style="text-align: center;"><b><u>Sex Relationship Education Healthy and Safe</u></b></p> <ul style="list-style-type: none"> <li>• About human reproduction</li> </ul> |           |

CWP

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES |
|------------|--------|--|-----------|
| Year 6     | Autumn | <p style="text-align: center;"><b>Relationships Education</b></p> <ul style="list-style-type: none"> <li>• About taking on more personal responsibility</li> </ul>   |           |
|            | Spring | <p style="text-align: center;"><b>Relationships Education</b></p> <ul style="list-style-type: none"> <li>• That actions have consequences – emotionally as well as physically and that bullying (including cyber, racial, sexual, gender-based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech), racist behaviours and knife carrying are wrong</li> <li>• About aggressive behaviour</li> </ul>   |           |
|            | Summer | <p style="text-align: center;"><b>Relationships Education</b></p> <ul style="list-style-type: none"> <li>• About how different families behave/interact/communicate</li> <li>• About how to deal with conflicts as they arise</li> </ul> <p style="text-align: center;"><b>Relationships and Sex Education – what do we mean by love? [biology]</b></p> <ul style="list-style-type: none"> <li>• About parenting and love</li> <li>• That there is nothing that they should be afraid to ask about</li> <li>• That there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM)</li> <li>• To explore positive and negative ways of communicating in a relationship (online relationships)</li> </ul> |           |

CWP

## Appendix 2: Statutory Outcomes - By the end of primary school pupils should know

| RELATIONSHIPS EDUCATION               | 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>  |

| RELATIONSHIPS EDUCATION  | PUPILS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |

| RELATIONSHIPS EDUCATION | PUPILS SHOULD KNOW  |
|-------------------------|---|
| 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> |

| HEALTH EDUCATION          | PUPILS SHOULD KNOW  |
|---------------------------|---|
| Mental wellbeing          | <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul> |
| Internet safety and harms | <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>  |



| HEALTH EDUCATION            | PUPILS SHOULD KNOW   |
|-----------------------------|--|
| Physical health and fitness | <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   |
| Healthy Eating              | <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>  |
| Drugs, alcohol and tobacco  | <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>   |
| Health and prevention       | <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul> |
| Basic first aid             | <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  |
| Changing adolescent body    | <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</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, sex and health 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 |  |
|   |  |