

Policy Updated: September 2023
Review Date: September 2024



Whitehouse Primary School

Relationships and Sex Education (RSE) and Health Education Policy

At Whitehouse Primary School, high expectations of learning, behaviour and respect for each other underpin everything that we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

This policy sets out our school's approach to statutory Relationships and Health Education and non-statutory Sex Education. It was produced by the PSHE subject leader in collaboration with the Head teacher and Senior Leadership Team.

Statutory requirements

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

Department for Education guidance states that: *The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.*

This policy, and our curriculum, has been written in accordance with the statutory guidance document [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

The teaching of Sex Education in primary schools remains non-statutory¹, and the parental right to withdraw from this learning is upheld. Some elements of sex education are taught in the context of the statutory science and health curricula².

The Science and Health curriculums include knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals including humans. Other related topics that fall within the statutory requirements for Health Education are: menstrual wellbeing and the physical developments of both genders during puberty.

¹ As recommended by the DfE, this part of our curriculum is: age appropriate, meets the needs of our children and is clearly identified in our RSE Curriculum documents.

² Clearly identified in the relevant Whitehouse Primary School progression frameworks.

Whitehouse Primary Aims

Through the delivery of Relationships and Sex Education (RSE), we intend to further our school’s aims of providing a curriculum that is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes that enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

Every child is entitled to receive RSE regardless of their ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs and socio-economic background. The focus at Whitehouse Primary School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

It is our intention that all children have the opportunity to develop their skills, empowering them to make positive choices that impact their health, relationships and behaviour.

RSHE education will reflect the values of our PSHE curriculum. In addition, RSHE will promote self-esteem, emotional health and wellbeing and help children form - and maintain - worthwhile and satisfying relationships that are based on respect for themselves and for others.

While RSHE is generally woven into the curriculum, ensuring content is cohesively taught alongside other curriculum learning, some aspects are taught separately to support understanding and respect the sensitive nature that some aspects may have.

RSE and Health coverage at Whitehouse Primary school

Whitehouse Primary School Programme of Study		
Pupils should be taught :		
Relationships	Families and people who care for me	<ul style="list-style-type: none"> . 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 family³, 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.

³ Families can include for example, single parent families, **LGBTQ+ parents** (e.g. two mums or two dads), families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

	Caring friendships	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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 preferences⁴ 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 and homophobia⁵), 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	<ul style="list-style-type: none"> □ 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.

⁴ Including LGBTQ+ (e.g. a man can be in a relationship with a man and a woman can be in a relationship with a woman)

⁵ The concept of homophobia (dislike of or prejudice against gay people - people who are in a relationship with another person of the same gender) would be taught from Year 4 to all children (prior to Year 4 it would be approached in a 1:1 manner, involving parents)

	Being safe	<ul style="list-style-type: none"> □ The boundaries that 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. <p>Where to get advice e.g. family, school and/or other sources.</p>
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Physical health and mental wellbeing	Mental well being	<ul style="list-style-type: none"> □ 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. <ul style="list-style-type: none"> □ 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.
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	Internet safety and harms	<ul style="list-style-type: none"> □ 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. □ In Year 5 and 6, why social media, computer games and online gaming have age restrictions and equip the children to manage common difficulties encountered online.
	Physical health and fitness	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	Health and prevention	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 (Year 5 and 6) ⁶	<ul style="list-style-type: none"> • Key facts about puberty (Menstruation taught Autumn Year 5) and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. This will include reference to ‘wet dreams’, ejaculation, erection and will include correct naming of private body parts (See science curriculum for specific vocabulary) (Summer Year 5) • About menstrual wellbeing including the key facts about the menstrual cycle (September Year 5 and summer Year 6)
Sex education* (Year 6)	Conception	<ul style="list-style-type: none"> • How the science of fertilization takes place during the human act of conception (the penis entering the vagina, known as sexual intercourse) • About consent in relation to intimacy and sexual intercourse (a consensual act between two people aged 16 and over) • Addressing any questions, a child might have with regards to contraception in a factual manner (e.g. What is a condom? It is an item placed over the penis to prevent fertilization, and therefore pregnancy, taking place) <p>Parents have the right to withdraw their child from this aspect of learning and must be given the opportunity to do so.</p>

*non-statutory

Roles and Responsibilities

Relationships, Sex and Health Education (RSHE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSHE programme is led by the PSHE Subject Leader with the support of the Senior Leadership Team.

PSHE lessons are taught by trusted adults. Teaching staff receive training in the delivery of the RSHE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required.

As a school, we recognise the need to work with parents and carers to ensure a shared understanding of RSHE and to deliver an effective, transparent programme that meets the needs of our pupils.

Delivery

All elements of our RSHE programme will be delivered in an age-appropriate and sensitive manner as part of our Whitehouse curriculum with two members of staff present.

RSHE is delivered by trusted adults, predominantly in mixed gender groups - other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the subject leader based on the needs of the children.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSHE in school e.g. the school nurse. All visitors will be familiar with and understand the school’s RSHE policy and be expected to work within it.

⁶ Taught in single gender lessons

Equality

Within RSHE, we aim to develop key interpersonal skills such as respect and empathy, which enables pupils to understand the rights and responsibilities they have.

We will ensure that our provision of RSHE is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups. Teaching and resources will be differentiated as appropriate to address the learning requirements of children with SEN in order for them to have full access to the content of RSHE at a stage appropriate to their cognitive development.

Monitoring and Evaluation

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus e.g. children's listening skills, empathy etc. Quizzes may be also used before and after a unit of work to aid assessment.

Elements of RSHE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Safeguarding and Confidentiality

Agree code of conduct by the children

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSHE to be an important part of our school's approach to safeguarding.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, the Designated Safeguarding Lead would follow procedures as stated in our Safeguarding Policy.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSHE. These sessions are in addition to, and intended to complement, our existing RSHE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A trusted adult will always be present. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.