

# **Holland Haven Primary School**

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

<b>Approved by:</b>	Governing Board	<b>Date:</b> December 2022
<b>Last reviewed on:</b>	NA	
<b>Next review due by:</b>	Autumn 2024	

## Contents

1. Aims
  2. Statutory requirements
  3. Policy development
  4. Definition
  5. Curriculum
  6. Delivery of RHE
  7. Roles and responsibilities
  8. Parents' right to withdraw
  9. Training
  10. Monitoring arrangements
- Appendix 1: Curriculum map
- Appendix 2: By the end of primary school pupils should know
- Appendix 2: By the end of secondary school pupils should know
- Appendix 3: Parent form: withdrawal from sex education within RSE

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## 1. Aims

The aims of relationships and health education (RHE) 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 healthy 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 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 RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Holland Haven Primary we teach RHE 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 SLT collected 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 view the policy and make comments via a school survey
4. Pupil consultation – The Learning Council were consulted on the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

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

### 5. Curriculum

Our curriculum is set out as per Appendix 1 (wider hidden curriculum and PSCHE Profile) 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 do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings and healthy relationships

For more information about our curriculum, see our curriculum map in Appendix 1 and our school website for specific, relevant Science and PSCHE planning.

### 6. Delivery of RHE

RHE is taught within the personal, social, citizenship, health and economic (PSCHE) education curriculum. Biological aspects of RHE are taught within the Science curriculum, and other aspects are included in religious education (RE).

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 RHE curriculum, see Appendices 1 and 2 - these are closely linked to the school's PSCE Subject Profile and Subject Matrix.

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 RHE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE in Year 6 (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RSE
- 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 RHE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

All teachers are responsible for teaching RHE in school.

### **7.4 Pupils**

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

## 8. Parents' right to withdraw

Parents/carers do **not** have the right to withdraw their children from relationships and health education as it is a statutory requirement of primary education.

Sex education is offered in Year 6 in the last RHE lesson called 'How babies are made'.

This lesson includes sex education and lays an important foundation for pupils' learning in Relationships and Sex Education at secondary school. It focuses on the features of loving relationships, including the importance of consent, how a baby is made and an introduction to the concept of pregnancy. - *PSHE Association, Medway Public Health Directorate Planning*

Parents have the right to withdraw their children from this session.

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.

## 9. Training

PSCHE Leaders keep up-to date with the most current practice in RHE and cascade this to staff. Planning and resources are adopted from the PSHE Association's recommendation 'Medway Public Health Directorate' and this support's staff confidence and subject knowledge.

As part of the school's Health and Safety programme, external visitors, such as the NSPCC or Essex Police, provide support to staff through the delivery of assemblies and workshops.

## 10. Monitoring arrangements

The delivery of RHE is monitored by PSCHE Leaders and SLT through:

subject profile/matrix evaluation linked to planning scrutinies,

learning walks and lesson observations

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems (PSCHE Matrix and Assessment Record)

This policy will be reviewed by the PSCHE Leaders annually. At every review, the policy will be approved by the Curriculum Committee

## Appendix 1: Curriculum map

### **PSCHE Provision at Holland Haven Primary School using the PSHE Association Curriculum Framework (planning tool)**

#### **Personal Development** - The Hidden Curriculum and Cross-curricular Links

See further discrete PSCHE coverage on the [PSCHE Subject Profile](#) and [SMSC/Cultural Capital links](#) and [Diversity Thread](#) on [Termly Curriculum Maps \(2 year rolling programme\)](#)

<p><b>KS1 Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>★ Learning Culture (thinking skills, golden rules, core values) growth mindset, collaborative learning ‘Kagan structures’, P4C and peer mentoring Pupil Voice: learning and school councils (and feedback from the Multi Schools Council)</li> <li>★ Cross-phase beach hut competition</li> <li>★ Mental Health Days/Weeks</li> <li>★ Zones of regulations for feelings/emotions, worry monster, emotions slider chart</li> <li>★ Anti-bullying assemblies and shows</li> <li>★ Understanding the meaning of ‘well being’ - KS1 subject key for ‘kind, resilient, healthy citizen’</li> <li>★ P.E (including swimming sessions for Year 2)</li> <li>★ Science Unit ‘Growing up and our bodies’</li> <li>★ NSPCC Pants On assembly</li> <li>★ Aspirations: golden assemblies and wow moments</li> <li>★ Transition days and independence modelling</li> <li>★ Learn2Cycle, 3PR, Beat the Streets</li> <li>★ Ongoing Learning Outside the Classroom including termly Beach Schools</li> <li>★ Healthy snack time</li> <li>★ School trips</li> <li>★ School pets - rules and responsibilities</li> <li>★ P4C Looking after others</li> <li>★ ‘Minibeast’ theme - well being aspect</li> <li>★ ‘Knight’ theme - how to influence health</li> </ul>	<p><b>KS2 Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>★ Learning Culture (thinking skills, golden rules, core values) growth mindset, collaborative learning ‘Kagan structures’, P4C and peer mentoring</li> <li>★ Pupil Voice: learning and school councils (and feedback from the Multi Schools Council)</li> <li>★ Cross-phase beach hut competition</li> <li>★ Mental Health Days/Weeks</li> <li>★ Zones of regulations for feelings/emotions, worry monster, emotions slider chart</li> <li>★ Anti-bullying assemblies and shows</li> <li>★ Science, Computing - E.safety (Cyber Safety Year 6 Police programme) and reliable internet sources, P.E. (incl. the offer of ‘top-up’ swimming sessions for Year 6)</li> <li>★ Aspirations: golden assemblies, wow moments and annual careers week Year 6</li> <li>★ Transition days (annually including secondary school visits in Year 6)</li> <li>★ SwimSafe, Learn2Cycle, 3PR, Beat the Streets and Bikeability</li> <li>★ Forest sessions/D&amp;T (tools, equipment) and outdoor learning: risk-benefit including active play on the Hills, termly Beach sessions</li> <li>★ First Aid (Heart Start)</li> <li>★ School trips (all), residential (Year 6)</li> <li>★ School pets - rules and responsibilities</li> <li>★ School class teachers (Year 6) RSE talks</li> <li>★ NSPCC visits and E-Safety</li> <li>★ Aliens and Robots ‘astronaut healthy eating’ cookery</li> </ul>
<p><b>KS1 Relationships</b></p> <ul style="list-style-type: none"> <li>★ Anti-bullying events</li> <li>★ Friendship Ambassadors</li> <li>★ P4C respecting opinions, differences, encouraging environment modelled to share thoughts and feelings, and responses, respectful of feelings</li> <li>★ Learning Environment: zones of regulation, learning mentor, worry box, golden rules, core values</li> <li>★ Social, Moral, Spiritual and Cultural themed assemblies</li> <li>★ R.E. E Safety (‘secrets’ and what to share), Science and P4C lessons (‘kind and unkind’)</li> <li>★ Collaborative Learning and peer mentoring</li> <li>★ Special people covered in RE units, close to home as</li> </ul>	<p><b>KS2 Relationships</b></p> <ul style="list-style-type: none"> <li>★ Anti-bullying workshops</li> <li>★ Friendship Ambassadors</li> <li>★ P4C respecting opinions, differences, encouraging environment modelled to share thoughts and feelings, and responses, respectful of feelings</li> <li>★ Learning Environment: zones of regulation, learning mentor, worry box, golden rules, core values</li> <li>★ R.E. E.Safety, Science and P4C lessons</li> <li>★ Collaborative Learning and peer mentoring</li> <li>★ Residential (Year 6)</li> </ul>

<p>well as religious (family - love, security and stability and different types of family)</p> <ul style="list-style-type: none"> <li>★ What kind of physical contact is appropriate, uncomfortable contact NSPCC 'Pants On'</li> </ul>	<ul style="list-style-type: none"> <li>★ See discrete units separately below PSHE/RSE provision: Differences between people and Loss, separation, divorce and bereavement</li> </ul>
<p><b>KS1 Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>★ Living by the coast - assemblies from Coastguard/Lifeboat and visits to the Lifeboat</li> <li>★ Internet safety and road safety</li> <li>★ Fire safety (Sparks and Spooks Assembly)</li> <li>★ Multicultural Day and Best of British Day</li> <li>★ Termly discussions and construction about class expectations, school pet responsibilities and pupil mentor jobs etc</li> <li>★ 'Minibeast' theme - covers rights and our responsibilities</li> <li>★ Class monitors including Eco Council</li> <li>★ Pupils are part of many groups 'communities': class/phase teams (earn crystals and choose winning ed. activity), cross-phase beach hut houses to share, working learning groups, school, learning and eco council</li> <li>★ British Values/SMSC assemblies</li> <li>★ Penguin theme - global conservation and Minibeast theme - conserving local environment</li> <li>★ Uniqueness and similarities in R.E unit 'special people' includes those in our community</li> <li>★ E safety who are the right people to report to</li> <li>★ Respect Assembly (Essex Police)</li> <li>★ Charity fundraisers broadening awareness and developing compassion</li> <li>★ Essex RE Curriculum coverage</li> <li>★ Road and Bike Safety - during school trips and walks in the local area</li> <li>★ Spending money on school trips and PTA Fathers Day Shop etc</li> </ul>	<p><b>KS2 Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>★ Living by the coast - assemblies from Coastguard visits to the Lifeboat- 'Swim Safe' sessions in the sea</li> <li>★ Home and Fire Safety (Home Safety and Sparks and Spooks Assembly - Essex Fire Service programme, and Crucial Crew)</li> <li>★ Multicultural Day and Best of British Day</li> <li>★ P4C sessions, assemblies and themed links ('Out of this World' Tim Peake, 'Extreme Earth' natural disasters 'Rainforest' conservation, 'Around the World')</li> <li>★ Class monitors (incl Eco Council) and Prefect duties</li> <li>★ Democracy: electing school council, decision-making and assemblies</li> <li>★ British Values/SMSC assemblies</li> <li>★ Pupils are part of many groups 'communities': class/phase teams (earn crystals and choose winning ed. activity), school, learning and eco council (prefects, sports leaders Year 6)</li> <li>★ Newsround Class Assemblies/WWF - class adopting animals and updates/magazines</li> <li>★ Year 6 Leavers Fayre</li> <li>★ Respect Assembly linked to Hate Crime (Essex Police)</li> <li>★ Charity fundraisers broadening awareness and developing compassion</li> <li>★ Essex RE Curriculum coverage</li> <li>★ Spending money on school trips and PTA Fathers Day Shop etc</li> <li>★ Year 6 Leavers fayre</li> </ul>

Refer to school's ongoing [Safety Programme](#) (coastal, cycling, swimming initiatives, first aid, fire/police, 3PR -aliens, growth mindset, NSPCC & Anti-bullying//workshops) - timetable and details

Discrete PSHE lessons (Year 1 and 2 of 2 year rolling curriculum)

KS1 Units	LKS2 Units	UKS2 Units
<ul style="list-style-type: none"> <li>★ Change and loss - <a href="#">Penguins Autumn 1</a> -</li> <li>★ Household and medicine danger. Road and Cycle safety. How to respond to an emergency- <a href="#">Wizards Spring 1</a></li> <li>★ Fears for themselves (physical) Keeping things private and their right to do so. Anxious secrets and surprises <a href="#">Supported by visitors - NSPCC Safety Unit 2 Castles Knight Autumn 2 (body parts)</a></li> </ul>	<ul style="list-style-type: none"> <li>★ Caring friendships and Peer pressure (links to dares in relationships, characteristics of friendship, how important friendships are in making us feel secure and safe) Caring Friendships (DfE page 21) <a href="#">Friendships and Peer Pressure Unit - Autumn 1 - Charlie and the Chocolate Factory</a></li> <li>★ Recognise and challenge stereotypes - <a href="#">Cultural Differences Unit Spring 1 - Pirates</a></li> </ul>	<ul style="list-style-type: none"> <li>★ United Nations declaration of human rights/ UN convention rights of the child - <a href="#">Autumn 1 - The Victorians</a></li> <li>★ Drugs and Alcohol / Habits - <a href="#">Spring 1 Science - Healthy Astronauts</a></li> <li>★ Difference between people (cultural, ethnic, gender identity, sexual orientation). Cultural values that differ to the UK. Forced marriage <a href="#">Summer Year 1 Around the World</a></li> <li>★ Loss, separation, divorce and bereavement. - <a href="#">Autumn 2 - WW2</a></li> <li>★ Wellbeing and personal hygiene - <a href="#">Spring Year 2 - Pompeii</a></li> <li>★ Social media representation - responsibility over actions (forwarding images). Responsible use of mobile</li> </ul>

<p>★ Money, sources of money, spending and saving, the role of money in their lives. Money Unit 1 - Maths</p>	<p>★ Marriage and civil partnerships - Relationships Unit - Summer Year 1 - The Tudors</p> <p>★ Saving money, spending etc. Money Unit 2 - Maths</p>	<p>phones Supported by visitors - Police, NSPCC - E-Safety Unit, Crucial Crew</p>
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## 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> <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> </ul>



	<ul style="list-style-type: none"> <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 Year 6 ‘how babies are made’ session.

Dear Parents and Carers,

On \*date to add\* Year 6 will be taught important Science/PSCHE content about how babies are conceived.

This lesson includes sex education and lays an important foundation for pupils’ learning in Relationships and Sex Education at secondary school. It focuses on the features of loving relationships, including the importance of consent, how a baby is made and an introduction to the concept of pregnancy. - *PSHE Association, Medway Public Health Directorate Planning*

We give the children time to write down questions they would like answered and it is also a chance for teachers to dispel common myths and worries. More information can be found on our school website in the policies section ‘Relationships and Health Policy’ or Curriculum ‘PSCHE Provision Page’. Please do not hesitate to ask if you have any questions.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from Year 6 ‘How babies are made’ lesson			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	