



Relationships, Sex and Health Education (RSHE) Policy

**Relationships, Sex and Health Education
Policy**

Policy Review Date: January 2022

Reviewed By: D McGregor & SLT

Next Review: January 2023 (or following
incident, legislation or interim guidance)

Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

This policy is also made available on the school website.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
6.8.2020 12.5.2021	Policy statement	New statutory framework Sept 2020	4
6.8.2020	Aims and objectives	Additional aim 'challenges.'	4
6.8.2020	Why RSHE is important?	Sub-heading changed to 'Rationale' and additional information	5
6.8.2020 12.5.2021	Equal Opportunities Statement	Sub-heading changed to 'Equality' and reference to Equality Act 2010 Remove reference to 'FGM.'	5
6.8.2020	Legal requirements	Include reference to 'right to withdraw.'	5
6.8.2020	How RSHE is delivered at Avalon	More detail regarding delivery timings of curriculum	6
6.8.2020	Curriculum content	Curriculum updated in line with new framework	7-10
12.5.2021	Curriculum content	Remove 'FGM', insert 'consent' Years 1-6. Change 'friendships' to 'relationships.' Years 3-6. Change 'valuing difference' to 'respecting ourselves and others' Years 3-6.	7-10
12.5.2021	Curriculum content	Resources updated to include Medway and Stonewall (LGBT).	7
12.5.2021	Agreed word banks (Appendix 1)	Following parental consultation: Remove FGM and insert 'consent' Years 1-6. Remove 'womb' from Year 3 word bank.	11
26.01.22	How RSHE is delivered	RSHE is delivered by Form Teachers	6

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APPENDIX 1

Agreed word banks (per Year group)

Policy Statement

Avalon School's Relationships, Sex and Health Education (RSHE) policy is based on the DFE guidance document, 'Relationship Education, Relationships and Sex Education (RSHE) and Health Education.'

From September 2020, Relationship Education is compulsory in all primary schools in England.

According to the guidance document, Relationship Education is about 'putting in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.' Relationship Education promotes the emotional, social and cultural development of pupils and involves learning about relationships, personal identity, diversity and staying safe.

At Avalon, Relationship, Sex and Health Education will provide our children with the opportunities to develop confidence in talking, listening and thinking about feelings and relationships. Teaching about mental wellbeing is also central to Relationship Education. In their guidance document, the DFE state that, 'Children and young people are increasingly experiencing challenge and young people are at risk of feeling lonely.'

At Avalon, children will follow a structured, spiral programme of relationship education, tailored to their age and development. This will help our pupils to develop resilience and character which are fundamental to a child's happiness, success and becoming a productive member of society. Central to this is the child's belief that they can achieve goals, both academic and personal and that they can recover from setbacks and challenging periods in their lives.

Although Sex Education is not compulsory at primary level, our developmental programme of study will cover certain aspects from Year 3: LGBT and inclusivity and forced marriage. Following consultation with our stakeholders including Parents, Staff and Governors; the aspects of conception and birth will currently not be taught as part of our RSHE programme.

Aims and objectives

Avalon School's Relationship, Sex education (RSHE) policy is a working document and aims to:-

- provide a graduated Relationships, Sex and Health Education programme, tailored to the age and the physical and emotional maturity of the children
- ensure that RSHE is supported by the school's wider curriculum for personal, social and health education
- develop children's confidence and responsibility
- help our children play an active role as citizens

- help our children develop a healthier, safer lifestyle
- assist children in developing good relationships, respecting differences between people
- provide an environment which challenges perceived limits on pupils based on their gender or any other characteristics

Rationale

Relationship Education provides an important forum to give pupils the life skills that will enable them to make informed decisions to protect themselves against harmful and exploitative situations. It is therefore a tool to safeguard children. The subject sits within our approach to develop pupils socially, morally, spiritually and culturally, and within the context of our pastoral care system and in parallel with our PSHCEE curriculum.

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or “unhealthy,” RSHE at Avalon aims to counterbalance these messages by providing accurate information as part of a supportive programme.

Equality

Relationship Education contributes to the foundation of the PSHCEE curriculum and offers a valuable means for promoting equality between individuals and groups. It involves an exploration of human and social diversity and a fostering of self-worth, whilst recognising, accepting and respecting difference. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment is vital.

Avalon School is committed to the provision of Relationship Education to all of our children. Our RSHE programme is inclusive and acknowledges and accommodates the diversity within any group of children. Under the provisions of the Equality Act 2010, the school will not unlawfully discriminate against pupils because of their gender, sexual orientation, religion, language, race, social background, culture, appearance, disability or family set-up. Avalon is mindful of the needs of any SEND pupils when planning for Relationship Education.

Legal requirements

The law in relation to RSE states:-

“The governing bodies of schools are required to keep an up-to-date RSE policy that describes the content and organisation of RSE provided outside the National Curriculum Science Orders.”

As Relationship Education is now statutory, parents/carers cannot withdraw their child/children from Relationships Education lessons, apart from those that cover non-statutory content (LGBT and forced marriage). Children may also not be withdrawn from any lessons which cover the statutory National Curriculum for Science

At Primary level, a parent has the right to withdraw their child from some or all parts of Sex education lessons and they should discuss this with the headteacher to make it clear which aspects of the programme they do not wish their child to participate in.

Confidentiality

Teachers and any other adults trained to deliver Relationships, Sex and Health Education lessons do so in a sensitive manner and in confidence. However, if a child makes any disclosure, including of a sexual nature, the teacher will deal with it as a matter of child protection, following the school's safeguarding policy and procedures.

Parents are encouraged to read the school's policies on behaviour, inclusion, safeguarding, Online safety, confidentiality, anti-bullying which all support our RSHE provision.

Role of parents

With regards to Relationships, Sex and Health Education, we wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:-

- consult with parents about the school's RSHE policy and agreed curriculum content
- inform parents about the school's RSHE policy and practice
- answer any questions or concerns that parents may have relating to the RSHE of their child
- take seriously any issue that parents raise with the teachers, headteacher or governors about the policy or the arrangements for RSHE in the school
- aim to support the key messages that parents and carers give to children at home in order to ensure children understand their changing body and responsibilities.

How RSHE is delivered at Avalon

Relationship Education is delivered mainly during the Spring Term although aspects will also appear in the curriculum in the themes of Health and Wellbeing (Autumn term) and Living in the Wider World (Summer term) as part of a spiral programme of study, from Reception to year 6. RSHE is delivered by teaching staff (usually Form Teachers) during PSHCEE lessons in all year groups. The programme for Year 5 and 6 will include the emotional and physical changes the body goes through during puberty and personal hygiene.

Development of policy and review

Avalon has developed this RSHE policy as a result of consultation with parents/carers, headteacher, teaching staff and the governing body. The policy will be reviewed annually and updated as and when necessary.

Curriculum Content

Below is an outline of the content of the lessons for each year group. In addition to following statutory guidance from the DfE, the PSHE Association's Programme of Study for Relationship Education, the school also uses the Christopher Winter Project, "Teaching RSE with Confidence in Primary schools' <https://cwpresources.co.uk/home/>

along with other recommended resources such as the Medway Public Health Directorate <https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and>

and Stonewall (LGBT organisation). <https://www.stonewall.org.uk/>

Video resources used to support RSHE programme:

(All Year Groups) [NSPCC PANTASAURUS VIDEO](#)

(All Year Groups) [NSPCC PANTS PPT PRESENTATION](#)

(Year 4 onwards) [Busy Bodies Introduction to Puberty](#)

(Year 5 & 6) [Puberty What happens to Girls](#)

(Year 5 & 6) [Puberty What happens to Boys](#)

Assessment

We have the same high expectations of the quality of pupils' work in the subject of RSHE as for other curriculum areas. We ensure that our strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teachers will use assessment strategies to identify where pupils need extra support or intervention and make use of usual formative assessment approaches such as questioning, discussions and self-evaluations to capture progress.

Reception

The lessons will incorporate the Early Learning Goals of physical development (Health and self-care) and Making Relationships.

The children will learn about:-

- the routines and patterns of a typical day
- why hygiene is important
- families and people who care for me
- caring and respectful friendships
- being safe (including NSPCC PANTS)

Year 1

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about:-

- the importance of personal hygiene
- the process of growing from young to old and how people's needs change
- the differences between male and female animals/humans
- naming of body parts using agreed words
- families and people who care for me
- caring and respectful friendships
- online relationships
- being safe (including NSPCC PANTS)/consent

Year 2

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about:-

- the fact that males and females are different and how this is part of the lifecycle
- how to describe some differences between male and female animals
- naming of body parts using agreed words.
- the concept of male and female and gender stereotypes/respecting differences
- families and people who care for me
- caring and respectful friendships

- online relationships
- being safe (including NSPCC PANTS)/consent

Year 3

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about:-

- exploring the differences between males and females
- naming of body parts using agreed words
- families and people who care for me
- caring and respectful relationships/forced marriage
- online relationships
- being safe (including NSPCC PANTS), consent
- respecting ourselves and others, LGBT (Lesbian, Gay, Bisexual, Transgender)
- valuing difference including Equality Act 2010/discrimination

Year 4

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about:-

- naming of body parts using agreed words
- exploring the human lifecycle
- understanding how the body changes when a child grows up
- identifying some basic facts about puberty and about some of the changes which happen to the body during puberty including physical and emotional
- families and people who care for me
- caring and respectful relationships, forced marriage
- online relationships
- being safe (including NSPCC PANTS), consent
- valuing difference including Equality Act 2010/discrimination

- respecting ourselves and others, LGBT (Lesbian, Gay, Bisexual, Transgender)

Year 5

The topics will be taught as part of Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about:-

- revising the names of the body parts using agreed words
- how puberty and other events affect people's feelings and emotions
- the physical changes that occur in both males and females during puberty
- how puberty affects the body and the importance of good personal hygiene
- how to get help and support during puberty
- families and people who care for me
- caring and respectful relationships, forced marriage
- online relationships
- being safe (including NSPCC PANTS), consent
- valuing difference including Equality Act 2010/discrimination
- respecting ourselves and others, LGBT (Lesbian, Gay, Bisexual, Transgender)

Year 6

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about:-

- revising the names of body parts using agreed words
- how and why the body changes during puberty in preparation for reproduction
- feelings and emotions (during puberty, change/loss)
- families and people who care for me
- caring and respectful relationships, forced marriage
- online relationships
- being safe (including NSPCC PANTS), consent
- valuing difference including Equality Act 2010/discrimination

-respecting ourselves and others, LGBT (Lesbian Gay, Bisexual, Transgender)

APPENDIX1:

Key Vocabulary

(This is not an exhaustive list but contains the agreed key vocabulary to be used in each year group)

Reception: Child led language

Year 1& Year 2: Family, Touch, Male, Female, Penis, Vagina, Boy, Girl, similar, different, gender roles, stereotypes, private parts, consent, Fostering, Adoption

Year 3: Stereotypes, Gender Roles, Similar, Different, Male, Female, Private Parts, Penis, Testicles, Vagina, Fostering, Adoption, Relationship, Consent, Forced marriage, Gay, Straight, Heterosexual, Homosexual, Bisexual, Lesbian, Sexuality, Transgender.

Year 4: Fostering, Adoption, Stereotypes, Puberty, Lifecycle, Physical changes, Penis, Testicles, Vagina, Breasts, Sperm, Feelings, Egg, Pubic Hair, Emotions, Consent, Forced marriage, Bisexual, Gay, Gender, Lesbian, Sexuality, Transgender, Sex Hormones (Testosterone, progesterone, and Oestrogen)

Year 5 & 6: Stereotypes, Puberty, Physical Changes, Emotional Changes, Moods, Menstruation, Periods, Tampons, Sanitary Towels, Wet Dreams, Penis, Testicles, Scrotum, Semen, Sperm, Erection, sweat, Breasts, Spots, Pubic Hair, Facial Hair, Underarm Hair, Sexual Feelings, Gay, Straight, Heterosexual, Homosexual, Bisexual, Gender, Lesbian, Sexuality, Transgender, Consent, Forced Marriage. Sex Hormones (Testosterone, progesterone, and Oestrogen)