



Asterdale Primary School

Relationship, Sex & Health Education Policy

Written by:	Mr J O'Leary - Headteacher
Approved by:	Governing Body
Date Approved:	July 26
Date of Review:	July 28
Version:	2

We as a school consider our equality duties under the Equality act 2010. The general duties are to: -

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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Our vision

Safeguarding our children is of paramount importance to us at Asterdale Primary School. We also believe it is essential that children are provided with age-appropriate information to assist them in making sensible choices and developing respect for themselves and others as they progress through the school.

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality.

As a school we deliver a fully progressive PSHE and RSHE curriculum which is comprehensive and provides accurate information about the body, puberty and reproduction. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

During the school year we will offer drop-in sessions for parents if they would like more clarity about what the children will be learning and to answer any questions that they may have. This allows home and school to work together to support our children.

Aims

The aims of relationships and sex education (RSHE) within 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
- Support pupils to become responsible, respectful and active citizens who contribute positively to society.

Statutory requirements

Asterdale Primary School provides statutory Relationships Education and Health Education in accordance with the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

We are expected to offer all pupils a curriculum that includes requirements to teach science which would include the elements of sex education contained in the science curriculum.

The school has regard to statutory guidance issued by the Secretary of State and any subsequent updates.

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different year groups.

RSHE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment. RSHE is not about the promotion of sexual activity.

Safeguarding and RSHE

RSHE forms an important part of the school's safeguarding curriculum. Through RSHE, pupils learn how to:

- recognise healthy and unhealthy relationships;
- identify risks both online and offline;
- understand consent and personal boundaries in an age-appropriate way;
- recognise abuse, coercion and exploitation;
- seek help from trusted adults and external support services when needed.

RSHE plays a key role in safeguarding pupils. Through the curriculum, pupils learn how to stay safe, recognise abuse, identify trusted adults, understand healthy relationships and know how to seek help when needed.

Curriculum

Our RSHE curriculum is delivered through the taught PSHE programme and is planned and sequenced to meet the statutory requirements for Relationships Education and Health Education. The curriculum is age-appropriate, inclusive and responsive to the needs of our pupils.

The curriculum includes learning about:

- Families and people who care for us
- Caring friendships and healthy relationships
- Respectful relationships and age-appropriate understanding of consent

- Mental wellbeing and emotional health
- Online safety and digital citizenship
- Anti-bullying, including cyberbullying and discriminatory behaviour
- Equality, diversity, prejudice and discrimination
- Privacy, personal boundaries and body ownership
- Personal safety, both online and offline
- Recognising risks, seeking help and reporting concerns
- Physical health and healthy lifestyles
- Puberty, growing up and human development
- Preparing pupils for the opportunities, responsibilities and experiences of later life

Throughout the curriculum, pupils are taught to develop resilience, confidence and self-respect, understand how to build and maintain positive relationships, recognise unsafe situations, and know how and where to access support when they need it.

This curriculum is supported by high-quality resources and is regularly reviewed to ensure it remains relevant, inclusive and reflective of current safeguarding guidance and statutory expectations.

Through RSHE, pupils are taught about:

- Protected characteristics
- Mutual respect
- Tolerance
- Equality
- Diversity
- British Values

Learning is delivered in an age-appropriate and developmentally appropriate manner.

Delivery of RSHE

At Asterdale Primary School, RSHE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances with the recognition that families may take many different forms.

We help our children to reflect sensitively that some may have a different structure of support around them. Providing opportunities to build their character.

High quality resources support our RSHE provision and delivery. These are reviewed regularly and enable the RSHE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life.

Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

At our school 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

The following statements outline what is covered within our RSHE curriculum in addition to the statutory science curriculum:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum) ·
- How a baby is conceived and born

Health Education

Asterdale Primary School teaches statutory Health Education through our PSHE taught programme and across the wider curriculum. This includes:

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

Pupils with Special Education Needs and Disabilities (SEND)

RSHE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated or personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Teaching will be inclusive and reflect the diversity of modern Britain. Pupils will learn that families may be made up in different ways and all pupils should be treated with dignity and respect.

We are able to make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice Standards when planning for these subjects.

Roles & responsibilities

The Governing Body

Local Governing Bodies will monitor the ongoing implementation of this policy.

The Headteacher

Headteachers are responsible for managing requests, where appropriate, to withdraw pupils from non-statutory components of RSHE.

Staff

All staff in school 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 who have concerns about teaching RSHE are encouraged to discuss this with PSHE/RSHE lead and the headteacher.

The PSHE/RSHE Lead

The PSHE/RSHE lead is responsible for

- Ensuring that RSHE is taught consistently in school
- Leading the staff team in teaching RSHE in an appropriate manner
- Supporting/coaching staff members to teach RSHE
- Responding to parental concerns with regard to RSHE

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum).
- How a baby is conceived and born.

Requests for withdrawal should be put in writing and addressed to the headteacher of school – Mr John O'Leary.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Monitoring and evaluation

The delivery of RSHE is monitored through systems including (but not limited to):

- Book monitoring
- Learning walks
- Pupil voice discussions
- Planning scrutiny
- Staff voice
- Parent feedback
- Governor monitoring

Pupils' development in RSHE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas.

Appropriate support and intervention will always be put in place as needed.

Appendix 1: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	• 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
Caring friendships	• 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	• 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
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	• 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	• 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	• 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
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