

RSHE Policy

Waltham St Lawrence Primary School



Governors' Committee Responsible	Full Governing Board
Status	Statutory
Review Cycle	Every Two Years
Date Written/Last Review	May 2024
Date of Next Review	May 2026 (Under Review)

Our mission is to provide inspiration and opportunities for all children to achieve their potential and become confident, independent individuals with key skills for lifelong learning

RSHE

Relationships, Sex and Health Education Policy

Inspiring a love of learning through an innovative and holistic approach

1. Aims

Values Based Education is at the heart of all we do at WSL, and as such forms the basis of our curriculum. We strive to make links between our values and the skills that children need to develop into confident adults. The aims of relationships, sex and health education (RSHE) at our school are that children will:

- know and understand about feelings of self-respect, confidence and empathy
- understand they have a right to make choices and say no
- understand they have a responsibility to treat others with respect
- feel safe to take part in sensitive discussions
- feel prepared for puberty, and have an understanding of sexual development and the importance of health and hygiene
- know 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 RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Waltham St Lawrence Primary School, 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 – the Subject Leader pulled together all relevant information including relevant national and local guidance and shared and discussed with staff
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 give feedback and any comments about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE as age appropriate.
5. Ratification – once amendments are made, the policy are 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.

Children will:

- Develop self-esteem and confidence
- Develop personal skills that foster and facilitate good relationships.
- Learn to respect the differences between people.
- Take greater responsibility for their actions and to be aware of their actions on others.
- Use thinking skills to make rational and informed decisions.
- Develop their personal qualities and values that will equip them to meet the wider social demands of young adult life.

- Learn about issues that will have a bearing upon their development.
- Involve themselves fully in the community life of the school including making decisions about issues.
- Extend knowledge and understanding of their wider community; involving local, national, commonwealth, European and global issues.
- Learn about the benefits of positive and healthy lifestyles.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils 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
- How a baby is conceived and born

For more information about our curriculum, see our Curriculum Overview via The Big Think Values Two Year Rolling Programme in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum following The Big 5 for KS1 and KS2 and The Big 3 and ME Programme for EYFS and Year 1. Biological aspects of RSHE 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 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).

Pupils also receive stand-alone sex education sessions delivered by the Class Teachers and / or a trained health professional.

7. Roles and Responsibilities

7.1 The Governing Board

The Governing Board will approve this policy and will hold the Headteacher to account for the implementation of this policy.

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 RSE

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 Head Teacher.

RSHE will take many different forms throughout the school and the curriculum, including:

- Discrete curriculum time
- Circle Time
- Listening Skills games
- Cross curriculum teaching i.e. RE, Science and Geography
- Indirect teaching as situations arise
- Whole School and Class Assemblies
- Special School events e.g. sponsored events, visits by school nurse
- The School Council
- Residential Visit for Year 5&6

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

The policy will be available to parents through our website. We are committed to working with parents and carers by consulting with them about our RSHE curriculum. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources such as books or video. Parents do not have the right to withdraw their children from Relationships and Health Education. Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSHE.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. The Headteacher will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

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 Headteacher and RSHE Subject Leader through lesson visits, learning walks, topic books and pupil discussions.

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

This policy will be reviewed by the RSHE Subject Leader yearly. At every review, the policy will be approved by the Governing Board.

11. 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. Teachers will consult with the Designated Safeguarding Lead and follow school procedures for reporting concerns.

See Safeguarding Policy for more information.

Appendix 1: RSHE Curriculum Overview via The Big Think Values Two Year Rolling Programme – Year A

Year A	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
The Big Think Values	Peace L1-6 Patience Perseverance Happiness Understanding Self Contentment Self-esteem		Truth L1-6 Honest Curiosity Hope-KS1 Optimism-KS2 Trust - KS1 Integrity-KS2 Truthfulness Non-judgement		Love L1-6 Sharing Consideration Loyalty Openness Compassion Generosity		Responsibility L 1-8 Behaviour choices Respect for things Kindness online Respect for others Helping others Healthy Choices		Community L1-4 Non-Violence Kindness to animals Celebrating Differences Inclusion		Community L5-6 Conservation-Clean air Conservation-Saving Water Social Action Project as a class / whole school	
RSHE Relationship Health Education	Families and people who care for me Respectful Relationships Mental Wellbeing Internet Safety and Harms		Families and people who care for me Caring Friendships Respectful Relationships Online Relationship Being Safe		Families and people who care for me Caring Friendships Respectful Relationships Mental Wellbeing		Staying safe Internet safety and harms Healthy Eating		Families and people who care for me Caring Friendships Respectful Relationships Mental Wellbeing		Respectful Relationships Mental Wellbeing Having an impact on the world around you	
	September	October	November	December	January	February	March	April	May	June	July	
Calendar Events	World Peace Day 21 Sept	World Values Day 21 Oct	Anti-Bullying Week			Internet Safety Day 5 th Feb			World Health Day 7 April Stephen Lawrence Day 22 April		Healthy Eating Week w/c 14 June	International Day of Friendship 30 July
Positive Safeguarding	Who can I talk to if I have a worry?		Anti-Bullying		Stranger Danger Online Safety		Road Safety		Online Safety		Changes	
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
EYFS	Friends		Families		Being healthy (food and drink)		Being healthy (exercise and sleep)		Staying safe		Staying safe	
Year 1	What is the same and different about us?		Who is special to us?		What helps us stay healthy?		What can we do with money?		Who helps to keep us safe?		How can we look after each other and the world?	
Year 2	What makes a good friend?		What is bullying?		What jobs do people do?		What helps us to stay safe?		What helps us grow and stay healthy?		How do we recognise our feelings?	
Year 3	How can we be a good friend?		What keeps us safe?		What are families like?		What makes a community?		Why should we eat well and look after our teeth?		Why should we keep active and sleep well?	
Year 4	What strengths, skills and interests do we have?		How do we treat each other with respect?		How can we manage our feelings?		How will we grow and change?		How can our choices make a difference to others and the environment?		How can we manage risk in different places?	
Year 5	What makes up a person’s identity?		What decisions can people make with money?		How can we help in an accident or emergency?		How can friends communicate safely?		How can drugs common to everyday life affect health?		What jobs would we like?	
Year 6	How can we keep healthy as we grow?				How can the media influence people?				What will change as we become more independent? How do friendships change as we grow?			

Year A: 2020-2021 2022-2023 etc.

Appendix 1: RSHE Curriculum Overview via The Big Think Values Two Year Rolling Programme – Year B

Year A	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
The Big Think Values	Peace L7-12 Belonging Solitude Play Growth Resilience Joy		Truth L7-12 Understanding others KS1 Empathy KS2 Commitment Pride Justice Aspiration Freedom		Love L7-12 Inner Happiness Caring about Nature Appreciation Caring for Yourself Caring for Others Equality		Responsibility L 7-12 Time Well Spent Courage Teamwork Gratitude Helping Yourself Hard Choices KS1 Ethics KS2		Community L7-9 Conservation: Saving Clothes KS1 Conservation: Responsible Consumption KS2 Helping our World KS1 Global Connections KS2 Unity		Community 10-12 Forgiveness Caring Citizens KS1 Citizenship KS2 Kindness to Others Social Action Project as a class / whole school	
RSHE Relationship Health Education	Respectful Relationships Mental Wellbeing Health and Prevention Changing adolescent body		Families and people who care for me Caring Friendships Respectful Relationships Online Relationship Being Safe		Families and people who care for me Caring Friendships Respectful Relationships Mental Wellbeing		Respectful Relationships Being safe Mental Wellbeing		Families and people who care for me Caring Friendships Respectful Relationships Mental Wellbeing		Respectful Relationships Mental Wellbeing Having an impact on the world around you	
	September	October	November	December	January	February	March	April	May	June	July	
Calendar Events	World Peace Day 21 Sept	World Values Day 21 Oct	Anti-Bullying Week 15-19 Nov			Internet Safety Day Children’s Mental Health Week	International Day of Happiness 10 March	World Health Day 7 April		Healthy Eating Week w/c 14 June		
Positive Safeguarding	Who can I talk to if I have a worry?		Anti-Bullying		Stranger Danger Online Safety		Road Safety		Online Safety		Changes	
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
EYFS	Friends		Families		Being healthy (food and drink)		Being healthy (exercise and sleep)		Staying safe		Staying safe	
Year 1	What is the same and different about us?		Who is special to us?		What helps us stay healthy?		What can we do with money?		Who helps to keep us safe?		How can we look after each other and the world?	
Year 2	What makes a good friend?		What is bullying?		What jobs do people do?		What helps us to stay safe?		What helps us grow and stay healthy?		How do we recognise our feelings?	
Year 3	How can we be a good friend?		What keeps us safe?		What are families like?		What makes a community?		Why should we eat well and look after our teeth?		Why should we keep active and sleep well?	
Year 4	What strengths, skills and interests do we have?		How do we treat each other with respect?		How can we manage our feelings?		How will we grow and change?		How can our choices make a difference to others and the environment?		How can we manage risk in different places?	
Year 5	What makes up a person’s identity?		What decisions can people make with money?		How can we help in an accident or emergency?		How can friends communicate safely?		How can drugs common to everyday life affect health?		What jobs would we like?	
Year 6	How can we keep healthy as we grow?				How can the media influence people?				What will change as we become more independent? How do friendships change as we grow?			

Year B: 2021-2022 2023-2024 etc.

Appendix 2: Relationships and Health Education Expectations by the End of Primary

TOPIC	PUPILS SHOULD KNOW
RELATIONSHIPS EDUCATION	
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 other people's 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 from others if needed
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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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're 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 • 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 cyber-bullying), 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're not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
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's 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/unsafe physical and other contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard • How to report concerns or abuse, and the vocabulary and confidence they need to do so • Where to get advice (e.g. family, school, other sources)
HEALTH EDUCATION	
Mental Wellbeing	• 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 • 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're 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
Internet Safety and Harms	• 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

TOPIC	PUPILS SHOULD KNOW
Physical Health and Fitness	• 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	• 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	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and Prevention	• 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 immunisation and vaccination
Basic First Aid	• 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 Bodies	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle
There is no list of expectations for sex education at the primary level, as it is not compulsory. We choose to teach it and follow the DfE recommendations that it should:	
Sex Education Expectations	• Make sure boys and girls are prepared for the changes that adolescence brings • Draw on knowledge of the human life cycle set out in Science lessons to explain how a baby is conceived and born