



Stillness Junior School

Relationships, Sex and Health Education Policy (RSHE)

Date of Policy:	October 2024	Approved by:
Renewal Date:	October 2026	Teaching and Learning

1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- ✓ 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
- ✓ Provide a framework in which sensitive discussions can take place

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 Stillness we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, parents and Governors. The consultation and policy development process involved the following steps:

- ✓ Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- ✓ Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- ✓ Parent/stakeholder consultation – parents received a draft copy of the policy before it being presented to Governors
- ✓ Ratification – once amendments were made, the policy was 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.
- ✓ involves a combination of sharing information, and exploring issues and values.
- ✓ is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, considering 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 don't seek answers online.

Primary sex education is not compulsory at Stillness Juniors. Parents are given the opportunity to opt out if they do not want their children to participate. For more information about our curriculum, see our curriculum map in Appendix 1.

Primary sex education will focus on:

- ✓ Preparing pupils' for the changes that adolescence brings
- ✓ How a baby is conceived and born

6. Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Economic Education curriculum (PSHE). Biological aspects of RSHE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by their class teachers who have received the appropriate training.

At Stillness Juniors:

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- ✓ Families and people who care for me
- ✓ Caring friendships
- ✓ Respectful relationships
- ✓ Online relationships
- ✓ Being safe

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).

For more information about our RSHE curriculum, see Appendices 1.

7. Pupils with Special Education Needs and Disabilities (SEND)

RSHE is accessible for all pupils. We recognise the importance of planning teaching for pupils with SEND. High quality teaching that is adapted and 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.

8. Roles and responsibilities

8.1 The governing body

The governing body will approve the RSHE policy.

8.2 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)].

8.3 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 RSHE.

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 Headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

At Stillness Juniors:

Parents do not have the right to withdraw their children from relationships education, but 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 using the form (Appendix 3) of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

10. Monitoring arrangements

This policy will be reviewed by the Science and PSHE Lead and approved by The Teaching and Learning committee. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. The delivery of RSHE is monitored by the Science and PSHE Lead through:

- ✓ The monitoring of planning
- ✓ Discussions with the class teachers.

Appendix 1: Curriculum Map

Relationships, Sex and Health Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	• Differences between males and females • Personal space • Different families	Teaching RSHE with Confidence software – cd rom, images, slides and worksheets
Year 4	Summer 2	• The human lifecycle • Basic facts about puberty • The link between puberty and reproduction	Teaching RSHE with Confidence software – cd rom, images, slides and worksheets
Year 5	Summer 2	• Describing how the body changes during puberty • Exploring the process of emotional and physical change • Exploring positive and negative ways of communicating in a relationship	Teaching RSHE with Confidence software – cd rom, images, slides and worksheets
Year 6	Summer 2	• Describing how the body changes during puberty • Exploring the process of emotional and physical change • Exploring positive and negative ways of communicating in a relationship	Teaching RSHE with Confidence software – cd rom, images, slides and worksheets

Children in all year groups receive these topics/themes in summer term as they are more mature and able to better understand their emotions accurately and sensitively.

Appendix 2: 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 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, 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 • 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

TOPIC	PUPILS SHOULD KNOW
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

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken eg Pupil will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the classroom