LDBS Academies Trust

36 Causton Street
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Relationship, Health and Sex Education Policy

Holy Trinity CE Primary School

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Reviewed: Every three years

Next Review date: Autmn 2023

Relationship, Health and Sex Education Policy

Contents

1. Aims
2. Statutory requirements
3. Policy Development
4. Definitions
5. Curriculum
6. Delivery of RHSE
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements

Appendix 1 Curriculum Map

Appendix 2 Parent form: withdrawal from sex education

1. Aims

The aims of relationships and sex education (RHSE) 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 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

Positive relationships are an integral part of our school's vision: to build the successful citizens of tomorrow. We teach them to be open and respectful in their relationships; to be accepting of other-ness and to bring about God's kingdom through love for all God's children.

Today, we are building a better tomorrow for our children.

2. Statutory requirements

As an Academy 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 RHSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Holy Trinity CE Primary School, we teach RHSE 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:

Review a working group pulled together all relevant information including relevant national and local guidance

Governor consultation all governors were consulted with ahead of the policy being written

Parent/stakeholder consultation parents and any interested parties' views were solicited and a discussion had where applicable

Pupil consultation we investigated what pupils want from their RHSE

Ratification once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RHSE is not about the promotion of sexual activity but about provide children with knowledge that will help the to make informed choices.

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 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 that children are fully informed and do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHSE

RHSE is taught through many aspects of the curriculum. For example, the biological aspects are taught through the science curriculum, relationships in general are taught through the Personal Development programme which weaves through the wider curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and carers, including, the fact that families often look different but that those differences should be respected and that those families are also characterised by love and care.
- Caring friendships in all contexts, including management of conflict, reconciliation and ending relationships
- Respectful relationships, including privacy, boundaries and consent
- Online relationships, including trust, respect and integrity
- Being safe including appropriate and inappropriate touch, boundaries within friendship
- Recognising how any form of stereotypes can cause damage including how they might normalise non-consensual behaviour or encourage prejudice

At St. Holy Trinity, Sex Education will be taught in line with the ethos of the Church of England and therefore in the context of healthy, committed, loving and intimate relationships.

For more information about our RHSE curriculum, see Appendix 1

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 body

The governing body will approve the RHSE policy, and hold the executive headteacher to account for its implementation.

7.2 Leadership Team

The Head of School and Executive Head teacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHSE

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

All class teachers are responsible for teaching RHSE to their own classes.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head of school.

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

10. Monitoring arrangements

The delivery of RHSE is monitored by the Head of School and Extended Leadership Team

- Monitoring planning
- Learning walks
- Discussions with teachers
- Pupil Consultation

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

EYFS	Relationships	Health	Science	Sex
Topic - Understanding the World: How tall are you now? (Growing and Changing)			Human growth and development Looks closely at similarities, differences, patterns and change They talk about the features of their own immediate environment and how environments may vary. They make observations of animals and plants and explain why some things occur, and talk about changes.	
People and Communities:	Enjoys joining in with family customs and routines Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. They know that other children don't always enjoy the same things.			
Personal, Social and Emotional development: Changing me – Summer 1 Healtthy me	<u>Celebrating Differences:</u> I understand that being different makes us all special. Families - I know we are all different but the same in some ways. Houses and Homes - I can tell you why I think my home is special to me Respecting my body	<u>Healthy Me:</u> I understand how moving and resting are good for my body I understand that I need to exercise to keep my body healthy	<u>Changing me:</u> I can name parts of the body I understand that we all grow from babies to adults	

	I can tell you something I can do and foods I can eat to be healthy I can identify some of the jobs I do in my family and how I feel like I belong	I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me		
Health and Self-Care		Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks		

Year 1	Relationships	Health	Science	Sex
PSHE	Help others to feel welcome I feel special and safe in my class I know how to make my class a safe place for everybody to learn			

	Accept that everyone is different I can identify similarities between people in my class I can identify differences between people in my class			
	Know who to ask for help if they are worried about change I understand that every time I learn something new I change a little bit		Understand that everyone is unique and special I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	
		I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy		

	I can identify the members of my family and understand that there are lots of different types of families I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can tell you why I appreciate someone who is special to me			
Humanities	We are kind and thoughtful (1.2) We are Celebrating			

Year 2	Relationships	Health	Science	Sex
Science		To describe the importance of exercise, hygiene and eating the right amount of different food types for humans. To know how much exercise a child should get per week. To know some foods are healthier than others are. To know what hygiene is and how it helps to keep you healthy.	To know that animals, including humans, have offspring which grow into adults. To know that animals (including humans) have babies and this can be different for each animal. To know the term reproduction means having babies/offspring. (They don't need to know how this happens.) To know that babies grow into adults. To know the life cycles of other animals (frogs, butterflies, sheep and chickens) Plants To know that a plant grows from a seed. To know that plants have a life-cycle. To know that plants produce their own seeds.	

PSHE	I know assumptions about boys and girls (stereotypes) understand some ways in which boys and girls are similar and feel good about this understand some ways in which boys and girls are different and accept that this is OK I understand that bullying is sometimes about difference be able to tell you how someone who is bullied feels and be kind to children who are bullied recognise what is right and wrong and know how to look after myself know when and how to stand up for myself and others if I am being bullied I understand that it is OK to be different from other people and to be friends with them I understand that we shouldn't judge people if they are different from us (Covering gender) I know how it feels to be a friend and have a friend I can tell you some ways I am different from my friends and understand these differences make us all special and unique I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family	I know what I need to keep my body healthy and I am motivated to make healthy lifestyle choices I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I can tell you when a feeling is weak and when a feeling is strong I understand how medicines work in my body and how important it is to use them safely I feel positive about caring for my body and keeping it healthy I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I have a healthy relationship with food and know which foods I enjoy the most I can decide which foods to eat to give my body energy	I understand some ways in which boys and girls are different and accept that this is OK I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl	

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	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help			

Humanities	Gender roles and stereotypes in the past and how they have changed.	Some basic first aid and how to look after people who are unwell.		

Year 3	Relationships	Health	Science	Sex
Science		To know animals need nutrition, that they can't make their own food and that they get nutrition from what they eat. To know the different food groups and what they do. To know what a balanced diet is and why it is important for a healthy lifestyle. To know importance of limiting fat and sugar intake. To know that food is not the only way we can keep ourselves healthy – exercise and mental wellbeing.	To explore the part that flowers play in the life cycle including pollination, seed formation and seed dispersal (Includes naming reproductive parts of plants)	
PSHE	I understand that everybody's family is different and important to them I appreciate my family/the people who care for me I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better	I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from, and can tell you	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process.	

	I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others I recognise that some words are used in hurtful ways. I try hard not to use hurtful words (e.g. gay, fat) Know how to give and receive compliments I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel I can identify and put into practice some of the skills of friendship I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me I understand that my body will change on the inside and the outside as I get older and can recognise how I feel about this, how to cope with those feelings.	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	

	I can express how I might feel if I had a new baby in my family I can express how I feel when I see a baby or baby animals			
Humanities	**Chocolate** Different families in different places. **Romans** Gender roles and stereotypes, e.g. women in the army. Women in the Roman Empire versus Celtic women.			

Year 4	Relationships	Health	Science	Sex
PSHE	Healthy friendships – recognise how different friendship groups are formed, how I fit into them and the friends I value the most Group dynamics (Healthy me) – understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations Peer pressure (Healthy me) – recognise when people are putting me under pressure and can explain ways to resist this when I want Jealousy (Relationships) – recognise situations which can cause jealousy in relationships. Identify feelings associated with jealous and suggest strategies to problem-solve when this happens.	Smoking (Healthy me) – understand the facts about smoking and its effects on health, and also some of the reasons people start to smoke. Alcohol (Healthy me) – understand the facts about alcohol and its effects on healthy, particularly the liver, and also some of the reasons some people drink alcohol Girls and puberty (Changing me) – know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.	Unique me (Changing me) – personal characteristic has come from birth parents and that this happens because I am made from the joining of their egg and sperm. Having a baby (Changing me) – correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is personal choice and express how I am feeling about having children when I am an adult. Girls and puberty (Changing me) – describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation us a natural part of this.	Changing me - The choice and reasoning behind sex

	Love and Loss (Relationships) – identify someone I love and can express why they are special to me Getting on and falling out (Relationships) – recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. Girlfriends and boyfriends (Relationships) – understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. Understand that boyfriend/girlfriend relationships are special, and there is no need to feel pressurised into having a boyfriend/girlfriend Showing appreciation to people and animals (Relationships) – know how to show love and appreciation to the people and animals who are special to me. Know that I can love and be loved.			
Science			Living things and their habitats – MRS NERG, including reproduction. Know that reproduction is one of the 7 life processes	
Computing	We are careful when talking to virtual friends. Virtual friendship vs. read friendship; who can we trust?	We are standing up to peer pressure		
RE	Why did Judas betray Jesus? (Easter people) – talk about what is important to them in the challenges they face in their relationships with others, with reference to their own feelings.			

Year 5	Relationship	Health	Science	Sex
Science		To know what needs baby have when they are young.	To describe the main difference in the life cycles of mammals and birds To know how humans change overtime. (adolescent, foetus) To know the basics of how reproduction occurs in humans. (fertilization, egg and sperm) To know what the gestation period is and how it differs between animals To know about different types of mammals and how they reproduce. To know how babies grow and develop. To know what needs baby have when they are young. To know what puberty is and how it changes your body.	
PSHE -Jigsaw Healthy Me – Spring 2 Relationships – Summer 1 Changing Me –Summer 2	Safer online Communities Dangers of online grooming (Pictures/Sexting) I understand that belonging to an online community can have positive and negative consequences I can explain how to stay safe when using technology to communicate with my friends Conception I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	Body Image Alcohol and Anti-Social Behaviour (Decision making, sexual risks) I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Puberty for girls I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Puberty for boys I can describe how boys' and girls' bodies change during puberty Conception	Puberty for girls I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Puberty for boys I can describe how boys' and girls' bodies change during puberty Conception I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	Puberty for Girls The act of sexual intercourse How puberty affects the act of sexual intercourse

		I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby		
Humanities	Civil Rights Mixed Race relationships/children Clothing - Women			

Year 6	Relationships	Health	Science	Sex
PSHE -Jigsaw Healthy Me – Spring 2 Relationships – Summer 1 Changing Me –Summer 2	How substances affect my body I know about different types of drugs and their uses and their effects on the body particularly the liver and heart Being online (Videos/images) I can judge whether something online is safe and helpful for me Puberty (Masturbation and changes to thoughts, feelings and physical changes) -I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	How Substances affect my body I know about different types of drugs and their uses and their effects on the body particularly the liver and heart Puberty (Masturbation and changes to thoughts, feelings and physical changes) -I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	Puberty (Masturbation and changes to thoughts, feelings and physical changes) -I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally Conception to birth I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	Puberty Pleasure during sexual intercourse

Appendix 2: Parent form: withdrawal from sex education within RSE

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: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom