



**Robert  
Bakewell**  
Primary School



# RELATIONSHIPS, HEALTH, and SEX EDUCATION POLICY

## **RHSE: Robert Bakewell Policy Relationship, Health, Sex Education**

### **Introduction**

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

### **Rational and Ethos**

Our mission statement for Health and Well-Being at Robert Bakewell is for children;

**To understand that safety, security and healthy lifestyle choices are central to a well-rounded education and being best prepared for future opportunities and challenges. (self-efficacy)**

Relationship, Health and Sex Education (RHSE) is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Throughout our RHSE programme, we aim to provide children with;

- the information, skills and understanding they need to lead a confident, healthy and independent lives in order to help them become responsible adults
- realise that health and wellbeing play a pivotal role in our lives and that we have a duty of care not just to ourselves but to those around us.
- show how to channel their personal beliefs in a healthy manner whilst accepting that we are all entitled to our own opinions.

As a school we have decided to rename RHSE as Relationships, Health and Sex Education rather than Relationships, Health and Sex Education. We feel that this changing of wording is more appropriate for all of the ages within the school. When teaching weekly RHSE lessons then this is how this subject is referred to by the class teacher and children.

At Robert Bakewell we are aware that we are all part of a 'lifelong learning' process no matter our age, life and academic experiences. We wish for our all our pupils to be happy and feel valued, for their achievements to be celebrated and for all children to feel safe inside and outside the school environment.

RSHE is a lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

At Robert Bakewell we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law.

Through RHSE and many other subjects, the importance of British values is weaved within lessons throughout all year groups.

### **Roles, Responsibilities and Delivery**

RHSE lessons are taught by class teachers or PPA cover who have received training in delivering of the RHSE curriculum. This training is through dedicated staff meetings led by the Health and Wellbeing team.

Lessons are taught in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

### **The RHSE Curriculum at Robert Bakewell**

At Robert Bakewell the Jigsaw Scheme of Work for PSHE, which is accredited by the PHSE Association is used. Jigsaw is a comprehensive scheme that complements both our RE scheme as well as our 'Routes to Resilience' ethos that underpins all our learning.

Class teachers review the planning and resources for each weekly lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate including external speakers such as the school nurse.

Key objectives of the statutory Relationships Education curriculum are outlined below:

#### **Families and people who care for me**

Children should know:

- 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.
- 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**

Children should know:

- 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 physically or verbally aggressive behaviour 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**

Children should know:

- 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 granting in relationships with friends, peers and adults.

## **Online relationships**

Children should know:

- 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

Children should know:

- 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 and others.
- 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. 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).

Within the Jigsaw scheme the above areas are covered under 6 Headings and are taught in this order throughout the year:

Being me in my world, celebrating differences, Dreams and Goals, Healthy me, Relationships and Changing me.

### **Non-Statutory Sex education**

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the "Changing Me" unit in the summer term.

The Jigsaw lesson plans tackles these subjects very well and are age appropriate within language and subject knowledge.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher or the head teacher who will explore any concerns and discuss resources being used. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible.

Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

### **Recording and Assessment**

RHSE is a statutory subject which means the DfE feels that this needs to be taught consistently to all primary school aged children. However, there is no formal assessment for schools to follow. This means that teachers will assess by allowing children to have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RHSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

### **Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RHSE to be an important part of our school's approach to 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 take these matters seriously and follow the schools safeguarding protocol correctly.

(See also Safeguarding Policy)

### **Inclusivity Special Educational Needs and Learning Differences**

RHSE has many activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. All public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RHSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010).

Individuals which have different needs SEN needs will be included in RHSE lessons as everybody counts. However, teachers will plan and deliver work in order to meet the needs of those individual pupils.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RHSE will not influence the teaching of the subject in school.

## **The Role of Parents/Parental Right of Withdrawal**

At Robert Bakewell we recognise that parents and carers are the primary providers of RHSE for their children. Our RHSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's RHSE policy and practice.
- Answer any questions that parents may have about RHSE for their child.
- Take seriously any issues or concerns that parents raise.

## **Helpful Links**

If you wish to read further information about RHSE please follow this link. It will take you to a useful document produced by the government and answers many frequently asked questions

[Relationships education, relationships and sex education \(RSE\) and health education: FAQs - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)

## **Equal Opportunities**

At Robert Bakewell we recognise that some groups of pupils may need a more personalised programme of RHSE, resource provision and levels of support e.g. pupils with EAL, SEN or of a particular ethnic background. We will endeavour to meet the needs of these pupils after consultation with their parents and carers.

## **Confidentiality**

In accordance with the DfE RHSE guidance we will:

- ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- ensure that pupils are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in lessons including the limits of confidentiality when necessary
- ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP, Childline or local young person's advice service.
- encourage pupils to talk to their parents or carers and give them support to do so.

We will always follow the school's Safeguarding procedures if there is any possibility of abuse.

## **Specific Issues**

- Support networks are available to pupils experiencing difficulties beginning with the class teacher – headteacher – school nurse – referral to other outside agencies
- Child Protection issues are dealt with in accordance to the school's Safeguarding policies

- Referrals to outside agencies are made in the normal as necessary
- Support networks are offered by health professionals within school e.g. the school nurse, educational psychologist as necessary

**Monitoring and review**

Policy written March 2021 and is monitored by the Governing Body and will be reviewed in 3 years or earlier if necessary.

**Agreed & adopted by The Governing Body of Robert Bakewell Primary School**

**Signed**.....  
*Chair of Governors*

**Date 26<sup>th</sup> April 2021**



## LINKS FOR PARENTS

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Jigsaw-information-leaflet-for-parents-and-carers-2021.pdf \(jigsawpshe.com\)](https://jigsawpshe.com)

