Bilton Grange Primary School Relationships, Sex and Health Education Policy

RSHE stands for Relationships, Sex and Health education.

Relationships Education has been compulsory for pupils in primary education since September 2020, while secondary schools are required to teach students Relationships and Sex Education (RSE). Health Education is compulsory all schools In primary schools, the subjects should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Primary schools may choose to deliver Sex Education lessons but parents have a right to withdraw their children from these lessons. We incorporate the RSHE curriculum into our Personal Social Health and Economic education (PSHE) as we feel that the additional units on 'Living in the Wider World' (which cover subjects such as careers, money and community - see appendix 1) offer valuable learning experiences for the children.

1. Aims

The aims of RSHE at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture and positive relationships
- Promote tolerance and acceptance
- Enable pupils to make and maintain respectful relationships in the future
- Safeguard their physical and emotional wellbeing
- Prepare pupils for future life, and give them an understanding of the importance of health and hygiene

2. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bilton Primary School, we teach RSHE as part of PSHE 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

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 review and comment upon the policy.

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

4. Definition

RSHE at Bilton Primary School is made up of three separate components; Relationships Education, Sex Education and Health Education.

Relationships Education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Relationships Education is statutory and children cannot be withdrawn from these lessons.

Sex Education goes beyond the statutory Science curriculum and teaches children about human reproduction, conception and how puberty affects children of primary age. Sex Education is not compulsory in primary schools. However, the Department for Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At Bilton, only Year 5 and 6 pupils will take part in Sex Education. This will happen in the Summer term. As this aspect of RSE is non-compulsory, parents have the right to withdraw as outlined in Section 8 of this policy.

At Bilton, RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and identity. RSHE involves a combination of sharing information, and exploring issues and values. RHSE 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 or curriculum, teachers will respond in an appropriate manner and may contact parents if deemed necessary.

Primary Sex Education will be taught annually to our Year 5/6 pupils. It will focus on: physical and emotional changes in puberty; human reproduction and birth; personal hygiene routines; and support with puberty. Parents have the right to withdraw their children from these lessons.

6. Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Year 5/6 pupils also receive stand-alone, opt-in Sex Education sessions delivered by Year 5/6 teachers in the Summer term.

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

Sex Education focuses on:

Physical characteristics of males and females
Revision of periods and the menstrual cycle
How intercourse leads to fertilisation

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).

The needs of all learners are considered when delivering the RSHE curriculum and work is differentiated to accommodate the needs of learners with Special Educational Needs. Resources are tailored to the needs of individual classes and teachers structure lessons in a way that meets any arising need as well as covering the requirements of the curriculum.

7. Roles and responsibilities

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

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).

Teachers: 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.
- RSHE will be taught by teachers across all year groups as part of the planned RSHE curriculum.
- Sex Education lessons will be taught by the Year 6 teachers using resources that will be shared with all parents prior to lessons taking place.

Pupils: Pupils are expected to engage fully in RSHE and treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships or Health Education within RSHE.

Parents do have the right to withdraw their children from the non-statutory components of Sex Education within RSHE (only applies to parents of Year 5/6 pupils) by filling in a Right to Withdraw Form (see appendix 2).

Alternative work will be given to pupils who are withdrawn from Sex Education.

9. Training

Staff are trained on the delivery of RSHE 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 where appropriate.

10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE Lead, Ashley Bolton, through work scrutiny, pupil conferencing and planning scrutiny as part of the calendar of curriculum monitoring. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Senior Leadership Team once every two years. At every review, the policy will be approved by the governing body. When changes are made to the policy, parent consultation will also take place.

Latest Review of Policy: October 2024
Next Review of Policy: September 2026

Appendix 1. Bilton Grange Primary intended PSHE curriculum with RSHE curriculum highlighted in blue, intended unit titles highlighted in yellow, and content that is intended to be omitted, highlighted in red.

	Autumn: Relationships			**Spring:** Living in the wider world			**Summer:** Health and Wellbeing		
	Families and Friendships	***Safe Relationships***	***Respecting Ourselves and Others***	***Belonging to a community***	***Media Literacy and Digital Resilience***	***Money and work***	***Physical and Mental Wellbeing***	***Growing and Changing***	***Keeping Safe***
½ A	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behavior affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
½ B	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behavior	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keepinghealthy; keeping teeth healthy; managing feelings and asking for help	Growing older; moving class or year Unit previously included naming body parts including genitals.	Safety in different environments; risk and safety at home; emergencies
¾ A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful Behavior	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
¾ B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
5/6 A	Managing friend ships and peer influence	Physical contact and feeling safe	Responding respect fully to a wide range of people;	Protecting the environment; recognising	How information online is targeted; compassion towards others	Identifying job interests and	Healthy sleep habits; sun safety; different	Increasing independence; media	Keeping safe in different situations, aspirations; types,

	their role and what influences		medicines, vaccinations,	managing transition including	responding in				
			prejudice and discrimination		impact	career choices; ~~workplace stereo-~~ types	immunisations and allergies		emergencies, first aid
5/6 B	Marriage and civil partnerships. Unit previously included: Attraction to others; romantic relationships & LGBTQ+	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging ~~discrimination and~~ stereo-types	Evaluating media sources; sharing things online	Influences and attitudes to money; ~~money and~~ financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Personal hygiene routines. Previously included Physical and emotional changes in puberty.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

*Indicates unit content going forwards. Unit content that will no longer be covered as per government guidance in 2024 RSHE curriculum

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 withparents	