



Florence Melly Community Primary School  
**Relationships, Sex and Health Education Policy**  
 IF YOU CAN DREAM IT, YOU CAN DO IT!



**Policy Approval**

|   |  |            |                       |  |                    |                               |                         |                        |                          |  |
|---|--|------------|-----------------------|--|--------------------|-------------------------------|-------------------------|------------------------|--------------------------|--|
| <b>Policy Title:</b>  | Relationships, Sex and Health Education Policy |            |                       |  |                    | <b>Date written:</b>          | February 2024           |                        |                          |  |
| <b>Written by:</b>  | Aaron Leach (Headteacher)                      |            |                       |  |                    | <b>New or revised policy:</b> | Revised                 |                        |                          |  |
| <b>Stakeholders consulted in policy production:</b><br>(✓ or x) | <b>Governors</b>                               | <b>SLT</b> | <b>Teaching Staff</b> | <b>Support Staff</b>                         | <b>Admin Staff</b> | <b>Parent/Carers</b>          | <b>Pupils</b>           | <b>Local Community</b> | <b>External Agencies</b> |  |
|   | ✓  | ✓          | ✓                     | ✓  | ✓                  | ✓                             |                         | ✓                      | ✓                        |  |
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| <b>Published on:</b><br>(✓ or x)                                | <b>School Website</b>                          |            |                       | <b>School Prospectus/Induction Materials</b> |                    |                               | <b>Staff Handbook</b>   |                        |                          |  |
|   | ✓  |            |                       | ✓  |                    |                               | ✓                       |                        |                          |  |



## **Florence Melly Community Primary School**

### **Relationships, Sex and Health Education (RSHE) Policy - February 2024**

#### **What is Relationships and Sex Education?**

Since September 2020, Relationships Education has been compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) for all pupils receiving secondary education. Health Education is now compulsory in all schools too.

In primary schools, the subjects should put in place the key building blocks of 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.

The [relationships, sex and health education guidance](#) sets out the legal duties schools must comply with when teaching RSE and RSHE, as well as setting out some more detailed expectations of school, including teaching these subjects in an age appropriate way.

#### **Why is Relationships and Sex Education important?**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why the government have made Relationships Education compulsory in all primary schools in England.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

All schools must have in place a written policy for Relationships, Sex and Health Education (RSHE). Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents/carers and reflects the community they serve.

At Florence Melly Community Primary School, we welcome and embrace this legislation, as we always place a high priority on delivering these essential messages through our vibrant 'Cultural Capital and Safety' Curriculum. The inclusion of Relationships, Sex and Health Education represents a huge opportunity to help our children and young people develop. The knowledge and attributes gained by exploring the key themes and topics will help to keep them safe and support their own, and others', health and wellbeing and help our pupils to become successful and happy adults who make a meaningful contribution to society.

#### **Statutory and Legal 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](#).

This policy has been written in accordance with the statutory guidance document "**Relationships Education, Relationships and Sex Education (RSE) and Health Education**" (DfE, 2021). To access this document, please use the following link: [https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf).

The Department for Education guidance states that all maintained primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Within the statutory guidance document for RSE and Health Education, the DfE encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

At Florence Melly Community Primary School, we, in consultation with parents/carers, have decided to teach the non-statutory Sex Education element to pupils in Year 6 only. We feel that this is important for our pupils and this decision has been supported by parents/carers.

## **Aims**

The aims of RSE at Florence Melly Community Primary School are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

Through our Cultural Capital and Safety curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSHE to be a fundamental part of our Cultural Capital and Safety curriculum.

## **Details of Content/Scheme of Work**

At Florence Melly Community Primary School, we are proud of our 'Cultural Capital and Safety' curriculum. Our provision for RSHE forms one strand of this curriculum offer. Please refer to the infographic below to see how this contributes to the wider PSHE development of our pupils.

# Cultural Capital and Safety Curriculum

Relationships,  
Sex and Health  
Education

Our School's  
DREAMS Core  
Values and  
Fundamental  
British Values

Mental Health  
and Wellbeing

Weekly SMSC  
Themes and  
Enrichment Trips

Opportunities to  
Teach  
Safeguarding  
(including Online  
Safety)

Leaders have carefully mapped out the content of our RSHE, using the Discovery Education 'Health and Relationship' programme as our adopted scheme, and consulting with parents/carers at every stage.

Our RSHE programme consists of six broad topics:

- **Healthy and happy friendships** - This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.
- **Similarities and differences** - This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.
- **Caring and responsibility** - This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.
- **Families and committed relationships** - This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.
- **Healthy bodies, healthy minds** - This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.
- **Coping with change** - This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

Each topic contains age-appropriate content, developing themes in a 'spiral curriculum' so that pupils are building on their skills and understanding each year. Teachers may find that content

sometimes overlaps or is repeated across topics; this is to enable pupils to develop, practise and apply knowledge and skills across different contexts and situations.

Each topic contains age-appropriate videos which can be used to enhance learning and broaden understanding of particular concepts. Teachers use the videos in a variety of ways to best suit the needs of the pupils, for example:

- as an introduction to a topic or concept before teaching a lesson
- as a springboard to stimulate discussion
- as a way to demonstrate or further illustrate a particular concept during a lesson or whole topic
- as a stimulus for further classroom activities, discussion, etc.
- as a reference point to both remind pupils of concepts and to distance the learning from them so that pupils can relate back to a real-life situation without it being about their own lives.

The videos are child-led: presented by Archie and Elise who explore questions and meet with other children who share their experiences. They explore a range of real-life or animated scenarios, visit schools and interview individuals, helping children to see the world from different perspectives, engage in discussions and share their opinions.

## **Programme Overview**

Please see the table below for an overview of the progression through all of the topics and age groups in our Relationships, Sex and Health Education programme. Further details, including lesson overviews and key vocabulary specific to each topic, can be found on the school website.

|    | Healthy and happy friendships  | Similarities and differences   | Caring and responsibility   | Families and committed relationships   | Healthy bodies, healthy minds   | Coping with change   |
|----|--|--|---|--|---|--|
| Y1 | Forming friendships and how kind or unkind behaviours impact other people.   | Similarities and differences between people and how to respect and celebrate these.                  | Identifying who our special people are and how they keep us safe.   | What a family is (including difference and diversity between families), and why families are important and special.                            | Our bodies and the amazing things they can do. Learning the correct names for different body parts.   | Growing from young to old and how we have changed since we were born.                                    |
| Y2 | Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.                           | Exploring different strengths and abilities. Understanding and challenging stereotypes.              | The different communities and groups we belong to and how we help and support one another within these.                 | The different people in our families, and how families vary.   | Ways to stay healthy, including safe and unsafe use of household products and medicines.  | Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.                |
| Y3 | Being a good friend and respecting personal space. Strategies for resilience.  | Respecting and valuing differences. Shared values of communities.                                    | Our responsibilities and ways we can care and show respect for others.  | Different types of committed relationships and the basic characteristics of these.   | Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.   | Coping with feelings around the changes in our lives.  |
| Y4 | Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.                                | Identity and diversity. Seeing different perspectives and not making judgements based on appearance. | Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.  | The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter. | Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.                   | How our bodies change as we enter puberty, including hygiene needs and menstruation.                     |
| Y5 | Identity and peer pressure off- and online. Positive emotional health and wellbeing.   | Celebrating strengths, setting goals and keeping ourselves safe online.                              | How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community. | The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.                              | Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing. | How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. |
| Y6 | How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. | Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.   | How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school. | Human reproduction, including different ways to start a family. *  | Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.                                       | Ways to manage the increasing responsibilities and emotional effects of life changes.                    |

## **Roles and responsibilities**

Responsibility for our Relationships, Sex and Health Policy ultimately lies with the Governing Body.

As well as fulfilling their legal obligations, the Governing Body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Our school's Cultural Capital Lead is responsible for the following:

- Developing this school policy and ensuring it is reviewed every three years.
- Ensuring that all staff are given regular and ongoing training on issues relating to Relationships, Sex and Health Education.
- Ensuring that all staff are familiar with this policy.
- Ensuring that all staff have the appropriate resources to be able to effectively deliver the programme.
- Providing support to staff members who have questions about Relationships, Sex and Health Education.
- Ensuring that Relationships, Sex and Health Education is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Communicating with staff, parents/carers and the Governing Body to ensure that everyone has a good understanding of this policy and the intentions for our Relationships, Sex and Health Education programme, and that any concerns or opinions regarding the provision are listened to, taken into account and acted on appropriately.
- Monitoring this policy on a regular basis and reporting to Governors on its implementation and effectiveness.

All staff are responsible for:

- Ensuring that they have a good understanding of this Relationships, Sex and Health Education Policy and curriculum requirements.
- Reporting back to the Cultural Capital Lead on any areas that they feel are not covered or are inadequately provided for in the school's Relationships, Sex and Health provision.
- Attending and engaging in professional development training around Relationships, Sex and Health provision, where appropriate.
- Encouraging pupils to communicate their concerns in confidence, listen to their needs and support them accordingly.
- Following the school's reporting systems if a pupil comes to a member of staff with an issue/disclosure that they feel they are not able to deal with alone.
- Ensuring that their personal beliefs and attitudes will not prevent them from providing balanced Relationships, Sex and Health Education.
- Tailoring their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Cultural Capital Lead or SENCO, should they need it.

All staff will seek to be mindful of issues such as everyday sexism, misogyny, misandry, homophobia and gender stereotypes and take positive action to build a culture where these are

not tolerated, and any occurrences are identified and tackled. Staff also recognise that they have an important role to play in modelling positive behaviours.

### **How delivery of the content will be made accessible to all pupils, including those with SEND**

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Relationships Education and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is adapted and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At Florence Melly Community Primary School, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and Health Education can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

### **Safe and Effective practice**

Ground rules in class are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting. A comments /worry box is always available in all classrooms. This will enable pupils to feel more comfortable to ask questions without being identified - pupils can choose to remain anonymous. Pupils will be reminded of the comments box during Relationships, Sex and Health Education lessons.

### **Difficult Questions**

Primary-age pupils will often ask their teachers or other adults questions which go beyond what is set out for Relationships, Sex and Health Education. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources for further information. Our teachers, therefore, will use the 'car park' tool for pinning questions for later discussion. This shows pupils that their question is being taken seriously and allows the class teacher to seek guidance from SLT about how to respond/inform parents/carers if necessary.

Staff training will include information on how to deal with these difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions: "That is something that may be covered later on, maybe at secondary school" or "I can't answer that question, but you could ask your parents/carers", for example.

## **Disclosures**

During whole-class sessions on issues like relationships and mental health, such discussions can trigger responses in individual pupils who may then choose to make a disclosure about a personal situation. The way in which that disclosure is first handled will be critically important, both in terms of the pupil's immediate feelings and their likelihood of engaging in future support.

It is crucial, therefore, that clear ground rules are set for our RSHE lessons, for example:

- Personal matters should not be discussed in a group setting.
- While teachers are always willing to talk to pupils about the pupil's personal situation in a one-to-one setting, they can never promise confidentiality since disclosures may have safeguarding implications. What teachers can do, however, is to listen sensitively and supportively while at the same time gathering the information they need to consider what to do next.

If a pupil makes a safeguarding disclosure, teachers will follow the guidelines set out in our Child Protection Policy.

## **Staff training**

Our staff utilise the support package on GOV.UK to help increase their confidence and the quality of their RSHE teaching practice. This includes RSHE teacher training modules, non-statutory implementation guidance and training for teachers led by Teaching Schools. Each of the Teacher Training Modules covers safeguarding to make sure teachers, pastoral staff and the designated safeguarding: [Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teaching-about-relationships-sex-and-health).

All of these modules are designed to support schools and provide more detail on the content that should be taught under each subject area to help support teachers' knowledge and confidence to teach RSHE so schools can develop detailed curriculum and lesson plans.

## **Right to Withdraw**

Our RSHE curriculum consists of both statutory and non-statutory elements:

- Parents **do have** the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. As this only affects pupils in Year 6 - only parents/carers of these pupils will be able to withdraw their child/children.
- Parents **do not have** the right to withdraw their child/children from the statutory Relationships and Health Education programme or the science curriculum. That means that all pupils, from Year 1 to Year 5 will participate in our Relationships and Health Education lessons.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

Our Headteacher will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher



(although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **How this policy has been produced, and how it will be kept under review, in both cases working with parents/carers**

Parent/carer voice is seen as paramount when developing this policy and the provision for our RSHE programme. The role of parents/carers in the development of their children's understanding about relationships, sex and health is vital. Parents/carers are the first teachers of their children - they have the most significant influence on enabling their children to grow and mature and to form healthy relationships and habits.

Our school ensures that our parents/carers know what is being taught in our RSHE curriculum, through this policy and resources being published on our website, via Class Dojo and shared through workshops and presentations.

Before drafting this policy, a selection of parents/carers, representing children from across the school were consulted as part of a parent focus group.

Furthermore, parent/carers were given the opportunity to provide feedback to help shape the direction of this policy and the school's provision for RSHE before the policy was ratified.

Parents/carers of pupils in Year 6 were asked to complete a survey, asking for their opinions about delivering Sex Education to their pupils and vote on whether or not they felt that this was appropriate.

All feedback was taken into consideration before publishing this policy and the school's approach to RSHE. We will continue to seek feedback from key stakeholders and make any appropriate adjustments to our provision as necessary.

This policy will be reviewed every two years.