

DRAYTON PARK SCHOOL

RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE) POLICY

Policy approved: November 2024

Next review date: November 2025



1. Aims

The aims of relationships, sex and health education (RSHE) 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 gender, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Relationships education became a statutory requirement in 2020.

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 Drayton Park, 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:

1. Review – a staff 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 comment on the policy
4. 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.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum covers the topics set out in Appendix 1.

We have developed the curriculum in line with statutory guidance and taking into account the age, emotional maturity, feelings and special educational needs and disabilities 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.

Relationships Education and Health Education

At Drayton Park, we teach relationships and health education throughout the school year. The subject matter taught is detailed in Appendix 1. Parents **can not** withdraw their child from relationships or health education. The curriculum has been mandatory since May 2021.

Sex Education as part of the science curriculum

At Drayton Park, we teach the following topics of sex education, as suggested in the science national curriculum:

- Animals, including humans, grow up and have offspring (taught in Year 2)
- Revising the changes that happen at puberty (taught in Year 6)
- Understanding life cycles and reproduction (taught in Year 6)

These topics are part of the science curriculum and parents can not withdraw their children.

Sex Education beyond the science curriculum

In addition, at Drayton Park, we teach children the following sex education topics:

In Year 2:

- Pupils learn the biological differences between male and female children, including the names of the external body parts which are related to reproduction.

In Year 4:

- Understanding puberty, including the physical and emotional changes related to puberty.

In Year 6:

- Sexual intercourse in the context of relationships, including the right to say 'no' and the importance of respecting this in others.
- Human reproduction in the context of life cycles: conception, pregnancy and parenting.
- In line with government guidance, we do not teach the concept of gender identity.

All of these topics are taught sensitively and carefully. It is made clear that these topics are important to understand for later life. Sexual relationships and parenting are taught as important decisions to make in adulthood. Pupils are taught to choose for themselves and not be led by peer pressure.

Although sex education is not a requirement in primary school, we believe that this teaching informs the children about important life events within a safe and secure learning environment, preparing them well for secondary school and the conversations they may hear around them as they get older. Each year, we see the children approach these topics maturely. They report back that they find them extremely useful and that they are glad to have been taught them in school.

We teach sex education in the summer term in Years 2, 4 and 6 and parents are offered the opportunity to discuss the topic with the class teacher. Parents can choose to withdraw their child from some or all of the sex education lessons that go beyond the science curriculum, if they so wish.

6. Equality and Inclusion

Relationships Education is 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, LGBTQ+ 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 Equality Act 2010 covers the way the curriculum is delivered; schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ+). At Drayton Park we take our responsibilities to provide inclusive education very seriously. We promote an inclusive approach to RSHE, which aims to foster good relations between pupils, tackle all types of prejudice, including homophobia, challenge stereotypes and promote understanding and respect. We also aim to give all young people the knowledge and confidence to explore and embrace their identity in positive ways as they enter puberty.

7. Confidentiality and safeguarding

RSHE involves discussing sensitive and potentially confusing issues with children. We aim to create an open, respectful environment in which RSHE can take place. We provide opportunity for pupils to ask and answer questions anonymously and actively make ourselves available for private conversation should children want. Should pupils request a private conversation, we will make it clear that we may have to inform other adults, including the child's parents or carers, if they tell us things which raise concern about their safety or wellbeing.

RSHE plays an important part in fulfilling our statutory safeguarding duties. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. The content and context of RSHE lessons can lead to disclosures from pupils that constitute safeguarding concerns, particularly in the areas of child sexual abuse and female genital mutilation. All school staff have up to date safeguarding training and we believe that our responsibility to keep children safe is our highest priority. Please refer to our Safeguarding policy for further information.

8. Roles and responsibilities

8.1 The governing board

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

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/non-science components of RSHE.

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 to parents who request more information about the curriculum content
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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' rights

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 RSHE.

Requests for withdrawal should be made to the Phase Leader, either in writing or in person. These requests will be discussed with the headteacher.

Parents have a legal right to know what their children are being taught in RSHE and can request to see teaching materials.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Evaluation

The effectiveness and impact of sex education teaching each year will be evaluated through pupil interviews, after lessons have taken place in Year 6. The outcome of the evaluation will be reported to the Headteacher and the Governing Body.

11. Conclusion

We consider RSHE to be an essential part of our curriculum, enabling our children to embark with confidence into puberty and enter Secondary education with the information they need to build positive, safe relationships. Our RSHE curriculum is closely aligned with that of Islington and mirrors the learning almost all children across the country will gain in Primary school. Our approach to evaluating RSHE places pupil voice at its heart. We recognise and facilitate the right of parents to withdraw pupils from the non-statutory/non-science components of sex education. However, we will work with parents to reassure and encourage them to let their children take part, because we believe relationships and sex education is an essential right of all children.

Appendix 1 - RSHE curriculum content

Relationships education expectations

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- 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 (available to both opposite and same sex couples) and civil partnerships represent 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're very different (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

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're 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's 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're 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)

Health education expectations

By the end of primary, pupils will need to know:

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent bodies

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle