

# Relationships, Health and Sex Education (RHSE) Policy

(Part of PSHE)

Beavers Community Primary School



**Respect – Determination – Cooperation – Equality – Honesty – Kindness**

**Approved by:** Headteacher

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### 1. Aims

The aims of relationships, health 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

### 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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 RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Beavers Community 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:

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 are able to access the policy on the school website and can give feedback as they feel appropriate.
4. Pupil consultation – we considered what exactly pupils want from their RHSE during the lessons.
5. 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, healthy lifestyles, diversity and personal identity.

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

**RHSE is not about the promotion of sexual activity.**

### 5. Curriculum

At Beavers Community Primary School, statutory Relationships Education and Health Education are taught as part of a structured spiral PSHE curriculum and we follow a programme called SCARF. The structure of the SCARF programme means that requirements are covered and built upon in subsequent lessons. Our SCARF medium term plan identifies how individual lessons meet the different requirements. Most lessons will meet more than one requirement and each requirement is covered in more than one lesson (and usually in more than one year group). We may need to adapt this as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information instead. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

SCARF meets all DfE requirements for statutory Relationships and Health Education, and is mapped to the PSHE Association Programmes of Study which enables us to provide a comprehensive and effective PSHE Education curriculum which prepares children for later life. SCARF lessons are carefully planned as part of a spiral curriculum, covering all subjects in an age-appropriate way. Some lessons provide the fundamental building blocks needed for children to achieve the end of primary school outcomes, relating indirectly to those outcomes.

Appendix 1 sets out which statutory requirements are covered in each year group.

## 6. Delivery of RHSE

### Relationships Education

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

### Health Education

Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. This is taught through exploring the themes of:

- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from Reception to Year 6 at an age appropriate level. Introducing the scientific names of

genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **Sex Education**

As part of our PSHE provision we teach sex education in Year 6. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE, parents/carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child.

### **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### **Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Roles and responsibilities

### The governing board

The governing board has delegated the approval of this policy to the headteacher.

### 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 RHSE.

### 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 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 headteacher.

### 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 or health education.

Parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RHSE. At Beavers Community Primary School, this encompasses only a small number of lessons in Year 6. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from RHSE.

The RHSE policy will be shared with any parents who wish to withdraw their child.

## **9. Monitoring arrangements**

The delivery of RHSE is monitored by the PSHE Leader through planning and book scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the headteacher.

## **10. Linked policies**

Safeguarding

Anti - Bullying Policy

Appendix 1 – Year group coverage of statutory requirements of Relationships Education and Health Education

Statutory requirement	Year groups						
	R	1	2	3	4	5	6
<b>Relationships Education</b>							
<b>Families and people who care for me</b>							
1. That families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓		✓
2. 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.	✓	✓	✓	✓	✓	✓	✓
3. 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.	✓	✓	✓	✓	✓	✓	✓
4. 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.	✓	✓	✓	✓	✓	✓	✓
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	✓				✓		✓
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	✓	✓				✓	✓
<b>Caring friendships</b>							
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓	✓
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓	✓
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓	✓
4. 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.		✓	✓	✓	✓	✓	✓
5. 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.	✓	✓	✓	✓	✓	✓	✓
<b>Respectful relationships</b>							
1. 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	✓	✓	✓	✓	✓	✓	✓
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓	✓
3. The conventions of courtesy and manners.	✓	✓	✓	✓	✓	✓	✓
4. The importance of self-respect and how this links to their own happiness.	✓				✓	✓	✓

5. 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.	✓	✓	✓	✓	✓	✓	✓
6. 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.		✓	✓	✓	✓	✓	✓
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	✓			✓	✓	✓	✓
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	✓	✓	✓	✓	✓	✓	✓

<b>Online relationships</b>							
1. That people sometimes behave differently online, including by pretending to be someone they are not.		✓	✓	✓		✓	✓
2. 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.		✓	✓	✓	✓	✓	✓
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓	✓	✓	✓	✓
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		✓	✓	✓		✓	✓
5. How information and data is shared and used online.		✓	✓	✓	✓	✓	✓
<b>Being safe</b>							
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		✓	✓	✓	✓	✓	✓
2. 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.	✓	✓	✓	✓	✓	✓	✓
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓	✓	✓	✓	✓	✓	✓
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓	✓	✓	✓	✓	✓	✓
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	✓	✓	✓	✓	✓	✓	✓
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓	✓	✓	✓	✓	✓	✓
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓	✓		✓	✓	✓
8. Where to get advice e.g. family, school and/or other sources.	✓	✓	✓	✓	✓	✓	✓
<b>Physical Health and Mental Wellbeing (Health Education)</b>							
<b>Mental wellbeing</b>							
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.		✓			✓	✓	✓
2. 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.	✓	✓	✓	✓	✓	✓	✓

3. 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.	✓	✓	✓	✓	✓	✓	✓
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		✓	✓	✓	✓	✓	✓
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.			✓	✓	✓	✓	✓
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓					✓
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	✓	✓	✓		✓		✓
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		✓		✓	✓	✓	
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓		✓		✓	✓	✓

Internet safety and harms							
1. That for most people the internet is an integral part of life and has many benefits.		✓	✓	✓			✓
2. 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.			✓		✓	✓	✓
3. 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.		✓	✓	✓	✓	✓	✓
4. Why social media, some computer games and online gaming, for example, are age restricted.				✓		✓	✓
5. 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.		✓	✓	✓	✓	✓	✓
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				✓	✓	✓	✓
7. Where and how to report concerns and get support with issues online.		✓	✓	✓	✓	✓	✓
Physical health and fitness							
1. The characteristics and mental and physical benefits of an active lifestyle.		✓	✓				
2. 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.	✓		✓			✓	✓
3. The risks associated with an inactive lifestyle (including obesity).		✓				✓	

4. How and when to seek support including which adults to speak to in school if they are worried about their health.	✓	✓			✓		
Healthy eating							
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	✓	✓	✓	✓	✓	✓	
2. The principles of planning and preparing a range of healthy meals.	✓	✓			✓		
3. 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							
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	✓	✓	✓	✓		✓	✓
Health and prevention							
1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	✓	✓	✓				
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓	✓	✓				
3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓	✓	✓	✓	✓		✓
4. The facts and science relating to allergies, immunisation and vaccination.			✓				
Basic first-aid							
1. How to make a clear and efficient call to emergency services if necessary.		✓	✓	✓	✓	✓	✓
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.		✓	✓	✓	✓	✓	✓
Changing adolescent body							
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	✓	✓	✓	✓	✓	✓	✓
2. About menstrual wellbeing including the key facts about the menstrual cycle.				✓	✓	✓	✓

Appendix 2 - Related National Curriculum Science objectives

Science curriculum requirement	Related SCARF lesson plan
<b>Year 1</b>	
<b>Y1 Animals including humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Inside my wonderful body! Keeping privates private
<b>Y1 Animals including humans</b> (Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	
<b>Year 2</b>	
<b>Y2 Living things and their habitats</b> (Non-statutory guidance) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.	What does my body do? My body, your body Taking care of a baby What could Harold do? My body needs... Harold's bathroom Catch it! Bin it! Kill it! Eat well Harold's postcard - helping us to keep clean and healthy I can eat a rainbow Harold's wash and brush up Harold's picnic Super sleep Haven't you grown!
<b>Y2 Living things and their habitats</b> (Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things.	
<b>Y2 Animals including humans</b> Notice that animals, including humans, have offspring which grow into adults.	
<b>Y2 Animals including humans</b> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	
<b>Y2 Animals including humans</b> Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.	
<b>Y2 Animals including humans</b> (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.	
<b>Y2 Animals including humans</b> (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, <u>adult</u> .	

Year 3	
<b>Y3 Animals including humans</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Help or harm? Alcohol and cigarettes: the facts SCARF Hotel Body team work My changing body Derek cooks dinner! (healthy eating)
<b>Y3 Animals including humans</b> (Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.	
<b>Y3 Animals including humans</b> (Non-statutory guidance) Pupils might research different food groups and how they keep us healthy and design meals based on what they find out.	
Year 4	
<b>Y4 Living things and their habitats</b> Recognise that environments can change and that this can sometimes pose dangers to living things.	Harold's environment project Period positive Let's have a tidy up! Harold's Seven Rs
<b>Y4 Living things and their habitats</b> (Non-statutory guidance) Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.	
Year 5	
<b>Y5 Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Is this normal? Growing up and changing bodies
<b>Y5 Animals including humans</b> Describe the changes as humans develop from birth to old age.	
<b>Y5 Animals including humans</b> (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.	
<b>Y5 Animals including humans</b> (Non-statutory guidance) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	

Year 6	
<b>Y6 Animals including humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	Five Ways to Wellbeing project Getting fit Know the norms Medicines: check the label What sort of drug is...? Smoking: what is normal? What's the risk? (1) Would you risk it? Drugs: true or false? Rat Park Making babies
<b>Y6 Animals including humans</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	
<b>Y6 Animals including humans</b> Describe the ways in which nutrients and water are transported within animals, including humans.	
<b>Y6 Animals including humans</b> (Non-statutory guidance) Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.	
<b>Y6 Animals including humans</b> (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.	
<b>Y6 Animals including humans</b> (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	
<b>Y6 Evolution and inheritance</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	