

# **Mill Lane Primary School**

## **Relationships Education, Relationship and Sex Education and Health Education (RSHE) Policy**

**Adopted :January 2025**

**Review Date : January 2026**

## **Purpose of the policy**

The purpose of this policy is to explain the aims of RSHE. It also describes what we teach and the approaches we use. This policy helps to ensure that the whole school community: parents, staff, governors and pupils have a shared understanding of RSHE.

The overarching aim is for young people to be equipped with the information and skills they need in order to:

- **Be Healthy** (physically, sexually, emotionally)
- **Stay Safe** (from maltreatment, neglect, violence, sexual exploitation, bullying, discrimination, crime and anti-social behaviour in and out of school)
- **Enjoy and Achieve** (attend school regularly, enjoy personal achievements, social development and recreation)
- **Make a Positive Contribution** (contribute to decisions, support the community, understand and abide by the law; develop positive relationships and self confidence)
- **Achieve economic well being**

## **RSHE**

From 1<sup>st</sup> September 2020 guidance states that primary schools should teach Health and Relationship Education. This guidance replaces the 2000 Sex and Relationship guideline. Sex Education is not compulsory until secondary school but primary schools can opt to cover it – as we are choosing to teach sex education in order to best equip your children with the facts they need to be safe.

Mill Lane Primary School will:

- provide information which is easy to understand, relevant and appropriate to the age/maturity of the pupils
- include the teaching of communication and social skills
- encourage the exploration and clarification of values and attitudes.
- consult with parents

Teaching will include but not be limited to:

- aspects of science
- assembly time (age appropriately)
- story time
- Investing in Me (IIM) lessons
- R.E. lessons

Content will include

### **Foundation Stage (Nursery and Reception)**

- the concept of male and female and about young animals
- learning about growing from young to old and exploring some simple life cycles
- consideration of relationships with others including friends, family and people who support them
- skills to form friendships and think about relationships with others
- learning to take turns.

### **Key Stage 1**

- learning about life cycles of some animals
- understanding the idea of growing from young to old
- learning that all living things reproduce
- the importance of personal hygiene to maintain good health
- the importance of family relationships, different family groups and friendship
- learning about rituals and traditions associated with birth, marriage and death and the emotions involved
- how to co-operate with others in work and play
- how to recognise the range of human emotions and ways to deal with them
- personal safety

- learning to understand the impact of kindness, consideration, respect, consent, honesty, truthfulness, permission seeking and giving, personal privacy and understand bullying and associated bystanders

### Key Stage 2

- a developing understanding of relationships within a family, between friends and the community and that there are different patterns of friendship
- developing skills needed to form relationships and to respect other people's emotions and feelings
- considering how to make simple choices and exercise some basic techniques for resisting pressures
- learning that friendships support mental wellbeing
- considering ways to keep safe from abuse and knowing their rights over their own bodies
- learning about bullying and bystanders and assaults and bystanders
- the physical differences between males and females (years 5 & 6 only)
- the physical and emotional changes during puberty (5 & 6 only)
- how children are conceived and born (5 & 6 only)
- concerns that boys and girls may have as they become adults (5 & 6 only)
- considering how sex is portrayed in the media, sexual stereotyping and understand that changing emotions are a normal aspect of puberty (5 & 6 only)

Sex and relationship education will focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with pupils, staff and governors and is in line with proposed government guidelines. Parents were consulted prior to this policy being produced.

### Specific Issues Statements

All the issues highlighted in this section will be addressed alongside the morals, values, faiths and cultural perspectives within our school. Children will also be encouraged to discuss any issues with their parents/ carers and families if they feel able. Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the school nurse or other visiting Health Professionals.

### Sexuality and Sexual Orientation

Mill Lane School believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

### Answering questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Mill Lane school believes that individual teachers must use their skill and discretion in these situations and refer to the Investing in Me co-ordinator or head teacher if they are concerned. Opportunities for questions will given through a question box. Any questions will be anonymous in order to protect adults delivering sessions and children asking them. Sensitive questions or questions that are unable to be answered by the teacher will be referred to the Investing in Me co-ordinator. If outside visitors are being used to deliver elements of RSHE it may be possible to consult with them to answer these questions.

### Confidentiality and Child Protection

Children may make personal disclosures in group settings as a climate of trust is created to enable discussion of potentially sensitive topics. Teachers and others supporting RSHE cannot offer or guarantee absolute confidentiality. If any safeguarding issues are raised as a result of any units of work, the school's safeguarding procedures will apply. It is essential that all are aware of the school's Safeguarding Policy. A copy of this is available from the school's office or website.

### Equal Opportunities and Inclusion

Mill Lane School is committed to working towards equality of opportunity in all aspects of school life. The school will work to ensure that the policy and programme is relevant to everyone regardless of gender, culture, faith, academic ability or sexuality.

### Withdrawal from sex education

Under the 2020 guideline, parents can withdraw pupils from sex education outside the compulsory elements delivered through the science National Curriculum. Parents or carers wanting to exercise this right are invited to see the head teacher who will discuss their concerns. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Mill Lane encourages parents to allow all children to access factual information taught by teachers and not allow their children to gain “knowledge” from unreliable information disseminated by their peers.

### **Use of support agencies**

Occasionally Mill Lane School may use an external teacher or other professional. This would be in line with this policy and together with the class teacher.

### **Teaching Materials and Resources**

The school has the following resources that it uses to deliver elements of RSHE: Channel 4 All About Us; Living and Growing DVD and accompanying resources.

The material used will be available for review on request to the Headteacher. Materials used will be available for parents to view on request.

## **Appendix 1: Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)**

Our values and principles

1. RSHE should be delivered as part of a wider Investing in Me programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
5. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
6. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
7. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
8. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
9. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
10. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
11. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
12. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
13. RSHE lessons will encourage participation by using a variety of teaching approaches.
14. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
15. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
16. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.

17. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHÉ Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.