



Muswell Hill Primary School

Relationships & Health Education Policy (RHSE)

(included in this policy are the non-statutory PHSE
& Sex Education (RSE) curriculum)

(With effect from September 2020)

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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.

We teach relationships and sex education in the context of the school's aims and values framework. While relationships and sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex and relationships education in the belief that:

- › Relationships and sex education should be taught in the context of stable relationships and family life
- › Relationships and sex education is part of a wider social, personal, spiritual and moral education process
- › Children should be taught to have respect for their own bodies
- › Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- › It is important to build positive relationships with others, involving trust and respect.

We teach children about:

- › The physical development of their bodies as they grow into adults
- › The way humans reproduce
- › Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- › The importance of family life, in its diverse forms
- › Moral questions
- › Relationship issues
- › Respect for the views of other people
- › Sexual abuse and what they should do if they are worried about any sexual matters.

2. Statutory 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](#) (the 'R' in RHSE).

However, 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](#).

At Muswell Hill Primary School we teach RSE (the Sex Education bit in 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 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 attend a meeting about the policy
4. 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, sexual health, sexuality, 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

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary.

The scheme of work used for Relationships and Sex Education (RSE) is the 'Christopher Winter Scheme of Work'; winners of the FPA's Pamela Sheridan Award for Excellence in S.R.E. See Appendix 1.

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 they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by their class teacher.

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.

For more information about our RHSE curriculum, see Appendices 1, 2 and 3.

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).

6.1 Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RHSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

The headteacher liaises with external agencies regarding the school relationships and sex programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The headteacher will gather feedback from pupils on their learning experience of RHSE and will ensure that delivery is amended accordingly.

7.3 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/non-science 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.

Confidentiality

Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals. Any professional working in a classroom context in schools is governed by the school's confidentiality policy. Health and other professionals working in a clinical context are bound by their own professional guidelines.

7.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

7.5 Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children such as the school nurse. Provision is always in partnership with the teaching staff and is part of a planned programme of Relationships, Health and Sex Education.

8. Parents' role and right to withdraw

8.1 Role

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and, co-operation.

In promoting this objective, we:

- › Inform parents about the school's relationships and sex education policy
- › Will be available for all parents and carers of children to discuss the RHSE programme, to explain any issues arising, discuss how it is taught and to see the materials the school uses in its teaching.
- › Answer any questions that parents may have about the education of their child;

- › Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships and sex education in the school;
- › Inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- › We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

8.1 Right to withdraw

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 RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RHSE as part of their induction 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 RHSE.

10. Monitoring arrangements

The delivery of RHSE is monitored by the RHSE Leader of Learning through:

- Pupil voice
- Teacher feedback

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

This policy will be reviewed annually by the RHSE Leader of Learning. At every review, the policy will be approved by the governing board and the headteacher.

RHSE is monitored by the subject leader and headteacher. An annual report will be made to governors. The full policy will be made available to all parents when their child enters school. The Curriculum and Standards Committee of the governing body monitors our Relationships, Health and Sex Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

Appendix 1: RSE Curriculum Map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Reception / Foundation Stage	<p><u>Our Lives</u></p> <ul style="list-style-type: none"> • Our Day – To consider the routines and patterns of a typical day • Keeping Ourselves Clean – To understand why hygiene is important • Families – To recognise that all families are different
Year 1	<p><u>Growing and Caring for Ourselves</u></p> <ul style="list-style-type: none"> • Keeping clean – To understand some basic hygiene principles • Growing and Changing – To introduce the concept of growing and changing • Families and Care – To explore the different types of families and who to ask for help
Year 2	<p><u>Differences</u></p> <ul style="list-style-type: none"> • Differences Boys and Girls – To introduce the concept of male and female gender stereotypes • Differences Male and Female – Describe differences between male and female animals • Naming Body Parts – To focus on sexual difference and naming body parts
Year 3	<p><u>Valuing differences and Keeping Safe</u></p> <ul style="list-style-type: none"> • Differences Male and Female – To explore the differences between males and females and to name body parts. • Personal Space – To consider touch and to know that a person has the right to say what they like and dislike. • Family Differences – To explore different types of families and who to go to for help and support
Year 4	<p><u>Growing Up</u></p> <ul style="list-style-type: none"> • Growing and Changing – To explore the human life cycle • What is Puberty? – To identify some basic facts about puberty • Puberty Changes & Reproduction – To explore how puberty is linked to reproduction
Year 5	<p><u>Puberty</u></p> <ul style="list-style-type: none"> • Talking about Puberty – To explore the emotional and physical changes occurring in puberty • Male and Female Changes – To understand male and female puberty changes in more detail • Puberty and Hygiene – To explore the impact of puberty on the body and the importance of physical hygiene

YEAR GROUP	TOPIC/THEME DETAILS
Year 6	<u>Puberty, Relationships and Reproduction</u> <ul style="list-style-type: none">• Puberty and Reproduction – To consider puberty and reproduction• Understanding Relationships – Consider physical and emotional behaviour in relationships• Conception and Pregnancy – To explore the process of conception and pregnancy

Appendix 3: Mental Health Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN TERM	ANNA FREUD TALKING MENTAL HEALTH TOOLKIT Whole school assembly from the toolkit					
	EALING SoW	CAMDEN SoW			Talking Mental Health Lesson 5	Talking Mental Health Lesson 5
	Lesson 10: To identify a range of emotions Lesson 11: To understand positive and difficult emotions. Lesson 12: To understand positive and negative emotions.	Lesson 10 To explore feelings of loneliness and being included To learn how to help someone who is feeling lonely To be able to articulate feelings of loss			<i>Link to World Mental Health Day 10th October</i> -Give children a consistent and accessible language to talk about mental health and wellbeing -Ensure children know who the trusted adults in their life are and how to ask them for help and support. -Ensure children understand the difference between a small, everyday feeling and a big feeling and techniques to be good listeners.	<i>Link to World Mental Health Day 10th October</i> -Give children a consistent and accessible language to talk about mental health and wellbeing -Ensure children know who the trusted adults in their life are and how to ask them for help and support. -Ensure children understand the difference between a small, everyday feeling and a big feeling and techniques to be good listeners.
SPRING TERM	CAMDEN SoW	PSHE ASSOCIATION				
	Lesson 4	LESSON 6:	LESSON 6:	LESSON 5:	ALTERNATIVES	ALTERNATIVES
	-To recognise when I'm feeling worried or anxious -to have some strategies to cope	Recognise a range of emotions and learn words to describe feelings (PSHE Assoc Lesson 1: Recognising feelings: identifying feelings words) LESSON 7: Recognise a range of feelings in ourselves and other people and to use	Learn about a range of feelings, tell how other people are feeling and ask for help with our big feelings (PSHE Assoc Lesson 3: Recognising feelings: hearing, drawing and being) LESSON 7: Recognise, describe and express a larger range of	Learn about the intensity of feelings Know how to recognise, identify, discuss and manage a range of feelings and emotions (PSHE Assoc Lesson 6: Gauging our feelings) LESSON 6: Recognise and manage a	Either: LESSON 4: To learn about different ways of coping with uncomfortable and challenging thoughts and feelings (PSHE Assoc Lesson 8 Developing positive coping strategies (2))	Either: LESSON 5: Learn about some additional ways of coping with uncomfortable or challenging thoughts and feelings (PSHE Assoc LESSON 9: Developing positive coping strategies (3))
				INSIDE OUT-GETTING TO KNOW YOUR		

		words to describe a range of feelings (PSHE Assoc Lesson 2: Recognising feelings words, 'big feelings' and expressions)	feelings (PSHE Assoc Lesson 4: Recognising feelings: Facial Bingo LESSON 8: Learn more about our body's response to different types of emotions and feelings (PSHE Assoc Lesson 5: Understanding feelings: body feelings)	range of emotions in ourselves and others Learn some positive coping strategies to help us manage our feelings (PSHE Assoc Lesson 7: Developing positive coping strategies (1))	FEELINGS	
					Or: INSIDE OUT Y5 LESSON 1: Learn how to recognise a range of feelings and identify the intensity of those feelings. Understand how these can affect our bodies INSIDE OUT Y5 LESSON 2: Recognise a range of Recognise and manage a range of complex emotions Develop some positive coping strategies to help manage our feelings	Or: INSIDE OUT Y6 LESSON 1: Learn what mental health is and some of the things that can affect someone's mental health INSIDE OUT Y6 LESSON 2: Learn about anxiety, how it might affect a person's state of mental health Learn about change, how it might make us feel and what strategies we can use to cope with these feelings

Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 represents 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are 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	<ul style="list-style-type: none"> • 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 is 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 are 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

Sex education expectations

There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Appendix 5: Parent form: withdrawal from sex education within RHSE

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 with parents	