



# Bryony School

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

### Key Contact Personnel in School

RSHE Lead : Mrs Atkins & Mrs Dyne

RSHE Advisory Board member: Mrs Harrison

<b>Revised policy adopted</b>	May 2022
<b>Date of Next Review</b>	May 2023

## **Introduction**

This policy covers the teaching of Relationships and Sex Education in our school, as well as Health Education. In order for it to be clear in regards of the curriculum, this will be known as Relationships, Sex and Health Education (RSHE).

## **Intent**

Bryony teaches the content set out in the Statutory Guidance for Health Education (Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, whilst others are taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, and through events such as assemblies or collective worship or visiting speakers.

Bryony also teaches some selected aspects of sex education in Years 5 and 6 only, and these are set out in the appropriate section in this policy below.

## **Definitions**

### Relationship Education

We define Relationships Education as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults.

### Health Education

We define Health Education as teaching children about how to look after their bodies, in terms of: personal hygiene, healthy eating, the importance of physical activity and sleep as well as the harmful effects of certain substances. Health Education will also include the importance of positive Mental Health and what children can do themselves to support this as well who they should speak to should they need help.

### Sex Education

Sex Education teaches children basic scientific facts about how humans and other animals grow and reproduce. Sex Education teaches boys and girls about puberty and the changes that adolescence brings.

## **Aims**

The aims of Relationships and Sex Education 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

## **Statutory Requirements**

As an Independent primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained within the science curriculum.

## **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 collated 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 consultation – revised policy and guidance sent to parents
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared and ratified.

## **Curriculum**

Our curriculum is set out as per Appendix 1, however, this may need to be adapted 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 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

How will it be taught in Bryony School?

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationship 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

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).

## **Roles and responsibilities**

### **The Advisory Board**

The Advisory board will approve the RSHE policy and hold the Head Teacher to account for its implementation.

### **The Head Teacher**

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from any Sex Education elements of RSHE not compulsory under the science curriculum (Parents' right to withdraw).

### **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 appropriately to pupils whose parents wish them to be withdrawn from the Sex Education elements of RSHE not compulsory under the science curriculum 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 Head Teacher.

The following staff are responsible for monitoring the delivery of RSHE:

Mrs Natalie Gee- Head teacher

Mrs Michele Atkins – RSHE Lead Key Stage

Mrs Amy Dyne – RHSE Lead Key Stage 1

Mrs Sandra Harrison – Advisory Board Member (Safeguarding)

## **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Class teachers will discuss the acceptable and appropriate behaviour expected during lessons to foster respectful and healthy peer to peer communication.

## **Parents' right to withdraw**

There is no right to withdraw from relationships education, or from sex education that is delivered as part of the National Curriculum. Nor is there any right to withdraw from health education. This is because the topics covered, such as respect, safety and friendships are important if children are to grow up into happy and healthy adults.

Parents or Carers who have concerns around the sex education that is being delivered are invited to contact the Head Teacher to discuss the matter. This will allow them to talk through their concerns and to ask any questions they may have. It will also allow the Head Teacher to explain the curriculum and the benefits that their child will gain from taking part in the lessons.

## **Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **Monitoring arrangements**

The delivery of RSHE is monitored by the RSHE leads/Head Teacher through monitoring arrangements, such as planned scrutinies, learning walks and discussions with pupils.

Pupils' development in RSHE is monitored by teachers who teach this as part of our internal assessment systems.

This policy will be reviewed by the RSHE leads annually. At every review the policy will be approved by the Head Teacher.

## **How will we decide if a topic or activity is age-appropriate?**

We will use the tool at Appendix 2 when selecting a topic or resource to check that it is age-appropriate.

It may be necessary to deliver a topic earlier than planned in response to children's needs – for example, if there is a need to respond to local or national events that are causing concern, or if children are reaching puberty early. We will inform parents in these cases before the lessons are delivered.

## **Who will deliver RSHE?**

RSHE will be delivered by appropriately trained teachers or the form teachers. We believe that this is the most effective mechanism because:

- In a small school such as ours all teachers are likely to have a good knowledge of the pupils and their backgrounds. They can therefore tailor the lessons to best meet the children's needs.
- Delivery by teachers means that the themes of RSHE can be reinforced across all parts of the curriculum, thus ensuring that children receive constant and consistent messages.
- Teachers can quickly identify children who need more help with an aspect of the subject, or who may be vulnerable and need additional support.

We may sometimes invite external agencies to deliver specific lessons or activities. Parents and carers will be informed when this is planned and given all necessary information about the proposed sessions.

## Relationships, Sex and Health Education – learning objectives

### Relationships, Sex and Health Education

#### Relationships Education

<b>Families and Friendship</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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</li><li>• 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.</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Respecting ourselves and others</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>

<b>Safe Relationships</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
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## Health and Wellbeing

<b>Mental Wellbeing</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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</li> </ul>
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	<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>It is common for people to experience mental ill health. For many people who do, the problems can be resolved with the right support</li> </ul>
<b>Keeping Safe</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>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.</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul>
<b>Healthy Eating</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content)?</li> <li>The principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>

	<ul style="list-style-type: none"> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic First Aid</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> <li>•</li> </ul>
<b>Growing and Changing</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Recognise some of the changes as they grow up e.g. increasing independence and what being more independent might be like, including how it may feel about the transition to secondary school.</li> <li>• Identify the links between love, committed relationships and conception; what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.</li> <li>• Understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.</li> <li>• Understand that pregnancy can be prevented with contraception.</li> <li>• Understand the responsibilities of being a parent or carer and how having a baby changes someone's life.</li> </ul>

## Living in the Wider World

<b>Online Safety, Media Literacy &amp; Digital Resilience</b>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
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	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<p><b>Belonging to a community</b></p>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Explain what prejudice means</li> <li>• Differentiate between discrimination and prejudice and how to recognise acts of discrimination</li> <li>• Develop strategies to safely respond to and challenge discrimination</li> <li>• Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• Explore how stereotypes are perpetuated and how to challenge this</li> </ul>
<p><b>Money and work</b></p>	<p><b>By the end of Year 6 pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Explore the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• Understand value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• Describe how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• Identify common risks associated with money, including debt, fraud and gambling</li> </ul>

	<p>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <ul style="list-style-type: none"><li>• Explain how to get help if they are concerned about gambling or other financial risks</li></ul>
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## Appendix 2 - Age appropriate checklist for SRE

This checklist should be used when deciding on when to deliver a particular topic or activity as part of RSE in our school. It can also be used when choosing resources. Staff may wish to use the resource checklist that is also available.

Consider:	Yes	Comment
<b>GREEN – almost certainly age-appropriate, but consult SLT if unsure</b>		
The topic/activity uses language and images that the children will understand		
The topic/activity matches the children's physical and emotional development (NB: this may not always match their chronological age)		
The topic/activity complements other aspects of the curriculum being followed by the children		
The topic/activity matches the learning objectives for the lesson and scheme of work		
The topic/activity is being delivered to prepare children for a physical or social change they are expected to experience within the next 6 months (eg puberty or transition to secondary school)		

<b>AMBER – may need discussion with SLT or parents before teaching begins</b>		
The topic/activity is being taught earlier than planned as there is a need to respond to questions from the children (NB be aware that questions may indicate a need for a safeguarding investigation)		
The topic/activity is being taught earlier than planned as there is a need to respond to local or national events that the children are aware of, or as a response to bullying, homophobia etc.		
The topic/activity is designed for older children but is being taught to a younger group because they are reaching puberty early or have shown other indications that they need understanding of the issue		
The topic/activity is designed for younger children but is being taught to an older group because the children need additional support in understanding this subject		

**RED – do not proceed without permission from SLT and consent from parents**

The topic/activity includes images or descriptions of sexual acts, pornography, crime etc. (In secondary schools this may be relevant to the lesson but SLT and parents should still be informed)		
The topic/activity normalises unhealthy or harmful behaviours and attitudes without offering balanced information about risks and protective measures		
The topic/activity stigmatises or is hostile towards a particular group		
The topic/activity raises attitudes such as racism, sexism or homophobia without explaining that these are unacceptable or considering ways to counter these ideas		
The topic/activity gives inaccurate, unsafe or biased information		