



Relationships, Health and Sex Education (RSHE) Policy

The aims of Relationships, Health and Sex Education (RHSE) at Cottlingley Village Primary School are to:

- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Give pupils the knowledge they need to make informed decisions about their health and well-being.
- Support pupil's skills to recognise positive, healthy and respectful relationships.
- Help pupils to safeguard themselves, understanding how to access help and support.
- Teach pupils tolerance, the importance of equality and respect for diversity.
- Develop pupil's self-respect and self-worth, confidence and empathy.
- Prepare pupils for puberty by providing them with an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following:

- Section 80A of the Education Act 2002
- Keeping Children Safe in Education (May 2021)
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- Ofsted Review of Sexual Abuse in Schools (June 2021)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND & Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-Safety Policy

Definition – Relationships Health and Sex Education (RHSE)

- RHSE is part of lifelong learning about the emotional, social physical and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RHSE aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe, both on and off line.
- RHSE involves a combination of sharing information, and exploring issues and values.
- RHSE is not about the promotion of sexual activity

The Curriculum

The content of the RHSE curriculum at Cottingley Village Primary School has been informed by national guidance (*Appendix One*) and evidence-based research from nationally recognised and quality assured providers including *the PSHE Association, NSPCC, CEOP, Stonewall and MindED*. The school has adopted the PHSE Association programme of study 2020 and developed medium term plans based upon its '*Question Based Programme Builders*'. The full curriculum is set out in *Appendix Two* of this Policy. This programme of study is a suggested DfE resource and has been adapted to meet the needs of the children at Cottingley Village Primary School as follows:-

- It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced progressively and builds upon prior knowledge.
- It includes the acquisition of knowledge and understanding, the development of skills & respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RHSE /curriculum may need to be adapted or changed throughout the year to meet local/national priorities.

Sex Education

- Through the National Science Curriculum, all pupils will be taught: the main external parts of the human body, how the body changes as it grows and the reproductive process in some plants and animals.
- Through the Health Education content outlined in the DfE RSHE guidance (*Appendix One*), *pupils are taught key facts about puberty and the changing adolescent body particularly through from age nine through to age eleven, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle* (DfE pg35).
- All pupils will be taught the Relationships Education content outlined in the DfE RSHE guidance (*Appendix One*). This includes learning about caring relationships and different types of family (DfE pg20). *Teaching about diverse families including Lesbian, Gay, Bisexual and Transgender (LGBT) is part of Relationships Education. All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson.* (DfE, para 37/pg15).
- Whilst Sex Education is not compulsory in primary schools from September 2020 (DfE, para 65/pg23), the DfE recommends that *'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life-cycle set out in national curriculum science – how a baby is conceived and born'*.
- At Cottingley Village Primary School, primary Sex Education be taught in Year Six and will focus on: '*Preparing boys and girls for the changes that adolescence brings*' and '*How a baby is conceived and born*'

Delivery of the RHSE curriculum

- RHSE will be taught within the Personal, Social, Health and Economic (PSHE) Curriculum, other subjects such as Science and in other curriculum areas such as assemblies and '*Anti-bullying Week*' and '*Safer Internet Day*'.
- Teaching will promote equality and will challenge all forms of prejudice and discrimination. It will focus on the importance of safe, caring, healthy, positive and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils – which includes those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils/and/or their families. This means that a teacher will refer to different viewpoints and beliefs on a range of RHSE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- 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, nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and the subject specific pedagogy of RHSE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and delivery of learning for their class.
- Staff will be kept up to date with new guidance, support and resources.

Dealing with sensitive issues

- It is the role and responsibility of the Class Teacher to ensure a learning environment that allows children to feel safe to ask questions and express viewpoints.
- Teachers and pupils in every class agree ground rules to ensure everyone feels safe and secure in RSHE lessons.
- These are revisited and shared at the start of every lesson.
- Teachers will agree with pupils the limits of confidentiality.
- Distancing techniques will be used, so that pupils are not required, or feel pressurised into talking about personal circumstances.
- In a positive environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly and in a manner appropriate to a child's age and context.
- Teachers will respect the right of parents to withdraw their child from sex education lessons. However children may not see the boundaries between subjects and potentially ask questions at other points in the curriculum (eg. science, relationships and sex education). Should this be the case, the School has a professional duty to answer appropriately. This might include:
 - If a child asks a difficult question, staff will use their professional judgement to sensitively and appropriately provide an immediate answer.
 - If a child asks a question that a teacher feels they are unable to answer at that time, they may delay their response until they have had time to consult with colleagues in order to ensure that they provide an age appropriate answer in line with school policy.
 - If a child asks a question that causes concern, then the teacher will follow the Child Protection Policy.

It is important to the school that we answer all questions relating to RSHE honestly and appropriately to the age of the child in order to build a trust that creates open conversations so that the children can improve their knowledge.

Safeguarding

- All staff are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosure of a child protection issue and will follow the School's Child Protection Policy should this happen.
- Pupils need basic knowledge about the privacy of their bodies to support safeguarding. In order to help children communicate effectively, CVPS has adopted a school-wide progression of vocabulary for RSHE. To ensure consistency across the school, all staff model the vocabulary and insist on its correct use by children.. This is not sex education.

Involving parents and carers

At Cottingley Village Primary School we want our pupils to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. We strongly believe that successful teaching and learning around RSHE can only take place when Parents, Carers and the school work together. We recognise that this can be a sensitive subject for families for a number of reasons and endeavour to be transparent through providing information about the curriculum and lessons we deliver. In promoting this we :-

- Make available a copy of this policy on the School website
- Share our approach and RSHE curriculum overview via the Appendices of the policy
- Provide information about when aspects of RSHE will be taught via the school curriculum letters
- Answer questions and consider issues that Parents/Carers may have about this area of our curriculum.
- Share the content of teaching material and context of a lesson following a Parental/Carer request.
- Provide further information to Parents/Carers via our website including links to statutory guidance.

Parental and Carer right to withdraw

- Science, Relationships and Health Education are statutory at primary school .
- Parents/Carers are not able to withdraw their child from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body, puberty and menstruation) or any content delivered through the National Science Curriculum.
- Parents/Carers have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of the RSHE programme (*DfE, para 45/pg17*). Currently this will only take place in Year Six.
- Any Parent/Carer wishing to withdraw their child from Sex Education will be invited to meet with the Headteacher to *'discuss the benefits of receiving this important education and any detrimental effects withdrawal might have on the child'*. Whilst there is no requirement for parents/Carers or the school to do so, this is good practice (*DfE, para 49/pg18*).
- The Headteacher will automatically grant a Parent/Carer request to withdraw their child from Sex Education (currently only held in Year Six), other than as part of the Science curriculum. (*DfE, para 49/pg18*).
- The Parent/Carer and the Headteacher will complete the form *'Parental withdrawal from sex education within RSHE'* (*Appendix Three*). This will record the main points of discussion, the reason for withdrawal and the arrangements for ensuring the child receives appropriate, purposeful education during the period of withdrawal.

Roles and Responsibilities

The Headteacher is responsible for:

- The overall implementation of the RHSE policy.
- Ensuring staff are suitably trained to deliver RHSE.
- Ensuring that Parents/Carers are fully informed of this policy.
- Reviewing requests from Parents/Carers to withdraw their children from RHSE.
- Discussing requests for withdrawal with Parents/Carers.
- Organising alternative education for pupils, where necessary and ensuring that is appropriate and purposeful.
- Reporting to the Local Advisory Board on the effectiveness of the RHSE Policy.
- Reviewing the RHSE Policy on an annual basis.

The Local Advisory Board is responsible for:

- Ensuring the School meets its statutory requirements in relation to RSHE.
- Ensuring the curriculum is well led, effectively managed, well planned and all children make good progress.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

The RSHE leader is responsible for:

- Supporting the development and implementation of the RSHE policy.
- Developing the School's RSHE curriculum and delivery model.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

Class teachers are responsible for:

- Acting in accordance with the RSHE Policy.
- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Monitoring pupil progress in line with school policy.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

Monitoring and Evaluation

- The subject leader for RSHE is responsible for the monitoring and evaluating the quality of teaching and learning.
- The subject leader for RSHE will meet with the RSHE link governor to discuss the effectiveness of the RSHE curriculum.
- The subject leader for RSHE will report to the Headteacher and Local Advisory Board on the quality of provision and effectiveness and highlight any concerns.

Policy Review

- The Policy will reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Local Advisory Board.
- The review will consider any changes to statutory guidance, feedback from children, parents or staff and the School context.

Reviewed June 2022

Next review June 2023 –(14/6/2023 – due to the Government planned review in Autumn 2023 of RSHE guidance, this policy will now be reviewed in January 2024)

AM June 2021

Appendix One

The Department for Education (DfE) document 'Relationships Education – Relationships and Sex Education (RSE) and Health Education' sets out guidance on what children must learn by the end of Year Six, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me

Pupils should know :-

- 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.
- 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

Pupils should know:-

- 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.
 - Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Pupils should know:-

- 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

Pupils should know:-

- 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

Pupils should know:-

- 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.

Health Education – Key Stage One

Pupils should know:-

- What keeping healthy means; different ways to keep healthy
- Foods that support good health and the risks of eating too much sugar
- How physical activity helps us to stay healthy; and ways to be physically active everyday
- Why sleep is important and different ways to rest and relax
- Simple hygiene routines that can stop germs from spreading
- Medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- How to keep safe in the sun and protect skin from sun damage
- Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- People who help us to stay physically healthy
- Recognise what makes them special
- Recognise the ways in which we are all unique
- Identify what they are good at, what they like and dislike
- How to manage when finding things difficult
- Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- Growing and changing from young to old and how people's needs change

Health Education – Key Stage Two

Pupils should know:-

- How to make informed decisions about health
- Elements of a balanced, healthy lifestyle
- Choices that support a healthy lifestyle, and recognise what might influence these
- How to recognise that habits can have both positive and negative effects on a healthy lifestyle
- What good physical health means; how to recognise early signs of physical illness
- What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- Bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- The benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- That for some people gender identity does not correspond with their biological sex
- To recognise their individuality and personal qualities
- Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

Link to Government documents

Relationships Education – Relationships and Sex Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

Appendix Two

RHSE at Cottingley Village Primary School is based upon from 'Programme Builders' an education resource from the PHSE Association which is on the list of providers recommended by the DfE. It has been adapted to meet the needs of our School and enhance our whole school Learning Challenge Curriculum.

Year One	<p>Why am I special?</p> <p>What is the same & different about us?</p> <p>Who is special to us?</p>	<p>What were toys like when my Grandma was alive?</p> <p>What can we do with money?</p>	<p>What is your favourite fairy-tale?</p> <p>What makes us healthy?</p>	<p>Why does a Meercat not live in the North Pole?</p> <p>How can we look after each other in the world?</p>	<p>Would you like to live beside the seaside?</p> <p>Who helps us to keep safe?</p> <p>How do we manage change when moving to new year group?</p>
Year Two	<p>Who is your favourite super hero?</p> <p>What jobs do people do?</p> <p>What is bullying?</p>	<p>What lives in our woods?</p> <p>What makes a good friend?</p> <p>What makes us grow and stay healthy?</p>	<p>Could you live in a castle?</p> <p>How do we recognise our feelings?</p>	<p>Why did the dinosaurs become extinct?</p> <p>What helps us to stay safe?</p>	
Year Three	<p>Could you survive the stone age?</p> <p>What are families like?</p> <p>Why should we eat well and look after ourselves?</p>	<p>What did the Ancient Greeks do for me?</p> <p>What makes a community?</p>	<p>What makes the Earth angry?</p> <p>What keeps us safe?</p> <p>How can we be a good friend?</p>	<p>What makes the World's best invention?</p> <p>Why should we keep active and sleep well?</p>	
Year Four	<p>How was the world discovered?</p> <p>How do we treat each other with respect?</p> <p>What strengths, skills & interests do I have?</p>	<p>Why is water so important?</p> <p>How can we manage risk in different places?</p>	<p>Why should we save the rainforest?</p> <p>How can our choices make a difference to others and the environment?</p>	<p>What is fair-trade?</p> <p>How can we manage our feelings?</p> <p>How will we grow and change?</p>	
Year Five	<p>What is it like to live in Pakistan?</p> <p>What makes up our identity?</p> <p>How can friends communicate safely?</p>	<p>What was so important about Ancient Egypt?</p> <p>What decisions can people make with money?</p>	<p>What does it take to become an explorer?</p> <p>How can we help in an accident or emergency?</p> <p>How can drugs effect health?</p>	<p>Is there anybody out there?</p> <p>What jobs would we like?</p>	
Year Six	<p>How have legacies changed my world?</p> <p>How can the media and other people influence me?</p>	<p>Why do people go on journeys?</p> <p>How can we keep healthy as we grow</p>	<p>How can I grow my brain?</p> <p>How can I keep my mind as healthy as my body?</p>	<p>Can you sell horror for a living?</p> <p>What will change as I become more independent?</p>	

Appendix Three

Parent/Carer right to withdraw – example

Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	

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