





MERRIOTT & HASELBURY PLUCKNETT
PRIMARY SCHOOLS FEDERATION

Relationships, Sex and Health Education (RSHE) Policy
(Learning and Growing Together)

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| Date ratified by Governing Body | 1st March 2024 |
| Review Cycle | Every 3 years, or when there is a change in statutory guidance or legislation. |
| Review Date | March 2027 |
| Signed Headteacher |  |
| Signed COG |  |



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1. Legal context. The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).
 - a. Relationships education teaches what children need to learn to build positive and safe relationships with family and friends and online.
 - b. Health education covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.
 - c. Sex education is not compulsory in primary schools, but:
 - i) The curriculum for relationships education and health education does include content on puberty.
 - ii) The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.
 - d. Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:
 - i) How relationships education is delivered.
 - ii) What sex education a school chooses to cover that goes beyond the national curriculum for science and relationships education.
 - e. There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.
 - f. This RSHE policy also supports legal requirements relating to the following:
 - i) *The Equality Act 2010*.
 - ii) *The Education Act 1996*.
 - iii) *Statutory guidance, Keeping Children Safe in Education 2020*.
 - g. The following policies are also relevant to this Relationships and Health Education policy:
 - i) Child-on-child harm
 - ii) Safeguarding and Child Protection
 - iii) Spiritual, moral, social, and cultural development
 - iv) Behaviour
 - v) Online Safety
2. Definition. RSHE supports children and young people's personal development including their spiritual, moral, social, and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make



informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

3. Aims. The aims of our RSHE programme are:

- a. Provide accurate and age-appropriate information.
- b. Include all children.
- c. Help children make informed choices.
- d. Develop knowledge, skills and attitudes.
- e. Build confidence and self-esteem.
- f. Develop personal attributes.
- g. Develop children's understanding of the importance of a healthier, safe lifestyle.
- h. To help children, parents and carers learn how to gain access to information and support.
- i. Prepare children for the next stage of education and adulthood.
- j. Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

4. Roles and responsibilities. An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

- a. The Governing Board. The Governing Board reviews and approves this policy at least once every three years. Governors will have strategic oversight of the delivery of RSHE / PSHE education and will link with the subject leader to monitor this.
- b. Headteacher:
 - i) Overseeing the development and delivery of RSHE.
 - ii) Providing staff with the opportunity to contribute to the development of RSHE.
 - iii) Providing information to the governors.
 - iv) Providing training for the subject leader and staff, as required.
 - v) Supporting the subject leader to liaise with parents and carers.
 - vi) Dealing with parents and carers who wish to withdraw a child from sex education.
- c. Subject leader:
 - i) Leading the development and delivery of effective RSHE.



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- ii) Keeping up to date with the development of RSHE.
 - iii) Supporting colleagues as required.
 - iv) Modelling positive attitudes to RSHE.
 - v) Monitoring and evaluating RSHE and providing necessary reports.
 - vi) Liaising with parents and carers.
 - vii) Keeping subject information up to date, including on the school website.
 - viii) Overseeing external visitors and resources used in RSHE.
- d. All staff:
- i) To understand and implement the policy of RSHE.
 - ii) To teach RSHE in line with the agreed curriculum. 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 Headteacher.
 - iii) To respond appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSHE.
 - iv) To assess and monitor the progress of children.
 - v) To respond to the needs of individual children.
5. Curriculum organisation. The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:
- a. RSHE is covered as part of a wider programme of PSHE education.
 - b. PSHE education lessons, including RSHE are taught on a weekly basis.
 - c. Lessons are typically 30 – 45 minutes long.
 - d. Focus days, visits and visitors may be used to enhance and enrich the RSHE / PSHE education programme.
 - e. Children will also be taught Online Safety through their Computing curriculum with links made to the PSHE education programme. Other cross-curricular links are made, for example, through science, PE and DT (Food Technology).
 - f. Teachers and HLTAs will teach these lessons as per individual class timetables.
6. Teaching and learning. RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:
- a. Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
 - b. Using distancing techniques including de-personalised discussions and role play.
 - c. Using clear language to avoid misunderstandings.



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- d. Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
 - e. Dealing sensitively with unexpected questions and comments.
 - f. Assessing and building on existing knowledge and experiences.
 - g. Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
 - h. Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
 - i. Allowing time for reflection.
 - j. Providing adapted learning.
 - k. Using a variety of groupings to enhance learning.
7. Curriculum content
- a. Long term planning. The school has chosen to use the Kapow Primary RSE scheme of work which provides full curriculum coverage, including all the statutory content, for each year group.
 - b. You can view our curriculum overview for PSHE education, including RSE, on the PSHE curriculum page of our school website.
8. Visitors. Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:
- a. The school will use visitors to enhance the lessons delivered by the class teacher / HLTA; and information on where a visitor fits into the long-term plan will be shared with the visitor.
 - b. The school will make visitors aware of the school policy for RSHE.
 - c. The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
 - d. A member of staff will be present in sessions delivered by visitors.
 - e. The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.



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9. Equality.
 - a. Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are Age, Marriage and Civil partnership, Disability, Race, Religion and belief, Sexual orientation, Sex. Pregnancy and maternity, Gender reassignment.
 - b. In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).
 - c. The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.
10. Right to withdraw from sex education.
 - a. A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.
 - b. A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.
 - c. Following a consultation with the whole school community, the following content is deemed to be sex education:
 - d. The Kapow Primary lessons that are deemed to be sex education are:
 - i) Year 6: Safety and the changing body, Lesson 5: Conception.
 - ii) Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth.
 - e. Lesson plans for these can be found in the Annex A of this policy.
 - f. The following process must be followed if a parent or carer wishes to withdraw their child from sex education:
 - i) We will inform parents / carers about non-statutory sex education lessons through our half-termly curriculum newsletter. This information is also available on the PSHE section of our website and as annexes in this policy.
 - ii) Parent / carers are encouraged to have a conversation with the class teacher in the first instance and are welcome to view the materials being used for the non-statutory lessons.
 - iii) If parents / carers would like to make a request for their child to be withdrawn from the non-statutory sections of the RSHE curriculum, this should be requested in writing using the form in Annex B and sent to the office email address FAO the Headteacher. The Headteacher will have a further discussion with the parents to agree any further actions following this request.



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11. Safeguarding.

- a. PSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.
- b. The subject leader / teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

12. Monitoring and evaluating. The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects. This may include:

- a. Scrutiny of planning.
- b. Lesson observations.
- c. Learning walks.
- d. Evidence of learning.
- e. Feedback from staff.
- f. Feedback from parents/carers.
- g. Feedback from children.

13. Professional development. The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.



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Annex A to RSHE Policy

Lesson Plans for Year 6 that include non-statutory RSE

Lesson 5: Conception (Parents can withdraw their child from part of this lesson)

| Learning Objectives | Before the lesson |
|---|---|
| <ul style="list-style-type: none"> To understand the biology of conception. I understand the menstrual cycle. I understand how a baby is conceived. | <p>Watch</p> <ul style="list-style-type: none"> <i>Pupil video: Menstruation</i> – there are two versions of this video; one voiced by a woman and the other voiced by a man. <i>Pupil video: Conception</i> – there are two versions of this video; one voiced by a woman and the other voiced by a man. <p>Have ready</p> <ul style="list-style-type: none"> <i>Presentation: Sequencing</i> (see Main event). <p>Print</p> <ul style="list-style-type: none"> <i>Activity: Sequencing</i> (see Classroom resources) – one per pair of pupils – there are two sets of sequencing cards on a page. <i>Activity: Sequencing with images</i> (see Classroom resources) – for any pupils needing additional support. |
| Attention grabber | |
| <ol style="list-style-type: none"> Recap with the class the ground rules that were created at the beginning of the year / topic. Answer any questions from the Question box that the children may have asked since the previous lessons, focusing on those questions that will not be covered during this lesson. Show the <i>Pupil video: Menstruation</i> (which the children watched in Year 5) to remind the children of what happens during the menstrual cycle. There are two versions, one with | |



a woman's voiceover and one with a man's voiceover. Choose whichever version you feel most appropriate for your class.

Pupil video: Menstruation

Show on your interactive whiteboard.

Explain that menstruation is the way that a woman's body prepares for having a baby and that the children are now going to learn more about how a baby is made.

Key question

- What happens during the menstrual cycle?

Main event

NB: Parents have the right to withdraw their child from the rest of this lesson.

1. Explain that the children are going to learn how a baby is conceived. Put this into context by saying that for most couples, this is a big decision and something they will have thought about for a long time. Your school policy and ethos may mean you need to stress the importance of marriage.

2. Show the *Pupil video: Conception*. There are two versions, one with a woman's voiceover and one with a man's voiceover. Choose whichever you feel is the most appropriate for your class.

Pupil video: Conception

Show on your interactive whiteboard.

3. Take any questions that the children have.

4. Explain to children that the age at which you can legally have intercourse in this country is 16 and this law is designed to protect us. Explain that 16 is sometimes called the age of consent. Ask children if they know what consent means.

Discuss the children's answers and make sure they understand that it is giving permission, that a person needs to know what they are giving permission for and that someone can withdraw consent i.e. change their mind.

Consent does not just apply to intercourse but to other situations such as going on a school trip or lending an item to someone.

Bring the conversation back to intercourse and emphasise that the children should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don't want to. Consent should be freely given.

5. Rewatch the video so children can further consolidate their understanding.



6. Arrange the children in pairs and give each pair a copy of the *Activity: Sequencing* and display slide 2 of the *Presentation: Sequencing*.

Presentation: Sequencing

Show on your interactive whiteboard.

7. Ask the children to write the statements in the correct order and record which image from the presentation goes with each statement.

Pupils needing extra support can use the *Activity: Sequencing with images*, which has images as well and they can stick the text and images into the correct order.

When the children have completed the activity, share slide 3 of the presentation and they can self-mark their work.

Key question

- How is a baby made?

Wrapping up

1. Remind children that intercourse is something adults do and tell them that the legal age they can have intercourse is 16 and that they should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don't want to. Remind the children what consent means.

Allow time for questions to be answered now or to be put into the Question box.

Contraception

2. Children may ask about contraception or ask if there are ways to not get pregnant if someone has intercourse. How you respond should be part of your school policy but it is recommended to give simple and concise answers. The key information children need at this stage is that:

- Contraception can prevent a pregnancy but it is never 100% effective.
- A condom can be worn over the penis to stop the sperm entering the female.
- The Pill can be taken by the woman, which stops the eggs being released each month.

Key question

- At what age can people legally have intercourse?



| Vocabulary | |
|---|---|
| <ul style="list-style-type: none"> • sperm • egg • erection • fertilise • conception • sexual intercourse • relationship | |
| Assessing pupils' progress and understanding | Differentiation |
| <p>Pupils with secure understanding indicated by: Understanding of the menstrual cycle and that a male and a female are needed to conceive a baby.</p> <p>Pupils working at greater depth indicated by: Understanding how a baby is conceived and explaining the stages independently and in the correct order.</p> | <p>Pupils needing extra support: May need further consolidation around the process of conception and can use <i>Activity: Sequencing with images</i> for the activity.</p> <p>Pupils working at greater depth: Should be challenged to write their own sequence of conception without the aid of <i>Activity: Sequencing</i>.</p> |

Lesson 6: Safety and the Changing Body (Parents can withdraw their child from this lesson)

| Learning Objectives | Before the lesson |
|---|---|
| <p>To understand the development of the baby during pregnancy.</p> <p>I understand how a baby develops in the womb during pregnancy.</p> <p>I can identify some of the things a baby needs.</p> | <p>Watch</p> <ul style="list-style-type: none"> • <i>Pupil video: Pregnancy and birth.</i> <p>Have ready</p> <ul style="list-style-type: none"> • Resources for the creative activity such as magazine pictures, catalogues, books for research and links to suitable websites. • Paper and pencils (see Wrapping up). |



Attention grabber

1. Remind the children about the ground rules for these lessons.
2. Answer any questions from the Question box, focusing on those questions that will not be covered during this lesson.
3. Remind the children that in the last lesson they found out how a baby is made. Today they are going to find out more about how the baby develops in the womb. Ask the children if they already know anything about pregnancy and the development of a baby. Make a note of these things on the board.

Key question

- What happens during pregnancy?

Main event

1. Show the *Pupil video: Pregnancy and birth*, which explains the development of the baby in the womb and birth.

Pupil video: Pregnancy and birth.

Show on your interactive whiteboard.

2. Answer any questions the children might have.
3. If the children do not ask any questions, explain that not every couple will be able to have a baby this way. This could be for medical reasons or because they are in a same-sex relationship. Explain that these couples may still want to have a baby and there are other options open to them such as:
 - Adoption.
 - Surrogacy, which is when someone else has the baby for the couple.
 - IVF, which is where the sperm and egg are put together by a scientist and once the egg is fertilised, it is placed into the uterus to grow.
4. Explain that pregnancy and birth are only the start of being a parent and that being a parent is a long-term commitment.
5. Ask the children to talk to a partner about what a baby might need in the first nine months. Take some feedback and ensure they think about practical and emotional support as well as products.
6. Explain to the children that you would like them to create a piece of work that illustrates either how a baby develops during the nine months of pregnancy or what a baby needs during the first nine months of its life. This piece of work can include pictures and text and must show the children's understanding of the aspect they have chosen.



You may want to decide which activity you want the children to do and you will need to decide whether the children will work in pairs or small groups to produce their piece of work.

7. Show some of the children's work and emphasise the amount of commitment a baby takes. Make it clear that because of the big commitment, most couples take a long time to decide to have a baby. Remind the children that 16 is the age when legally a person can have intercourse, but this does not mean you must have intercourse at 16 and many people choose to wait until they are older. Everyone can make that choice for themselves.

Key questions

- How does a baby develop?
- What does a baby need in the first months of life?

Wrapping up

1. Explain to the children that over the last few lessons they have learnt a lot about how a baby is conceived, how a baby develops during pregnancy and what a baby needs during the first few months of life.

Ask the children to write down on a piece of paper three things that they have learnt during the lessons, and then to scrunch up their piece of paper into a snowball shape. Make sure each child has a 'snowball' and then ask them to throw it to someone else in the class.

Invite some of the children to read out one of the things written on their paper. As they read these out, correct any misconceptions or reinforce anything that you think is key, such as the age of consent.

2. If possible, give time for any remaining questions to be answered now or put into the Question box.

Key questions

- What do we know about how babies develop during pregnancy?
- What do we know about babies' needs in the first months of life?

Vocabulary

- sperm
- egg
- erection
- fertilise



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- conception
- sexual intercourse
- relationship
- pregnancy
- development
- commitment
- baby
- love
- care

| Assessing pupils' progress and understanding | Differentiation |
|---|---|
| <p>Pupils with secure understanding indicated by: Understanding that a baby changes in the womb and some of the baby's requirements during the first months of life.</p> | <p>Pupils needing extra support: Provide more structured resources for the activity, for example, pictures or sentences to select from, about how a baby develops or items that a baby will and will not need.</p> |
| <p>Pupils working at greater depth indicated by: Understanding the stages of development during pregnancy and the range of requirements during the first months of life.</p> | <p>Pupils working at greater depth: Provide resources for individual research and ask children to include in their work additional facts they have found out about.</p> |



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Annex B to RSHE Policy

WITHDRAWAL FROM SEX EDUCATION

1. Parent form: withdrawal from sex education within RSE

| 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 | |