



**The Leys Primary & Nursery School**  
Learning Today ...Leading Tomorrow

# **Relationships, Sex and Health Education Policy**

## **(from 2022)**

### **Contents**

1. Aims
  2. Statutory requirements
  3. Policy development
  4. Definition
  5. Curriculum
  6. Delivery of RSE
  7. Roles and responsibilities
  8. Parents' right to withdraw
  9. Dealing with difficult questions
  10. Training
  11. Monitoring arrangements
- Appendix 1: Curriculum map
- Appendix 2: By the end of primary school pupils should know
- Appendix 3 Sex Education letter to parents and withdrawal email
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## 1. Aims

The aim of health, relationships and sex education ((H)RSE) at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Relationships education is not about sexual relationships.

## 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](#).

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. However, we believe that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching some aspects of sex education.

In teaching (H)RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Leys we teach (H)RSE 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 or working group 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 make comment about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

(H)RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, personal hygiene, diversity and personal identity.

(H)RSE involves a combination of sharing information, and exploring issues and values.

(H)RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

Having considered various resources, we believe that using resources from a variety of different schemes is most beneficial to our children, and best reflects our school ethos and meets the needs of our children, context and wider school community.

We use cross-curricular links throughout the school year, and throughout the school to cover our curriculum in a broad and balanced way. Some examples of these include: Teaching aspects of the human body in PE lessons, as well as physical and mental wellbeing. Stone Age topic linked to origins of family life as a history topic in KS2. Science links with living things and their habitat and animals including humans and history links with World War Two and why people want to help others, sacrifices, responsibility and care for others.

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

## 6. Delivery of RSE

(H)RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of (H)RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered in same-sex groups, this is subject to parent preference.

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

In terms of sex education in Year 6, this will focus on conception (where babies come from).

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information about our (H)RSE curriculum, see Appendices 1 and 2.

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, as well as families of different faiths and cultures) along with reflecting sensitively that some

children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board has delegated the approval of this policy to the School Improvement Committee.

### 7.2 The headteacher

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

### 7.3 Staff

Staff are responsible for:

- Delivering (H)RSE in a sensitive way
- Modelling positive attitudes to (H)RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching (H)RSE. Staff who have concerns about teaching (H)RSE are encouraged to discuss this with the headteacher.

### 7.4 Pupils

Pupils are expected to engage fully in (H)RSE and, when discussing issues related to (H)RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their child from relationships or health education.

Parents do have the right to withdraw their children from sex education.

Parents will receive correspondence outlining when Sex Education lessons will take place each academic year. If a parent wishes to withdraw their child from these lessons they will be advised to respond in writing or via email (see Appendix 3).

## 9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

## **10. Training**

Staff are trained on the delivery of (H)RSE 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 (H)RSE.

## **11. Monitoring arrangements**

The delivery of (H)RSE is monitored by the subject leader.

Pupils' development in (H)RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by SLT.

At every review, the policy will be approved by the School Improvement Committee.

The subject will be monitored by the subject leader each term during the school year. This may be in terms of a book scrutiny, lesson observations, parental feedback, learning walk, pupil voice or an amalgamation of all of these.



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## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring Term	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Ourselves, growing and changing               <ol style="list-style-type: none"> <li>a. Recognise what makes me special</li> <li>b. Name the main parts of the body</li> </ol> </li> <li>2. Keeping safe               <ol style="list-style-type: none"> <li>a. Ways to keep safe in familiar and unfamiliar environments</li> <li>b. People whose job it is to keep us safe</li> </ol> </li> </ol>
	Summer Term	<p><b>Core Theme 2: Relationships</b></p> <ol style="list-style-type: none"> <li>1. Families and close positive relationships               <ol style="list-style-type: none"> <li>c. The roles different people play in our lives</li> <li>d. Identify common features in family life</li> <li>e. Know it is important to tell someone if something about my family makes me unhappy or worried</li> </ol> </li> <li>2. Safe Relationships               <ol style="list-style-type: none"> <li>a. Recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private</li> <li>b. How to respond safely to adults I don't know</li> <li>c. How to respond if physical contact makes me feel uncomfortable or unsafe</li> <li>d. What to do if I feel unsafe or worried about my safety</li> </ol> </li> </ol>
Year 2	Spring Term	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Ourselves, growing and changing               <ol style="list-style-type: none"> <li>a. Growing and changing from young to old and how people's needs change over time</li> </ol> </li> <li>2. Keeping safe               <ol style="list-style-type: none"> <li>a. Basic rules to keep safe online, including what is meant by personal information</li> </ol> </li> </ol>
	Summer Term	<p><b>Core Theme 2: Relationships</b></p> <ol style="list-style-type: none"> <li>1. Families and close positive relationships               <ol style="list-style-type: none"> <li>a. The roles of different people in our lives, including familiar and different features of families</li> <li>b. Identify which people love and care for them</li> <li>c. The importance of telling someone if something about their family makes them unhappy or worried</li> </ol> </li> <li>2. Safe Relationships               <ol style="list-style-type: none"> <li>a. Know that sometimes people behave differently online, including by pretending to be someone they are not</li> </ol> </li> </ol>

		<ul style="list-style-type: none"> <li>b. Knowing there are situations when I should ask for permission, and also when permission should be sought</li> <li>c. Basic techniques for resisting pressure to do something they don't want to do, which may make them unsafe</li> <li>d. What to do if they feel unsafe or worried about others</li> </ul>
<b>Year 3</b>	<b>Spring Term</b>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Ourselves, growing and changing <ul style="list-style-type: none"> <li>a. Recognising their individuality and personal qualities</li> </ul> </li> <li>2. Keeping safe <ul style="list-style-type: none"> <li>a. Strategies for keeping safe in the local environment or unfamiliar places; safe use of digital devices when out</li> </ul> </li> </ul>
	<b>Summer Term</b>	<p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>3. Families and close positive relationships <ul style="list-style-type: none"> <li>a. To recognise the different types of relationships (e.g. friendships, family, romantic, online)</li> <li>b. The feature of positive family life in caring relationships; about different ways in which people care for one another</li> <li>c. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul> </li> <li>4. Safe Relationships <ul style="list-style-type: none"> <li>a. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>b. keeping something confidential or secret, when this should or should not be agreed to, and when its right to break a confidence or share a secret</li> </ul> </li> </ul>
<b>Year 4</b>	<b>Spring Term</b>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Ourselves, growing and changing <ul style="list-style-type: none"> <li>a. Our personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> </ul> </li> <li>2. Keeping safe <ul style="list-style-type: none"> <li>a. Strategies for keeping safe in the local environment or unfamiliar places; safe use of digital devices when out</li> </ul> </li> </ul>
	<b>Summer Term</b>	<p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>1. Families and close positive relationships <ul style="list-style-type: none"> <li>a. To recognise shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>b. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul> </li> <li>2. Safe Relationships <ul style="list-style-type: none"> <li>a. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>b. seeking advice and giving permission (consent) in different situations</li> </ul> </li> </ul>
<b>Year 5</b>	<b>Spring Term</b>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Ourselves, growing and changing</li> </ul>

		<ul style="list-style-type: none"> <li>a. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, the menstrual cycle, menstrual wellbeing, erections and wet dreams)</li> <li>b. how hygiene routines change during puberty, the importance of being clean and how to maintain personal hygiene</li> </ul> <p>2. Keeping safe</p> <ul style="list-style-type: none"> <li>a. Reasons for following and complying with regulations and restrictions, to promote personal safety and wellbeing</li> </ul>
	<b>Summer Term</b>	<p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>1. Families and close positive relationships <ul style="list-style-type: none"> <li>a. marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>b. that people who love and care for each other can be in a committed relationship (e.g. marriage) living together, but may also live apart</li> </ul> </li> <li>2. Safe Relationships <ul style="list-style-type: none"> <li>a. privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online)</li> <li>b. How to recognise peer pressure and strategies to manage this</li> <li>c. Where to get advice and report concerns if worried about their own or someone else's personal safety</li> </ul> </li> </ul>
<b>Year 6</b>	<b>Spring Term</b>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Ourselves, growing and changing <ul style="list-style-type: none"> <li>a. for some people, gender identity does not correspond with their biological sex</li> <li>b. to identify the external genitalia and internal reproductive organs in males and females, and how the process of puberty relates to human reproduction</li> </ul> </li> <li>2. Keeping safe <ul style="list-style-type: none"> <li>a. the importance of keeping personal information private; strategies for keeping safe relationships online</li> </ul> </li> </ul>
	<b>Summer Term</b>	<p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>1. Families and close positive relationships <ul style="list-style-type: none"> <li>a. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them, that gender identity and sexual orientation are different</li> <li>b. forcing anyone to marry against their will is a crime, that help and support is available to people who are worried about this for themselves or others.</li> <li>c. recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents/ carers); that families of all types can give family members love, security and stability</li> </ul> </li> <li>2. Safe Relationships <ul style="list-style-type: none"> <li>a. about why someone might behave differently online, including pretending to be someone they are not; strategies for recognising risk, harmful content and contact, how to report concerns</li> <li>b. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul> </li> </ul>



		c. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
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## Appendix 2: 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"> <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>
Caring friendships	<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>
Respectful relationships	<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>
Online relationships	<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> </ul>

	<ul style="list-style-type: none"> <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>
Being safe	<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 including guidance from <a href="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</a></li> </ul>
Mental wellbeing Pupils should know	<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 someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>● It is 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.</li> </ul>

## Appendix 3 : PARENT NOTIFICATION LETTER FOR SEXUAL HEALTH EDUCATION

Dear Parent or Guardian

Throughout the school year your child will receive Sexual Health Education as part of the (H)RSE Policy. Depending on your child's age, topics may include:

- topic area to list here -with details
- topic area to list here -with details
- topic area to list here -with details

You are welcome to contact your child's class teacher or email the school. We can share the lessons and information that your child will be taught. Your child's participation in this worthwhile unit of study is voluntary. If you wish to have your child excused from participation, please inform the school in an email to the child's year group email, or in writing.

Yours Sincerely,

Class Teachers