

# Relationships, Sex and Health education policy (from 2020-2022)

St Katharine's C of E, Knockholt



**Approved by:**

**Date:** 2020

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**Next review due by:**

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## 1. Aims

The aims of relationships, sex and healthy education (RSHE) 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
- › RSHE will promote healthy resilient relationships, set in the context of character and virtue development, that sits within the schools Christian Vision and Values.

## 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.

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

At St Katharine's, Knockholt, we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Consultation – parents and any interested parties were invited to read the guidance documentation, study the schemes of work St Katharine's staff are familiar with, and discuss with each other via written feedback
3. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

## 5. Curriculum

Our curriculum plan 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 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.

For more information about our curriculum, see our Appendix 1 and 2 – the full SCARF and Goodness and Mercy Resources are accessible via the Head Teacher.

## 6. Delivery of RSHE

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).

Pupils also receive stand-alone sex education sessions taught to boys and girls separately.

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

Sex education focuses on making sure that children are prepared for puberty and that they understand how babies are conceived and born.

Health Education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others

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).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

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

### 7.3 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 [non-statutory/non-science] 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 Headteacher.

RSHE will be taught by class teachers to children in their own class.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

## **9. Training**

Staff are trained on the delivery of RSHE 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 CORAM Life Education professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by PHSE coordinator through: learning walks and talking to class teachers.

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

This policy will be reviewed by PHSE coordinator, every 2 years. At every review, the policy will be approved by Headteacher.

## Appendix 1: Curriculum map

### Relationships, sex and health education curriculum map

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| YEAR GROUP | THEME   | RESOURCES   |
|------------|---|---|
| Year 1     | <p>Relationships</p> <ul style="list-style-type: none"> <li>Families</li> <li>Friends</li> <li>Similarity and difference</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>Our bodies (including private parts) and caring for ourselves</li> <li>Our feelings</li> <li>Catch it, bin it, kill it and hand hygiene</li> </ul>                           | <p><b>Relationship Education</b></p> <p>SCARF Year 1</p> <p>Goodness and Mercy Key Stage 1</p> <p><b>Health Education</b></p> <p>SCARF Year 1</p> <p>Goodness and Mercy Key Stage 1</p> |
| Year 2     | <p>Relationships</p> <ul style="list-style-type: none"> <li>Bullying – recognising it and getting help</li> <li>Safe and unsafe secrets and appropriate touch</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>Hygiene and looking after my body and catch it, bin it, kill it and hand hygiene</li> <li>Keeping safe with screens/Internet</li> </ul> | <p><b>Relationship Education</b></p> <p>SCARF Year 2</p> <p>Goodness and Mercy Key Stage 1</p> <p><b>Health Education</b></p> <p>SCARF Year 2</p> <p>Goodness and Mercy Key Stage 1</p> |

| YEAR GROUP | THEME  | RESOURCES   |
|------------|--|---|
| Year 3     | <p>Relationships</p> <ul style="list-style-type: none"> <li>• Families and different types of families</li> <li>• Friendships – trust, respect, loyalty</li> <li>• Respecting diversity and being tolerant</li> <li>• Keeping safe and seeking help</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>• Healthy diet</li> <li>• Exercise</li> <li>• Catch it, bin it, kill it and hand hygiene</li> </ul>  | <p><b>Relationship Education</b><br/>SCARF Year 3<br/>Goodness and Mercy Key Stage 2</p> <p><b>Health Education</b><br/>SCARF Year 3<br/>Goodness and Mercy Key Stage 2</p> |
| Year 4     | <p>Relationships</p> <ul style="list-style-type: none"> <li>• Relationships including marriage</li> <li>• Anti-bullying</li> <li>• Assertiveness</li> <li>• Celebrating difference and challenging stereotypes</li> <li>• Keeping safe online</li> <li>• Keeping safe and seeking help</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>• Exercise and healthy eating</li> <li>• Catch it, bin it, kill it and hand hygiene</li> <li>• Different feelings and link to physical state</li> </ul> | <p><b>Relationship Education</b><br/>SCARF Year 4<br/>Goodness and Mercy Key Stage 2</p> <p><b>Health Education</b><br/>SCARF Year 4<br/>Goodness and Mercy Key Stage 2</p> |

| YEAR GROUP | THEME  | RESOURCES   |
|------------|--|---|
| Year 5     | <p>Relationships</p> <ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Collaboration</li> <li>• Safe boundaries on line and off line</li> <li>• Cyberbullying</li> <li>• Influence and pressure of social media</li> <li>• Managing difficult feelings and mental wellbeing</li> <li>• Keeping safe and seeking help</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>• Factual information and awareness of risks – alcohol, smoking</li> <li>• Personal hygiene</li> <li>• Understand importance of sleep, exercise and healthy diet</li> <li>• Catch it, bin it, kill it and hand hygiene</li> <li>• Managing difficult feelings and mental wellbeing</li> </ul> <p>Sex Education</p> <ul style="list-style-type: none"> <li>• Make sure boys and girls are prepared for the changes that happen in adolescence</li> </ul> | <p><b>Relationship Education</b><br/> SCARF Year 5<br/> Goodness and Mercy Key Stage 2</p> <p><b>Health Education</b><br/> SCARF Year 5<br/> Goodness and Mercy Key Stage 2</p> <p><b>Sex Education</b><br/> Teaching to single-sex groups<br/> Goodness and Mercy Key stage 2 Sex Education<br/> SCARF Year 5 Growing and Changing – changing bodies and feeling, growing up and changing bodies (includes menstruation in girls’ education)</p> |



| YEAR GROUP | THEME   | RESOURCES  |
|------------|---|--|
| Year 6     | <p>Relationship</p> <ul style="list-style-type: none"> <li>• Online data – use and sharing</li> <li>• Staying safe online and social media</li> <li>• Understanding Bystander behaviour</li> <li>• Tolerance and respect – understanding prejudice</li> <li>• How to report concerns and where to get advice</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>• Risks of illegal drugs and alcohol and smoking</li> <li>• Basic First Aid</li> <li>• Catch it, bin it, kill it and hand hygiene</li> <li>• Mental wellbeing</li> </ul> <p>Sex Education</p> <ul style="list-style-type: none"> <li>• Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born</li> </ul> | <p><b>Relationship Education</b><br/>SCARF Year 6<br/>Goodness and Mercy Key Stage 2</p> <p><b>Health Education</b><br/>SCARF Year 6<br/>Goodness and Mercy Key Stage 2</p> <p><b>Sex Education</b><br/>Teaching to single-sex groups<br/>Usbourne Book: What's Happening to Me? Boys/Girls<br/>Goodness and Mercy Key stage 2 Sex Education<br/>SCARF Year 6 Growing and Changing</p> |

## 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>  |

| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| 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> <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</li> </ul>   |

### Appendix 3: 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 |  |
|   |  |