



Risby CEVC Primary School

**Relationships & Sex Education (RSE)
and Health Education Policy**

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Approved by:	Suzy Stennett Chair of Governors
Signature of Chair of Governors:	
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Aims

To embrace the challenges of creating a happy and successful adult life, pupils need to be able to make informed decisions about their wellbeing, health and relationships. They need to develop resilience, to know how and when to ask for help, and to know where to access support. In order to ensure pupils are taught how to stay safe and healthy, and how to manage their academic, personal and social lives in a positive way – the government made it a statutory requirement from September 2020 for all primary schools in England and Wales to provide Relationships and Sex Education (RSE) and Health Education.

At Risby CEVC Primary, Relationships & Sex Education and Health Education are a fundamental part of the curriculum and content is taught in the context of a broad and balanced curriculum. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life and ensures schools promote the spiritual, moral, social, cultural, mental and physical development of pupils, both at school and in society. Our RSHE programme:

- Is vital in establishing effective safeguarding procedures in school and ensuring our children remain safe and protected;
- Promotes pupils' emotional wellbeing;
- Prepares children for the challenges, opportunities and responsibilities of adolescent and adult life;
- Has a positive impact on pupils' mental health and wellbeing;
- Enables children to learn about safety and risks in relationships;
- Ensures children are not misinformed by information they may have heard outside of the classroom;
- Supports our children in feeling good about themselves and their bodies;
- Works to ensure that our children develop high levels of self-esteem.

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](#). We are not required to provide sex education, but we do need to teach the elements of sex education contained in the Science National Curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Curriculum

We have developed our relationships & sex education and health education 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 that pupils are fully informed and don't seek answers online. Core knowledge is communicated clearly to pupils, in a carefully sequenced way, through the following timetabled lessons:

Personal, Social, Health & Economic: PSHE

Having reviewed different PSHE programmes to establish which programmes were most appropriate for the age and maturity of our children, and would be most sensitive to their needs, we have chosen to deliver PSHE through a programme called SCARF. Children have weekly lessons in the Autumn, Spring and Summer terms and relationships & sex education and health education are covered as shown in the whole school planning below.

	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
EYFS	<ul style="list-style-type: none"> • What makes me special • People close to me • Getting help 	<ul style="list-style-type: none"> • Similarities & difference • Celebrating difference • Showing kindness 	<ul style="list-style-type: none"> • Keeping my body safe • Safe secrets & touches • People who help to keep us safe 	<ul style="list-style-type: none"> • Looking after things: friends, environment, money 	<ul style="list-style-type: none"> • Keeping my body healthy: food, exercise, sleep • Growth Mindset 	<ul style="list-style-type: none"> • Seasons • Life stages • Getting bigger
Y1	<ul style="list-style-type: none"> • Feelings • Getting help • Classroom rules • Special people • Being a good friend 	<ul style="list-style-type: none"> • Recognising, valuing & celebrating difference • Developing respect & accepting others • Bullying & getting help 	<ul style="list-style-type: none"> • How our feelings can keep us safe – including online safety • Safe & unsafe touches • Medicine Safety • Sleep 	<ul style="list-style-type: none"> • Taking care of things: Myself, my money; my environment 	<ul style="list-style-type: none"> • Growth Mindset • Healthy eating • Hygiene & health • Cooperation 	<ul style="list-style-type: none"> • Healthy me • Then and now • Taking care of a baby • Who can help? • Surprises and secrets • Keeping privates private
Y2	<ul style="list-style-type: none"> • Bullying & teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation 	<ul style="list-style-type: none"> • Being kind & helping others • Celebrating difference • People who help us • Listening Skills 	<ul style="list-style-type: none"> • Safe & unsafe secrets • Appropriate touch • Medicine safety 	<ul style="list-style-type: none"> • Cooperation • Self-regulation • Online safety • Looking after money: Saving & spending 	<ul style="list-style-type: none"> • Growth Mindset • Looking after my body • Hygiene & health • Exercise & sleep 	<ul style="list-style-type: none"> • A helping hand • Sam moves away • Haven't you grown • Respecting privacy • Some secrets should never be kept
Y3	<ul style="list-style-type: none"> • Rules & their purpose • Cooperation • Friendship (including respectful relationships) • Coping with loss 	<ul style="list-style-type: none"> • Recognising & respecting diversity • Being respectful & tolerant • My community 	<ul style="list-style-type: none"> • Managing risk • Decision-making skills • Drugs & their risks • Staying safe online 	<ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping & being helped • Looking after the environment • Managing money 	<ul style="list-style-type: none"> • Keeping myself healthy & well • Celebrating & developing my skills • Developing empathy 	<ul style="list-style-type: none"> • Relationship tree • Body space • None of your business! • Basic First Aid
Y4	<ul style="list-style-type: none"> • Healthy relationships • Listening to feelings • Bullying • Assertive skills 	<ul style="list-style-type: none"> • Recognising & celebrating difference (including religions & cultural difference) • Understanding & challenging stereotypes 	<ul style="list-style-type: none"> • Managing risk • Understanding the norms of drug use (cigarette & alcohol use) • Influences • Online safety 	<ul style="list-style-type: none"> • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money 	<ul style="list-style-type: none"> • Having choices & making decisions about my health • Taking care of my environment • My skills & interests 	<ul style="list-style-type: none"> • Moving house • My feelings are all over the place! • Secret or surprise? • Together
Y5	<ul style="list-style-type: none"> • Feelings • Friendship skills, including compromise • Assertive skills • Cooperation • Recognising emotional needs 	<ul style="list-style-type: none"> • Recognising & celebrating difference, including religions & cultural • Influence & pressure of social media 	<ul style="list-style-type: none"> • Managing risk, including online safety • Norms around use of legal drugs (tobacco, alcohol) • Decision-making skills 	<ul style="list-style-type: none"> • Rights, respect & duties relating to my health • Making a difference • Decisions about lending, borrowing & spending 	<ul style="list-style-type: none"> • Growing independence & taking ownership • Keeping myself healthy • Media awareness & safety • My community 	<ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • Dear Ash • Growing up & changing bodies • Changing bodies & feelings • Help! I'm a teenager – get me out of here!

Y6	<ul style="list-style-type: none"> • Assertiveness • Cooperation • Safe/unsafe touches • Positive relationships 	<ul style="list-style-type: none"> • Recognising & celebrating difference • Recognising & reflecting on prejudice-based bullying • Understanding Bystander behaviour • Gender stereotyping 	<ul style="list-style-type: none"> • To understand emotional needs • Staying safe online • Drugs: norms and risks (including the law) 	<ul style="list-style-type: none"> • To understand media bias, including social media • Caring: communities and the environment • Earning and saving money • Understanding democracy 	<ul style="list-style-type: none"> • Aspirations & goal setting • Managing risk • Looking after my mental health 	<ul style="list-style-type: none"> • I look great! • Media manipulation • Pressure online • Helpful or unhelpful? Managing change • Is this normal? • Making babies
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Sex Education

Sex Education at Risby is taught through the National Curriculum for Science and also through our PSHE programme: within the Growing & Changing unit.

In Science, children in Year 5 & Year 6 are taught about the life process of reproduction in plants, animals and humans. Appropriate anatomical and scientific language will be used during these lessons by teaching staff, who will also encourage the children to use the same language during any discussions in class. Ahead of these lessons, we will always inform parents & carers of what we will be covering and when we will be doing it and we will provide parents & carers with the opportunity to ask any questions and/or address any concerns with the class teacher. Please note that children *cannot* be withdrawn from Sex Education lessons that are taught through the National Curriculum for Science.

In PSHE, Sex Education is taught as part of the Growing and Changing units. There are five specific Sex Education lessons within Growing and Changing and these are highlighted in blue on the whole school PSHE planning grid:

- Year 1: Keeping Privates Private
- Year 2: Respecting Privacy
- Year 5: Growing up & changing bodies
- Year 5: Changing bodies & feelings
- Year 6: Making babies

Detailed lesson plans for these Sex Education lessons are available to view on the school website: <https://www.risbyprimary.com/relationships-sex-education-and-health-education/> and, once again, we will provide parents & carers with the opportunity to ask any questions and/or address any concerns with the class teacher in advance of the lesson.

Whilst you cannot withdraw your child from Sex Education lessons taught as part of the National Curriculum for Science, *you do have the right to withdraw your child from Sex Education lessons that are taught as part of the PSHE programme.* If, having looked at the lesson plans and addressed any concerns with the class teacher, you decide you do not want your child to participate in one of the five Sex Education lessons listed above, please complete Appendix 1: **Parent Form. Withdrawal from Sex Education taught within the school's PSHE lessons.** Requests for withdrawal should be addressed to the Headteacher. Where it is agreed that pupils will be withdrawn from the Sex Education lessons that are taught as part of the PSHE programme, children will be seated in another room and will be given alternative work to complete.

Philosophy

At Risby, we use philosophy throughout the school to teach the skills of reasoning, thinking and enquiry. The children learn to work cooperatively and collaboratively as they explore complex

concepts. They are taught to listen carefully to one another, build on one another's ideas and explore disagreements respectfully; they learn to disagree with the idea not the person.

Class Year Group	Skills	Main Philosophy Texts (PWYC) & Themes			Themes	Additional Texts
		Autumn 2	Spring 2	Summer 1		
Explorers EYFS	Taking turns Sitting in a circle Listening Speaking Understanding rules Giving reasons (using because)	Would You Rather?	You Choose (One World text)	Five little Chickens (FPFT)	Wishing Making decisions	
Africa Y1	Asking questions Question/statement Giving examples Giving reasons Building on Ideas Reflection-reporting	The Very Hungry Caterpillar	Amelia Ellicott's Garden	Rose Meets Mr Wintergarten	Beauty Change Questions Being a neighbour Loneliness Being yourself Truth Imagination Anger	Philosophy Bear and the Big Sky BW Not Now Bernard APFCF
Oceania Y2	Giving reasons (quality) Reasoning Open/Closed questions Summarising Similarities & Differences Reflection-reporting & responding	Miss Lily's Fabulous Pink Feather Boa	The Bunyip of Berkeley's Creek	Herbert and Harry	Sharing Ownership Stealing Happiness Real/not real Fairness Rules Reasons Wisdom Difference Selfishness Truth/lies	The Fish Who Could Wish APFCF Pinocchio- The Cricket's Tale BW
Asia Y3	Drawing Conclusions Counter-examples Agreeing shared definitions Hypothetical reasoning Reflection-reporting, responding & relating	Ish The Very Hungry Caterpillar	Where the Wild Things Are	Wilfred Gordon MacDonald Partridge	Bravery Friendship Change Beauty Identity Imagination Leadership Effort Feelings Happiness Wisdom	The Snail and the Whale APFCF Dojen the Wanderer BW
Europe Y4	Making connections Developing analogies Exploring alternatives Inference Reflection-reporting, responding, relating & reasoning Judging reason quality	Amelia Ellicott's Garden	The Very Best of Friends (not grief)	Arthur	Choices Alone/lonely Difference Belonging Ordinariness Truth Optimism Loyalty Happiness Selfishness Making Decisions	The Giving Tree APFCF Would You Rather? BW
The Americas Y5	Reasoning- identifying faulty Testing analogies Hypothetical reasoning Justification Relevance	Miss Lily's Fabulous Pink Feather Boa	Where the Wild Things Are	Herbert and Harry	Perception Belief Value Being a brother Assumptions Reality Art	Rainbow Bear APFCF Duck Rabbit PEIM The Scream (Munch painting)APFCF

	Reflection-reporting, responding, relating & reasoning				Perfection Wisdom Beauty	
The United Kingdom Y6	Reasoning- formal deductive Using analogies Uncover assumptions Clarification Inference- plausibility of evidence Forming & applying generalisations Hypothetical thinking-testing Reflection-reporting, responding, relating, reasoning & reconstructing	The Very Best of Friends	The Bunyip of Berkeley's Creek	Tusk Tusk APFCF Guernica (Picasso)APFCF The Conquerors APFCF	Identity Existence Friendship Grief Love Memory Aging Difference Racism Anger Fear Hate Instinct War Freedom	Arty Party PEIM Making judgements PEIM

One World

Starting from Autumn2, the children participate in a half-termly One World lesson. The lessons focus on a particular book - as outlined in the One World Booklist below - and are based around developing understanding of characteristics protected by the Equalities Act. They champion inclusion, celebrate diversity and promote tolerance. They help prepare children for life as global citizens and support equality.

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explorers EYFS	You Choose	Red Rockets and Rainbow Jelly	Blue Chameleon	The Family Book	Mommy Mama and Me
Africa Y1	Elmer	Ten Little Pirates	That's Not How You Do It (or My Grandpa is Amazing)	Max the Champion	My World Your World
Oceania Y2	The Great Big Book of Families	The First Slodge	The Odd Egg	What the Jackdaw Saw	Blown Away
Asia Y3	We're All Wonders	This is Our House	Two Monsters	The Hueys in the New Jumper	Beegu
Europe Y4	Dogs Don't Do Ballet	King and King	The Way Back Home	The Flower	Red: A Crayon's Story
The Americas Y5	Where the Poppies Grow	How to Heal a Broken Wing	The Cow Who Climbed a Tree	Leaf	And Tango Makes Three
The United Kingdom Y6	My Princess Boy	The Thing	The Island	Rose Blanche	Dreams of Freedom

Relationships & Sex Education and Health Education Overview

At the heart of our Relationships & Sex Education and Health Education is a focus on keeping children safe and the role that schools can play in preventative education. All lessons are designed to help children from all backgrounds build positive and safe relationships and to thrive in modern Britain.

At Risby, all of our teachers are aware of the risks in teaching sensitive subjects and we will always ensure there are at least two members of staff present in class to safeguard and protect everyone involved. Lessons always give children an open forum in which to discuss potentially sensitive issues and, in every year group, the delivery of content and the selection of teaching materials are all age appropriate and adapted to suit each individual class and cohort. Children with individual educational or additional needs will have individual programs of study developed by the SEND team, in consultation with the class teacher and parents and the religious background of pupils is always taken into account, so that topics are appropriately handled.

Training

Staff are trained on the delivery of PSHE, the National Curriculum for Science, One World and Philosophy as part of our continuing professional development programme.

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 Relationships & Sex Education.

Monitoring Arrangements

Pupils' development in Relationships & Sex Education and Health Education is monitored by class teachers as part of our internal assessment systems and the delivery of RSHE is monitored by the Personal Development Subject Leaders: Mrs Lucinda Noble and Miss Lizzie Wyatt.

Appendix 1: Parent Form. Withdrawal from Sex Education taught within the school’s PSHE lessons

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex Education within PSHE lessons			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.