

**Friars Primary Foundation School**  
**Policy for Relationships, Sex and Health Education**

In creating this policy, the staff and governors of Friars Primary Foundation School considered **Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE 2019**

<p><b>Rationale</b></p>	<p>This policy covers our school’s approach to Relationships, Sex and Health Education. Throughout this policy it will be referred to as RSHE.</p> <p>The policy was developed in accordance with the following process:</p> <ul style="list-style-type: none"> <li>• Consideration of Department for Education guidance (June 2019)</li> <li>• Consultation with the Governing Body, staff and parents was carried out in 2021</li> </ul>
<p><b>Legal context</b></p>	<p>“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”</p> <p style="text-align: right;">DfE Guidance p.8</p> <p>We are required to teach RSHE as part of our curriculum. Regulations and guidance from the Department for Education states that from September 2020, all schools must deliver relationships education. Parents may withdraw pupils from RSHE for all aspects of sex education which are not part of the Science curriculum.</p>
<p><b>Definition, objectives and context</b></p>	<p>Throughout this document, RSHE is used to refer to Relationships, Sex and Health Education. Where any element of the policy applies only to Relationships Education or Health Education, these will be referred to specifically.</p> <p>The objective of this policy is to enable pupils to make informed decisions about their wellbeing, health and relationships. RSHE can be viewed as all provision and associated learning which aims and helps to prepare pupils for the opportunities, responsibilities and experiences of adult life and also promotes pupils’ spiritual, moral, social, cultural, mental and physical development.</p> <p>We believe that RSHE is important for our pupils and our school because it enables pupils to make informed decisions about their wellbeing, health and relationships.</p> <p>Our school’s values are <i>Compassion, Creativity, Endeavour, Resilience, Respect and Responsibility</i> which ensure that our children are equipped for their future life. A successful programme, firmly embedded in the school’s values, will help our children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Aspects of provision in these areas will also link to other curriculum areas including, but not limited to, Science, Computing, DT and Physical Education.</p>
<p><b>Responsibilities</b></p>	<p>The Headteacher alongside the RSHE Subject Leader is responsible for managing RSHE at our school. This will be overseen by a named governor.</p>

	<p>Teaching will be undertaken in a range of contexts, which may reflect individual/group needs and the need for some aspects of the curriculum to be delivered sensitively by staff. Whilst provision will rarely be one-to-one, pupils may be taught in small groups, larger groups, and as a class. Where appropriate some provision may be delivered in cohort or whole school contexts, e.g. assemblies. The RSHE curriculum may be enhanced through the use of expert external agencies (e.g. School Nurses).</p> <p>The Headteacher and RSHE Subject Leader are responsible for ensuring that teachers are trained to teach all aspects of RSHE and provide a range of training opportunities including school-based training for subject leaders and teachers.</p> <p>Training should cover the following areas:</p> <ul style="list-style-type: none"> <li>• What to teach and when</li> <li>• Managing sensitive and controversial issues</li> <li>• How to lead discussions about attitudes and values</li> <li>• How to facilitate group discussions in sensitive subject areas</li> <li>• How to answer sensitive questions</li> <li>• Information, guidance and best practice updates</li> </ul>
<p><b>The principles of teaching RSHE</b></p>	<p>The following principles are promoted as a basis for RSHE throughout the school and, where relevant, across the wider curriculum, for example in RE, Science and PSHE.</p> <p>The principles of RSHE are:</p> <ul style="list-style-type: none"> <li>• To prepare children for adolescence and adulthood.</li> <li>• To provide knowledge about human reproduction in a sensitive, objective and balanced way.</li> <li>• To provide a framework upon which children can develop their understanding of the importance of stable and supportive relationships.</li> <li>• To prepare children to view their relationships in a responsible and healthy manner and to be able to make informed decisions.</li> <li>• To value family life, marriage/life partnerships and the responsibilities of parenthood.</li> <li>• To encourage children to respect themselves and others and to be sensitive towards the needs and views of others.</li> <li>• To encourage children to be responsible for their actions and develop a sense of self-worth.</li> <li>• To acknowledge that children come from backgrounds with differing values or experiences to the above and that such matters need to be taught with sensitivity.</li> </ul>
<p><b>Provision for RSHE overall</b></p>	<p>At our school, Relationships Education focuses on teaching the fundamental building blocks of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults. Consideration is also given to how these principles apply online.</p> <p>We have opted to use the Discovery Education Health and Relationships programme of study. Discovery Education Health and Relationships covers the statutory requirements for teaching primary Health education and Relationships education from September 2020. It contains lessons for teaching all aspects of the guidelines, including the non-statutory aspects of primary sex education. The programme develops skills and knowledge in a values-based context which enables schools to convey and enhance their</p>

	<p>own values, learning and behaviour, supporting these whole-school approaches to developing pupil wellbeing. The programme consists of:</p> <ul style="list-style-type: none"> <li>• full teacher guidance for curriculum planning and delivery</li> <li>• lesson plans with related classroom materials (presentations and downloadable PDF document worksheets)</li> <li>• a series of age-appropriate videos supporting each topic.</li> </ul> <p>Within this framework, RSHE will cover:</p> <ul style="list-style-type: none"> <li>• Healthy and happy friendships</li> <li>• Similarities and differences</li> <li>• Caring and responsibility</li> <li>• Families and committed relationships (This includes sex education at Year 6)</li> <li>• Healthy bodies; healthy minds (This includes learning the correct names for body parts at Year 1)</li> <li>• Coping with change (This includes learning about puberty, from Year 4)</li> </ul> <p>Further information on RSHE provision in the form of a compact progression grid is provided in Appendix 1.</p> <p>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).</p>
<p><b>Provision for Sex Education</b></p>	<p>Sex education is a broad term used to describe education about human sexual anatomy, sexual reproduction, sexual intercourse, and other aspects of human sexual behaviour. The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.</p> <p>At Friars we believe that children should understand the facts about human reproduction before they leave primary school so that they know about the changes that adolescence brings, and how a baby is conceived and born. In this way we hope children will be prepared for their futures, and we can help to guard against difficulties they might face as a consequence of not knowing this information.</p> <p>Sex education is contained within the 'families and committed relationships' unit at Y6. This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.</p>
<p><b>Curriculum</b></p>	<p>We use Zones of Regulation alongside our RSHE curriculum. Each classroom has a 'calm corner' where there is a worry monster for children to take the time to self-regulate their emotions and write down any worries or concerns they would like to share with their teacher. When setting this up in the classroom, the teacher makes the class aware that if</p>

	<p>they are concerned for their health or safety they may need to share the worries with other adults in school so together they can help. Beside each worry monster is a zones of regulation chart, where children can move their name into the zone of emotion they are feeling. There are strategies to support children to move back into the 'green zone'.</p> <p>We have several topic weeks and assemblies throughout the year that compliment our RSHE curriculum including, 'Kindness Week', 'Mental Health Week', 'Wellbeing Week' and 'Careers Week.</p> <p>As previously mentioned, the Science, computing, D&amp;T and PE curriculum also compliment our RSHE curriculum covering aspects such as: drugs and alcohol, online safety, reproduction, health, fitness and diet.</p> <p>We share the curriculum with parents, pupils and staff, considering 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 do not seek answers online.</p>
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### **What do we teach when and who teaches it? A whole-school approach.**

The Discovery Education Health and Relationships programme of study covers all areas of RSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens each year.

<b>Term</b>	<b>Unit</b>	<b>Content</b>
<b>Autumn 1:</b>	Healthy and happy friendships	This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.
<b>Autumn 2:</b>	Similarities and differences	This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.
<b>Spring 1:</b>	Caring and responsibility	This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.
<b>Spring 2:</b>	Families and committed relationships	This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.
<b>Summer</b>	Healthy bodies,	This topic explores how to stay healthy, both physically and mentally. It

<b>1:</b>	healthy minds	explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.
<b>Summer 2:</b>	Coping with change	This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

Each unit consists of three lessons that are taught throughout the half term. Lessons are between 30 -60 minutes and are taught by the class teacher to their own class. These lessons are reinforced and enhanced in assemblies, speciality weeks and through ongoing interactions (child to child, adult to child and adult to adult across the school). We aim to 'live' what is learnt and apply it to everyday situations in the school community.

<b>Safeguarding and RSHE</b>	In having an effective RSHE curriculum we aim for children to be confident to make safe and healthy choices and safeguard themselves. Teachers are aware that effective RSHE, which brings understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. It is possible that discussions about sexual issues could lead to a child making a sexually-related safeguarding disclosure. In all such cases, teachers should follow the guidance set out in the school's Safeguarding Policy and Keeping Children Safe in Education.
<b>Monitoring</b>	The Headteacher and RSHE lead is responsible for monitoring the delivery of RSHE. The monitoring and evaluation will take place through scrutiny of lesson planning, outcomes of written work and, where appropriate, pupil interviews.
<b>Equality and diversity</b>	Schools are also required to comply with relevant requirements of the Equality Act 2010 under which they must not discriminate against anyone because of their age, sex race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate any disadvantage and be mindful of any relevant requirements under the SEND Code of Practice. In support of the equal opportunities policy, all pupils regardless of age, ability, sex or race will have the same opportunities to benefit from RSHE teaching and associated resources.
<b>SEND and RSHE</b>	RSHE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. At our school we know that high quality teaching which is differentiated and personalised is a good starting point to ensure accessibility. We also are mindful of the preparation for adulthood

	<p>outcomes as set out in the SEND code of practice, when teaching these subjects to those with Special Educational Needs and Disabilities (SEND).</p> <p>We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching this subject.</p> <p>For some SEND pupils there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.</p>
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<p><b>Parental right to withdraw a child from Sex education.</b></p>	<p><i>“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17</i></p> <p><b>Sex education</b> at Friars, using the Discovery Education framework, is taught as part of the “Families and Committed Relationships” unit in Spring 2 at <b>Year 6 only</b> and consists of adult relationships and human reproduction, including different ways to start a family. <b>This is the only aspect of the programme that parents have a right to withdraw their child from should they wish.</b></p> <p><b>Puberty</b> (including menstruation) is covered in the “Coping with Change” unit at Years 4, 5 and 6 in Summer 2. It is taught as a statutory requirement of Health Education and parents do not have the right to withdraw their children from this aspect.</p> <p>Learning the <b>correct names for different body parts</b> is taught as part of the healthy bodies, healthy minds unit at Year 1 in Summer 1. As with puberty, this module is taught as a statutory requirement of Health Education and parents do not have the right to withdraw their children from this aspect.</p> <p>If 6 parents choose to withdraw their children from the sex education aspect of the Year 6 Families and Committed Relationships unit, we will ensure the pupil receives appropriate, meaningful education during the period of withdrawal.</p> <p>We write to parents outlining the content of each year group’s programme. Parents are also offered the opportunity to view the teaching materials of any unit and any year group (including sex education in Year 6) including video resources, which the teachers will be using. This is either in the form of video (Zoom, Teams, Google meet etc) or live meetings. Any questions or concerns can be addressed to the teachers at this time.</p> <p>There is no parental right to withdraw a child from the Relationships or Health aspects of the RSHE programme.</p>
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<p><b>Review</b></p>	<p>This policy will be reviewed every two years.</p>
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<p>Signed: Joanna Wratten (Headteacher)</p> <p>Signed: Maddy Webb (Governing body representative)</p> <p>Review date: November 2025</p>	<p>date: 20.11.23</p> <p>date: 20.11.23</p>
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## Appendix 1: Discovery education compact programme progression grid

### Programme progression



HEALTH AND  
RELATIONSHIPS

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
<b>Y1</b>	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
<b>Y2</b>	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
<b>Y3</b>	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
<b>Y4</b>	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
<b>Y5</b>	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
<b>Y6</b>	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.