



# Relationships, Sex & Health Education (RSHE) Policy

## April 2025

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### 1. Aims

The aims of relationships, sex & health 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

### 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](#).

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 The Mary Bassett Lower School we teach RSHE as set out in this policy.

### 3. Policy development

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. Governor consultation – all governors were given the opportunity to look at the policy and make recommendations
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, health, healthy lifestyles, changes in our bodies, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- In Year 4, conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.

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

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum, using our established **JIGSAW** programme. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Teachers will use all curriculum opportunities to help pupils relate their learning to real-world contexts.

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

For more information about our RSHE 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) 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

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## 7.1 The governing body

The governing body 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 components of Sex Education (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 or carers wish them to be withdrawn from non-statutory components of Sex Education. 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.

All Class Teachers are responsible for the delivery of RSHE.

## 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 components of Sex Education within RSHE. At MBLs, this applies only to Year 4, where conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.

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 may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE Coordinator, Miss McClintock through: subject monitoring, planning reviews, learning walks, book looks and staff training sessions.

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

This policy will be reviewed by the Headteacher, annually. At every review, the policy will be approved by the Full Governing Body.

## Appendix 1: Curriculum map

### Relationships, Sex & Health Education Curriculum Maps

For those of you who want to understand in more detail what your child will learn about each year please take a look at the documents below (looking especially at sections FIVE (Relationships) & SIX (Changing Me)):

| YEAR GROUP | RESOURCES                     |
|------------|-------------------------------|
| EYFS       | <a href="#"><u>EYFS</u></a>   |
| YEAR 1     | <a href="#"><u>YEAR 1</u></a> |
| YEAR 2     | <a href="#"><u>YEAR 2</u></a> |
| YEAR 3     | <a href="#"><u>YEAR 3</u></a> |
| YEAR 4     | <a href="#"><u>YEAR 4</u></a> |

**Statutory Relationships and Health Education (Ages 3 – 11) Map**  
<https://primariesite-prod-sorted.s3.amazonaws.com/the-mary-bassett-lower-school/UploadedDocument/117a328193a'm14c93a76ccd10cc6cfc1a/jigsaw-3-11-and-statutory-relationships-and-health-education-map.pdf>

## Appendix 2: By the end of primary school (Year 6) 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>  |

| TOPIC      | PUPILS SHOULD KNOW   |
|------------|--|
| 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 RSHE

(PLEASE NOTE THAT NON-STATUTORY ASPECTS OF SEX EDUCATION ARE DELIVERED AT THE MARY BASSETT LOWER SCHOOL **ONLY** IN YEAR 4)

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |