

Moorside Primary School



Relationships and Sex and Health Education Policy

(RSHE)



MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in being a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture, which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever-changing world.
We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of
We are a caring community where everyone is welcome
We all value, respect and support each other
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school

We all work together to make sure that

Everyone always tries their best and take pride in all that they do
Everyone demonstrates good manners at all times
Everyone respects each other and show consideration
Everyone respects and cares for our environment and resources
Everyone celebrates each other's successes and achievements

What is RSHE?

RSHE stands for relationships, sex and health education.

Relationships education has been compulsory for children in [primary education](#) since September 2020. For [secondary pupils](#), relationships and sex education (RSE) must be taught. Health education is now compulsory in all [schools](#) too.

- In [primary schools](#), the subjects should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- At [secondary school](#), teaching builds on this and develops children's understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

Why are the Department of Education (DfE) reviewing this curriculum?

The DfE recognise that RSHE is an important part of the curriculum, and the review is to ensure that it is being taught appropriately. There is an expert panel that are informing the review and will advise on how to put in place protection from children being introduced to things that they are too young to understand properly. The panel will also consider how age ratings can be introduced for different parts of curriculum. The review will be complete before the end of 2023.

It is mandatory for RSHE to be taught in all schools and it is expected that all schools teach the full RSHE curriculum to secondary age children and relationships and health education to primary age children.

Primary schools may also teach sex education where appropriate. The teaching of RSHE is reviewed by Ofsted at inspection. Schools should also ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

Statutory requirements

As a maintained primary school, we must provide relationships education to all children under 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Moorside Primary School, we teach RSHE as set out in this policy.

Aims

The aims of Relationships and Sex and Health Education (RSHE) at our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

Why is it important for children to know about RSHE?

Effective RSHE also supports children, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

Policy development

This policy has been developed in consultation with staff, governors, Parents/Carers and children. The consultation and policy development process involved the following steps:

- Review – the Senior Leadership Team pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- The Governing body read and agreed the policy with reference to the delivery and monitoring of RSHE in school.
- Parents/Carers and stakeholder consultation – Parents/Carers and any interested parties were invited to attend a meeting about the policy.
- Children consultation – we investigated what exactly children want from their RSHE
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Delivery of RSHE

As part of your child's educational experience at Moorside Primary School, we aim to promote personal wellbeing and development through a comprehensively taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

Following nationwide consultation, The Department for Education has made changes to Relationships and Sex Education (RSHE) that came into effect from September 2020 and all schools were required to comply with the updated requirements.

In light of the guidance, we have reviewed our PSHE curriculum and policy so we can be sure our provision is appropriate for our children based on their:

- Age and maturity levels, as well as their cultural and religious backgrounds.
- Physical and emotional maturity.
- The values of our school community.
- Every child's learning needs.
- RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum.
- Biological aspects of are taught within the science curriculum, and other aspects are included in religious education (RE).
- Children also receive stand-alone puberty, hygiene and sex education sessions delivered by a trained health professional.

The guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. Learning about the emotional, social and physical aspects of growing up will give children and young people the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.

Children should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for differences, and educate children about healthy relationships. RSHE should meet the needs of all children, whatever their developing sexuality or identity, this should include age appropriate teaching about different types of relationships in the context of the law. In our school, children will be taught about the many different types of family in our modern society and all our planned learning will be taught in an age appropriate way.

As part of the established Key Stage Two science curriculum, we already teach the life cycle of reproduction in animals, including humans. How our bodies grow and change from birth to old age, and the different challenges this brings for all of us, is an important part of a Key Stage Two primary curriculum with body changes and puberty already featuring in the current Year Five and Six curriculum.

It is important for our children to be able to reflect upon their own beliefs, values and ideas in an age and developmentally appropriate way and to develop an understanding of other's ideas, beliefs and values.

Parents/Carers continue to have the right to withdraw their children from these sessions only apart from content covered in the National Curriculum for science. Where a Parent/Carer wishes to withdraw their child, this should be communicated with the Head Teacher at school. We would encourage Parents/Carers considering doing this, to contact the school to discuss this further. Where a child has been withdrawn from the curriculum, they will be taught elsewhere in the school.

Parents/Carers are encouraged to visit school and view the materials that will be used with their children during planned lessons and workshops. Viewing these materials can provide Parents/Carers with a greater level of reassurance and understanding of what information and content will be shared.

As a school community, we are committed to working in partnership with Parents/Carers and value your opinions regarding the education of your children. It is important to note that the RSHE elements in each year group take up a small part of an extensive and enriching PSHE curriculum.

Across all Key Stages, children will be supported to develop the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

These skills are taught within the context of family, school and life in the wider community.

Inclusion

In relation to children with Special Educational Needs or Disability, we ensure our RSHE curriculum approaches provide for those with additional needs. We recognise that those with SEND are often more vulnerable and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

Roles and responsibilities

The Governing body

The Governing body will approve the RSHE Policy, and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual children.
- Responding appropriately to children whose Parents/Carers wish them to be withdrawn from the non-statutory 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 Head Teacher and Senior Leadership Team (SLT).

Children

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

Parents/Carers have a right to withdraw

Parents/Carers have the right to withdraw their children from the non-statutory components of RSHE.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. The Head Teacher will discuss the request with Parents/Carers, share relevant information and take appropriate action. Alternative work will be given to children who are withdrawn from RSHE.

Training

Staff are trained in the delivery of RSHE as part of their induction and it is included in our continuing professional development plan.

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

Monitoring arrangements

Head Teacher and Senior Leadership Team through monitor the delivery of RSHE:

- Observations.
- Child voice.

- Planning scrutiny.

Class teachers as part of our internal assessment systems monitor children’s development in RSHE.

Appendix 1: Curriculum map Relationships and Sex Education Curriculum Map

	Topic /Theme Details	Resources
Early Years Foundation Stage (EYFS)	<p>Mental Health, Being Healthy and Wellbeing: Learning how to stay safe and healthy including basic hygiene and clear focus on oral hygiene.</p> <p>Relationships and respecting the differences between people: Developing caring friendships learning how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Living in the Wider World: Help children to understand 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 They learn how to be part of day to day routines in class and around the school and wider community.</p> <p>Changing and Growing: Support children to believe they can achieve, persevere with tasks, work towards long-term rewards and continue to develop a ‘have a go’ approach despite setbacks. Develop their understanding of who can keep them safe in the wider world and develop their awareness and ability to manage changes both in school and out of school.</p>	<p>Cubes in a jar, positive and constructive feedback. Bespoke lessons that focus on staying safe including visits from professionals such as nurse, health team.</p> <p>Carefully planned personal, social and emotional lessons with various stories, games and resources that encourage turn taking, sharing and working together.</p> <p>Set expectations and routines for children and staff to follow and support each other in this process with staff role modelling and using play and role-play to reinforce. NSPCC – stranger danger.</p> <p>Explore the roles of different people that can help us and keep us safe using books, posters, visitors and online clips. Positive emotions – feelings books Star of week, sticker rewards.</p>

<p>Year One</p>	<p>Mental Health, Being Healthy and Wellbeing: Understanding own self – likes/dislikes, strengths, feelings, keeping oneself safe including basic hygiene.</p> <p>Relationships and respecting the differences between people: Recognising what is fair/unfair, right/wrong, understanding comfortable feelings and who is special people to them.</p> <p>Living in the Wider World: Contributing to the life of the classroom and understanding responsibilities and expectations.</p> <p>Changing and Growing: Understand what constitutes as a relationship, friendship and learning how to handle changes in our own lives.</p>	<p>Cubes in the jar NSPCC resources School Nurse and health team. Anti-bullying Policy PANTS – NSPCC lessons with School Nurse ‘All are Welcome’ by A. Penfold and S. Kaufman Behaviour Policy On-going feedback, consistent approach, RE curriculum Team work in PE Explore simple exercises and approaches to mindfulness activities ‘Now Wash Your Hands!’ by Matt Carr Road safety</p>
<p>Year Two</p>	<p>Mental Health, Being Healthy and Wellbeing: Understanding what constitutes as a healthy lifestyle, thinking positively about own self, keeping own self safe and personal hygiene, understanding rules for keeping physically and emotionally safe, understanding who looks after them.</p> <p>Relationships and respecting the differences between people: Learning the difference between secrets and surprises, learning to offer support to others, understanding what is acceptable both verbally and physically.</p> <p>Living in the wider world: Learning what is in their local environment and how it can be affected, learning what money is and its purpose, working collaboratively towards a shared goal, basic human rights.</p> <p>Changing and growing: What makes a family, dealing with emotions?</p>	<p>Roles across school School Council Group work, challenges cubes in jar Book club, charity events in school, fundraising Explore local area Anti-bullying week, Behaviour policy Playground routines, whole school Behaviour Policy Health ‘PANTS’ session Internet Safety Road Safety week Fire Safety ‘Once there were Giants’ by Martin Waddell Daily routines and clear expectations Now Wash Your Hands!’ by Matt Carr Positive emotions – feelings books Star of week, sticker rewards.</p>

<p>Year Three</p>	<p>Mental Health, Being Healthy and Wellbeing: Making informed choices, personal hygiene including oral health, reflect and celebrate own strengths, assess risk, develop resilience, coping with change.</p> <p>Relationships and respecting the differences between people: Recognise and respond to the feelings of others, recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships, understand their own actions , recognise and challenge stereotypes and value diversity.</p> <p>Living in the Wider World: Research and debate topical issues, how rules and law protect us, beginning to understand democracy and what anti-social behaviour is.</p> <p>Changing and Growing: Relationships and appropriate touching, changing bodies, different families.</p>	<p>Assemblies Newsround Safety talks from visiting providers Internet Safety Week, on line safety training Safety talks from visiting providers Mindfulness 'Michael' by Tony Bradman Health team Newsround Local news – Times Exchange letters BBC bitesize clips 'Ruby's Worry' Class council voting NSPCC lessons Stonewall resources and lessons Jacqueline Wilson books Tango Health team talks.</p>
<p>Year Four</p>	<p>Mental Health, Being Healthy and Wellbeing: Deepening understanding of good and not so good feelings, deepening understanding of risk, understanding effects of bacteria and viruses, basic emergency aid procedures, protecting personal information.</p> <p>Relationships and respecting the differences between people: Recognising unhealthy relationships, knowing the difference between confidentiality and keeping secrets, discrimination, and understanding and respecting others.</p> <p>Living in the Wider World: Research, discuss and debate topical issues, resolving differences, understanding community, political parties and pressure groups.</p> <p>Changing and Growing - Sex and Relationships Education : Exploring relationships, family characteristics, stages of growing up and change.</p>	<p>Whole school behaviour policy Anti-bullying week Walking trips in local area Road safety week Assembly Fire drills First Aid Lessons- St John's Ambulance E-safety NSPCC – Speak out Stay Safe School council School nursing team BBC Bitesize School Council Eco Warriors Local news School newsletter Newsround Clips NSPCC lessons.</p>

<p>Year Five</p>	<p>Mental Health, Being Healthy and Wellbeing: What positively and negatively affects their physical, mental and emotional health including the media, dealing with conflicting emotions, increasing own independence and responsibility, pressure that may come from people and media, human reproduction and puberty, personal hygiene, keeping safe strategies in real life and online.</p> <p>Relationships and respecting the differences between people: Resolving disputes and conflict, recognising the nature of prejudice and discrimination.</p> <p>Living in the Wider World Research, discuss and debate topical issues and problems, appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To think about the differing lives of others, the EU, democracy, parliament, political parties, the role money plays in people's lives.</p> <p>Changing and Growing: SRHE relationships and showing affection, puberty and physical changes, understand reproduction, changing bodies.</p>	<p>School health team NSPCC Financial reports Newsround School council School ambassadors Bike ability lessons Road safety Class discussions Behaviour Policy Anti-bullying week.</p>
<p>Year Six</p>	<p>Mental Health, Being Healthy and Wellbeing Changes in life, recognising when and how to ask for help, exploring the meaning of habit, investigate the impact and miss-use of common substances (alcohol and tobacco), media portrayal of people.</p> <p>Relationships and respecting the differences between people: Relationship awareness and similarities and differences, recognise and challenge stereotypes and 'dares'.</p> <p>Living in the Wider World: Research, discuss and debate topical issues, problems and events concerning health and wellbeing, develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax', learn about enterprise and the skills that make someone 'enterprising', explore and critique how the media present information.</p> <p>Changing and Growing: Understanding touch, puberty, and sexual feelings, personal hygiene including menstruation.</p>	<p>School nurse sex education talk followed by class teacher session Barnardo's – staying safe SRHE policy Newsround Media https://mediasmart.uk.com/digital-advertising/ Christmas Fayre Enterprise projects, Transition online enterprises Financial reports Receipts, bills Explore the loans, debt the economy is facing after COVID-19 Current media topics Newsround Stories linked to stereotypes</p>

		Anti-bullying /online safety weeks Transition days to secondary schools.
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Appendix 2: By the end of Primary School Children Should Know

Topic	Children should know
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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.</p>
Respectful relationships	<p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>

Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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 The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
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Topic	Children should know
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources.</p>

Date to be implemented	September 2023
Date to be reviewed	July 2025