



Kilburn Junior School

RSHE Policy



SPRING 2023





Kilburn Junior School

Relationships, Health and Sex Education Policy

March 2023

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1.Aims

At Kilburn Junior School, we recognise the central importance of relationships in supporting children and young people’s mental health and wellbeing, academic achievement, and future success. We aim to put in the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including those online.

The aims of relationships, health and sex education (RHSE) 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
- Equip pupils with the information, skills and knowledge to have safe, fulfilling and enjoyable relationships and to begin to take responsibility for their health and wellbeing.
- Ensure that pupils know how to keep themselves and their personal information safe in the digital world and social media.

2. Statutory requirements

Our policy has been developed in line with current regulations from the Department of Education (DfE) on Relationships and Sex Education (RSE) and Health Education (2019). Relationships Education and Health Education are taught in this school as statutory subjects (see appendix 2 for what should be covered in Primary Schools regarding RHE). Elements of sex education, though non-statutory, are also part of an integrated programme of work. For the purposes of this

policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Health Education make a significant contribution to our school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life
- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in the context of the four core beliefs of the Embark Academy Trust: Family, Integrity, Teamwork and Success

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views about the policy and its content
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RHSE involves a combination of sharing information and exploring issues and values.

RHSE 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.

In Lower Key Stage 2 (age 7-9) pupils learn about changes in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; what bullying is and how to report it; how and why their bodies are changing (including menstruation in Year 4); staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby, the UN rights of the child, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; the different kinds of families and partnerships; about stable loving relationships and their importance: how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the UN rights of the child, and the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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.

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

6. Delivery of RHSE

RHSE is taught within the SMSC curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

Health education focuses on teaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing and know how to identify when and how to seek support as early as possible from appropriate sources.

Positive respectful relationships with pupils will support them to develop their knowledge and understanding and promote good health regarding:

- › Mental well-being
- › Internet safety and harms
- › Physical health and fitness
- › Healthy eating
- › Drugs, alcohol and tobacco
- › Health and prevention
- › Basic first aid
- › Changing adolescent bodies

RHSE is delivered:

1. Through our caring ethos that models and supports positive relationships between all members of the school community.
2. Within the Trailblazers programme which aims to support the positive mental health of children and to improve their connection to the natural world.
3. Within Science as stipulated by the national curriculum.
4. Through other curriculum areas for example English, Computing, RE etc.
5. Through assemblies.
6. Through pastoral support and nurture provision.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.
10. Pupils may also receive stand-alone health education sessions delivered by a trained health professional or relevant professional body, eg. St John's Ambulance, Fire Service

For more information about our RHSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

7.2 The headteacher

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

7.3 Staff

We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Staff are responsible for:

- › Delivering RHSE in a sensitive way
- › Modelling positive attitudes to RHSE
- › 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 RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

Staff will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis. Teachers should not be drawn into providing more information than is appropriate to the age of the child,
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Equal Opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, differing faiths, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school. Care is particularly taken to ensure that we promote positive gender stereotypes, We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex families, disabled parents etc.

7.4 Pupils

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

RHSE takes place within mixed gender classes as we feel that it is important for children to have an understanding of the experiences and changes of all genders. Males and females are then provided with time to ask questions, as a single sex group. Teachers will ensure that children feel comfortable working in any groups they are placed within.

Group agreements or ground rules are negotiated, explained and referred to wherever appropriate to enable pupils to engage and participate in discussion in a safe learning environment. Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way. Children will also be signposted to sources of support when dealing with sensitive issues.

All children with special needs and/or disabilities receive RHSE teaching. Teachers may need to plan and adapt learning tasks in different ways in order to meet specific individuals needs.

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 RHSE.

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 RHSE as part of their induction and it is included in our continuing professional development calendar.

All staff will be made aware of any new changes to the RSHE policy.

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 RHSE.

10. Monitoring arrangements

The delivery of RHSE is monitored by the science and SMSC coordinator through:

The monitoring of resources, completed written work, planning scrutinies, learning walks, etc. The views of the pupils and teachers who deliver the sessions, will be used to make changes and improvements on an ongoing basis.

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

This policy will be reviewed by the headteacher bi-annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Some elements of sex education are statutory.	KEY STAGE 1	KEY STAGE 2
Learning about 'the changing adolescent body' is part of statutory Health Education .	Process of growing young to old Growing + changing and becoming independent Correct names for main parts of the body (including genitalia)	Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle
National Curriculum Science is also statutory. This includes:	Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense That animals, including humans, have offspring that grow into adults	Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2 Year B	How do I cope with Change?	Living and Growing Channel 4
Year 5	Summer 2 Year B	How do I cope with Change?	Living and Growing Channel 4
Year 4	Summer 1 Year A & B	My changing body: · How boys' and girls' bodies change as we grow up, and how these changes affect us (physical and emotional)	Living and Growing Channel 4 Twinkl (PHSE Association – Nationally recognised Programme)

Appendix 2: - Relationships Education in Primary schools – DfE Guidance 2019

By the end of their time at Kilburn Junior School pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • 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

Appendix 2: - Physical health and mental well-being education in Primary schools – DfE Guidance

By the end of their time at Kilburn Junior School pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental Well-being	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>
Internet safety and harms	<p>That for most people the internet is an integral part of life and has many benefits</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>Why social media, some computer games and online gaming, for example, are age restricted</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online</p>

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<p>The characteristics and mental and physical benefits of an active lifestyle</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>Risks associated with an inactive lifestyle (including obesity)</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health</p>
Healthy eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals</p> <p>Characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>
Physical health and hygiene	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>The facts and science relating to immunisation and vaccination</p>
Basic first aid	<p>How to make a clear and efficient call to emergency services if necessary</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p>

Remove if you're a primary school and only teach relationships education (i.e. you don't teach any non-statutory elements of sex education)

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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>		

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

