



Charlestown Community Primary School

Relationships, Sex and Health Education (RSHE) Policy

Policy compiled by Sarah Wright (PSHE Lead)

Date of policy: May 2024

Review Date: May 2026

1) This policy has been developed through consultation with:

- Headteacher
- Parents
- Governing body
- Manchester Healthy Schools

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association <https://www.pshe-association.org.uk/user>

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website.

2) Rationale

RSHE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSHE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the ethos of our school, whilst taking into account our knowledge and understanding of our children and their level of maturity, whilst ensuring they receive the correct knowledge within a safe environment in order to safeguard them and equip them with the confidence to seek support if they need to.

3) Definition of RSHE:

-Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.

-Health education involves learning about how our bodies change as we grow up and during adolescence. The main aim of health education is 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.

Commented [1]: Maybe change to something like.... How our bodies change as we grow up and during adolescence...so that the body talk earlier in the school is covered.

-Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

4) Our school setting

Charlestown Community Primary School serves a diverse mix of children and families with increasing numbers who are new to the area and the country. We have a mixed ethnic community, which is becoming increasingly diverse.

5) Aims and Objectives of this Policy

The overall aim of this RSHE policy is to enable effective planning, delivery and assessment of RHSE.

Our RSE programme aims to equip Charlestown pupils with skills to prepare them for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RHSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

6) Morals, Values, and Equalities Framework

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RSHE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Charlestown Community Primary School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 2) will reflect the values of our school/PSHE programme and will be taught within the context of relationships and health.
- The RSHE programme at Charlestown Community Primary reflects our ethos and encourages children to explore cultural perspectives in a respectful way.
- RSHE will be delivered as a whole school approach to ensure that every child is equipped with the skills necessary for transition to adolescence.
- The RSHE programme promotes the acceptance of and celebrates difference and diversity.
- The RSHE programme promotes gender equality and equality in relationships.
- The RSHE programme challenges gender stereotypes and inequality.
- The RSHE programme supports the development of spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

7) Delivery of Relationships, Health and Sex Education

RSHE is delivered within PSHE lessons that take place weekly. Many aspects of RHSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year, such as the 'Growing and Changing' Unit in the summer term. Our PSHE subject overview can be found on the school website, so that parents can be involved in supporting their child and can respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Ground rules are used in all PSHE and RSHE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school's child protection / safeguarding procedures must be followed.

RSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

To support the teaching of RHSE We use carefully selected resources from our PSHE scheme; 'SCARF', as well as the Manchester Healthy Schools iMatters curriculum, which are unique to the needs and understanding of children and families in the local area. Lessons are differentiated to ensure they are accessible to all.

Correct medical/ scientific and inclusive language will be used throughout the RHSE and PSHE curriculum to equip children to explain themselves to trusted adults or medical professionals should they have any concerns or wish to make a disclosure.

-The words '**penis**' and '**vulva**' and '**genitals**' will be introduced in Year 2 when children should be able to name body parts (in line with the statutory Science Curriculum), including what can be seen when wearing clothing, and private body parts, which cannot be seen.

-The following words will be introduced in Year 4, as children begin to learn about puberty. (An increasing number of our children are experiencing puberty by Years 5 and 6 and we aim to ensure that they are well-informed and understand how to stay healthy, with a large focus on hygiene, **before** this happens. Government guidance suggests: '*Health education should include puberty, including menstruation, and this should as far as possible be addressed before onset*').

- Puberty
- Pubic Hair
- Vagina
- Womb/Uterus
- Cervix
- Breasts
- Ovary/Ovaries
- Fallopian Tube
- Menstrual cycle
- Menstruation
- Discharge
- Urethra
- Foreskin
- Testicles/Teste
- Scrotum

The following words will be introduced in Year 6 (Whilst sex education is non-statutory, as a school we promote the safeguarding of our children above all else and believe it is our duty to inform our children using the correct terminology should they encounter any conversations when they reach high school that may occur in informal situations- with friends, other children or in the playground etc):

- Sperm
- Ejaculation
- Fertility
- Ovulation
- Fertilised
- Sperm cell
- Endometrium

RSHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions.

External agencies can be invited to support or enhance the delivery of RHSE.

These include: the school nurse, voluntary sector, theatre and the police.

External agencies and visitors must make themselves familiar with and understand the school's RSHE policy, confidentiality, Child Protection and safeguarding policy and work within these policies.

8) Parental involvement

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSHE programme.

To promote effective communication and discussion between parents and their children, we notify parents through information letters, displays, during policy development, and the school website about when particular aspects of RSHE will be taught. We also encourage an open-door policy to

help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RHSE curriculum serves to:

- Safeguard and promote the welfare of their children and know this is paramount in our school.
- To ensure school work is in line with the Equality Act (2010) and the RHSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

9) Parents right to withdraw

As current government guidance states parents have a right to request that their child is withdrawn from sex education, but not from Relationships Education. At Charlestown, we have adapted the scheme of SCARF and iMatters and Sex Education is limited to one lesson in Year 6, and parents can withdraw their child from this lesson by completing the 'Right to Withdraw Form' (Appendix 3) and handing it to their class teacher.

10) Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK and pupils are beginning to menstruate as early as in Year 4, and even earlier.

Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in all female and disabled toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

11) Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSHE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic assessments, discussion and through learning walks.

RSHE is monitored on an annual basis by the PSHE and RSHE Coordinator in the school to ensure that the content is relevant for the pupils and resources are updated.

12) Pupil Involvement

We involve pupils in the development of the RSHE curriculum through pupil voice, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSHE work, in addition to those already used in the classroom.

13) Accessibility / Equalities Act

The RSHE policy reflects, and is in line with, the school's equal opportunities policy and in line with the Equality Act (2010) the school ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at Charlestown Community Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying policy).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSHE is accessed by all pupils, including SEND and EAL.

14) Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSHE discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurs or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead - Mrs Peters - and follow the procedure set out in the Safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding/ Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

15) Process of professional development for Staff

Regular staff training is provided at staff meetings and INSET days by external organisations, such as Manchester Healthy Schools and SCARF. Should any staff identify any training needs this should be reported to the PSHE Lead.

16) Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Appendix 1

Charlestown RSHE Curriculum Content:

Nursery:

Growing and changing in nature

When I was a baby

Different families

NCPCC's Talk PANTS

Reception:

Seasons

Life stages- plants, animals, humans

Human life stage- who will I be?

Getting bigger

NCPCC's Talk PANTS

Year 1:

What are the differences between people? (*how we are all different and unique and the importance of respecting difference; delivering the message that we are all equal*).

What is private? (*what is meant by 'privacy', children's right to keep things 'private' and the importance of respecting others' privacy*).

Healthy me (*why healthy eating, exercise, sleep and washing are all important to stay healthy*).

Taking care of a baby (*what do babies need?*)

Surprises and Secrets (*learning the difference between a surprise and a secret and what to do if asked to keep a secret they feel uncomfortable with*).

Year 2:

Growing up (*understanding of the life cycle and that we all start life as a baby. It will provide the opportunity to identify key life stages*).

Body parts (*naming body parts that children are used to seeing on the outside of people's clothes as well as some parts that are usually under our clothes- understanding that these are private*).

Respecting privacy (*respecting other people's private belongings, understanding private information, private parts of the body -genitals- and understanding what privacy means in this respect*).

Some secrets should never be kept (*understand how inappropriate touch can make someone feel, understand that there are unsafe secrets and who to reach out to for support*).

Year 3:

Personal space (*what is meant by personal space and acceptable/unacceptable touch*).

Healthy relationships (*what a healthy relationship looks like and what skills are required to maintain a relationship*).

Gender roles (*what the terms 'stereotype' and 'discrimination' mean and challenging gender stereotypes*).

Year 4

Changes to my body (beginning to learn and new names for more body parts which can be seen under clothes, personal hygiene).

Puberty and periods (describing the key body changes when growing up and how to keep clean)

My feelings are all over the place (name some positive and negative feelings; understand how the onset of puberty can have emotional as well as physical impact).

Secret or surprise (continuation of previous learning about the differences between secrets and surprises and where to go for support if they feel uncomfortable with a secret).

Year 5

Puberty and periods (retrieve and develop understanding following on from Year 4)

Different relationships in my life (looking at the different roles of people who care for the child/ describing what a healthy relationship looks like).

Unwanted touch (describing appropriate and inappropriate touch and explaining the right to privacy and where on the body is private).

Taking notice of our feelings (the meaning of 'trust' and the people we trust in our lives, think about what to do if someone made us feel unsafe -including if that person was someone we trust).

Dear Ash (Continuation of 'Secret or surprise').

Year 6

Puberty and periods (retrieve and develop understanding following on from Year 4 and 5).

How babies are made (identify what sexual intercourse is and how this may be one part of an intimate relationship between consenting adults).

Loving relationships (describe different relationships- including marriage, differences between friendships and intimate relationships, define 'forced marriage').

Changes in life (identifying how growing older has increased responsibilities, how transitioning between changes may be challenging -including high school).

Appendix 2 - Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunities to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 3:

Parent Form: Right to Withdraw from Sex Education within RSHE

Name of child:		Team:	
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:			

Commented [3]: @wright.s@charlestown.manchester.sch.uk I'll just change this to team rather than class
_Assigned to
wright.s@charlestown.manchester.sch.uk_

To be completed by the school:
Agreed actions following discussion with above parent/carer:

