



Westwood Primary School  
Relationships education, Sex education and  
Health education (RSHE) policy

Written: Jan 2020  
To be reviewed April 2024  
Reviewed in April 2026

RSHE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

This policy was written in consultation with the Head Teacher, staff and Governors.

It takes full account of the school's legal obligations and the latest guidance written by the department of education, "Primary sex and relationships education policy and guidance 2019". Taught through our PSHE scheme of work (Jigsaw) and through topics in Science, the children at Weetwood are exposed to Relationship and sex education lessons at times when appropriate to the children's age and development.

### The organisation of RSHE at Weetwood

Miss Harper is the PSHE leader and is the designated member of staff with responsibility for coordinating RSHE.

RSHE is delivered primarily through the science and PSHE curriculum. This is enhanced through other areas such as RE, where children will reflect on family relationships, different family groups and friendship. They will also learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

The RSHE programme is taught by classroom teachers and teaching assistants. If appropriate, outside visitors such as the school nurse may be involved in the delivery of aspects of RSHE, particularly in Key Stage 2.

A range of teaching methods which involve children's full participation are used to teach RSHE. These include use of DVD, discussion, looking at case studies, drama, role play and circle time activities. It is usually delivered in mixed gender groups. There may however be occasions where single gender groups are more appropriate and relevant.

The use of ground rules ensure that teaching is conducted in a safe environment where pupils will not be expected to discuss their own personal issues in class. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Jigsaw Class Charters:



Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver RSHE.

### Equal opportunities

- Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs or background.
- All children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.
- Teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of RSHE.

### Parental consultation

The school informs parents when aspects of the RSHE programme are taught and provides opportunities for parents to view the DVD and resources being used. Teaching staff are always happy to listen to and discuss any concerns a parent may have.

Different ethnic and cultural groups may have different attitudes to RSHE. The school will take account of their views and promote respect for, and understanding of the views of different ethnic and cultural groups.

**Parents have the right to withdraw their children from those aspects of RSHE, not included in the National Curriculum Science Orders.** However, we are committed to working in partnership with parents to demonstrate the importance of this aspect of their child's education.

### Child Protection / Confidentiality

Teachers need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with school procedures for safeguarding and child protection. A member of staff cannot promise confidentiality if concerns exist.

### The PSHE programme includes the following units relating to RSHE

#### Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. They also learn about personal safety.

#### By the end of Key Stage 1:

Pupils will be able to:

- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others

- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

**By the end of Key Stage 2:**

**Pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents/carers and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

**Pupils will know and understand:**

- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

**Pupils will have considered:**

- the diversity of lifestyles

- others' points of view, including their parents/carers' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

### Science National Curriculum

#### **Key Stage 1:**

- 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
- describe the importance for humans of hygiene

#### **Key Stage 2:**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the lifecycle of a human

### Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day. All staff in the school will answer children's questions around RSHE issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information.
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- All staff have considered questions that may be asked in RSHE sessions and discussed suitable answers.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.
- In all PSHE/RSHE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. All questions that are placed in the box will be answered in an age-appropriate, factual manner.

Jigsaw PSHE Curriculum:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	<b>Being Me in My World</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	<b>Being Me in My World</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	<b>Being Me in My World</b> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<b>Being Me in My World</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<b>Being Me in My World</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	<b>Being Me in My World</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	<b>Being Me in My World</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Aut 2	<b>Celebrating Difference</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<b>Celebrating Difference</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<b>Celebrating Difference</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<b>Celebrating Difference</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<b>Celebrating Difference</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<b>Celebrating Difference</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<b>Celebrating Difference</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Spr 1	<b>Dreams and Goals</b> Challenges Perseverance Goal setting Overcoming obstacles Seeking help Achieving goals	<b>Dreams and Goals</b> Setting goals Identifying successes and achievements Perseverance Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<b>Dreams and Goals</b> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	<b>Dreams and Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple bullying	<b>Dreams and Goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<b>Dreams and Goals</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Spr 2	<b>Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep	<b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe	<b>Healthy Me</b> Motivation Healthier choices Relaxation Healthy eating and nutrition	<b>Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps	<b>Healthy Me</b> Healthier friendships Group dynamics Smoking Alcohol	<b>Healthy Me</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour	<b>Healthy Me</b> Taking personal responsibility How substances affect the body
	Keeping clean Safety	Medicine safety/safety with household items Road safety Linking health and happiness	Healthier snacks and sharing food	Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Assertiveness Peer pressure Celebrating inner strength Respect for people and animals	Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Su 1	<b>Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<b>Relationships</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	<b>Relationships</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	<b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	<b>Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	<b>Relationships</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	<b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use
Su 2	<b>Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and learn Celebrations	<b>Changing Me</b> Life cycles – animal and human Changes in me Changes about being a baby Differences between female and male bodies (anatomical terminology) Successes Linking growing and learning Coping with change Transition	<b>Changing Me</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (anatomical terminology) Successes Preparing for transition	<b>Changing Me</b> How babies grow Understanding a baby's needs Describe body changes Family relationships Challenging my class Preparing for transition	<b>Changing Me</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	<b>Changing Me</b> Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including self) Growing responsibility Coping with change Preparing for transition	<b>Changing Me</b> Self image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Body language/traits Selfing Transition

Please also see the school website for PSHE links to see the links to the statutory 'Relationship and Health Educations.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and member of staff with responsibility for RSHE.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSHE programme will be evaluated by assessing children's learning and change will be implemented if required.

## **Links with other policies**

This policy is linked with the following policies:

PSHE

Equality and Diversity

Safeguarding

Child Protection

Confidentiality

Behaviour