

Dormansland Primary School



RSHE POLICY

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Date adopted	Autumn 2 2025	Next review due	Autumn 2 2026
Review period	Annual	Status	Statutory
Written by	Jessica Newns	Governor review by	Noted

INTRODUCTION

This policy was developed by the school RSE working group through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme. It is important to note that the RSE curriculum and policy work in tandem with the PSHE curriculum and policy. Dormansland Primary School believes that the emotional wellbeing of the child comes first and learning will then follow.

From 2020, Relationship and Health Education is statutory. The PSHE program (provided by the PSHE Association) within Dormansland School is already up and running. However, in light of recent changes to the Department of Educations (DfE) expectations we have reviewed and adjusted our programs to meet these expectations and plan to deliver it from September 2021.

As part of PSHE, Relationship and Health Education will now be included in our PSHE curriculum. Apart from the elements included in both the compulsory Science curriculum and Health Education, Sex Education is not required for primary schools, however, our pupils will be taught the elements of Sex Education. At Dormansland, we have committed to retain our current choice to continue to teach age-appropriate Sex Education alongside Relationships Education, in order to prepare our children for the wider world when they move in to further education.

POLICY STATEMENT

RSHE is the lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSHE makes a significant contribution to the development of the personal skills needed by children and young people in order for them to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of RSHE provided outside the National Curriculum Science Order. The DfE RSHE guidance (February 2019) supports this legislation and recommends that all primary schools should have a Relationships Education programme tailored to the age, and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document.

AIMS AND OBJECTIVES

This policy is a working document which provides guidance and information on all aspects of RSHE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

MORAL AND VALUES FRAMEWORK

The RSHE programme at Dormansland reflects the school ethos and demonstrates and encourages the following values:

-  Respect for self;
-  Respect for others;
-  Responsibility for our own actions;
-  Responsibility for our family, friends, school and the wider global community.

EQUAL OPPORTUNITIES STATEMENT

We understand the importance of ensuring that all children at Dormansland receive their entitlement to RSHE. We will consider any special educational need, disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our children and, in addressing different views and beliefs, seek to promote tolerance, acceptance and understanding.

In order to ensure that our RSHE curriculum meets the needs of all:

-  We will not promote one lifestyle over another.
-  We will not seek to gain consensus, but will accept and celebrate difference.
-  We will encourage respect and discourage abuse and exploitation.
-  We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSHE programme to ensure that provision is made for those with additional needs, where possible.

We will consider:

- ☞ their level of vulnerability;
- ☞ their need to learn and demonstrate appropriate behaviour;
- ☞ their need to develop self-esteem and positive body image;
- ☞ the need to involve all staff in policy development, planning and training;
- ☞ the management of personal care;
- ☞ clarity about sources of support for children.

CONTENT

Please see Appendix 1.

Materials used to teach the main knowledge and ideas in RSHE reflect the age and cultural backgrounds of the children. The range of material used is available to parents/carers and informative books are available to children in the library.

We will avoid a 'resource-led' approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources, leaflets and DVD materials, before using them.

We aim to select resources which:

- ☞ are consistent with the curriculum for RSHE;
- ☞ relate to the aims and objectives of this policy;
- ☞ are suitable for the age, maturity, needs, linguistic proficiency and ability of the children;
- ☞ appeal to adults and children;
- ☞ are up to date in factual content;
- ☞ are produced by a reputable organisation;
- ☞ do not show unfair bias;
- ☞ avoid racial, gender and sexual stereotyping;
- ☞ encourage active and participative learning;
- ☞ conform to the legal requirements for SRE.

Further audit work will be carried out on the quality of materials available for the delivery of all elements of the RSE curriculum. Resources will be reviewed in line with current government guidance.

ORGANISATION

RSHE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE).

RSHE is normally delivered by the class teacher in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSHE in school. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

-  The care and management of children is the responsibility of the school at all times.
-  In class teaching situations, visitors will not be asked to work alone with children, but will be supported by a member of school staff.
-  The school will know whether or not visitors hold a current DBS check and arrangements will be made to accompany them, as appropriate.
-  All visitors will be made aware of the content and principles of this policy, prior to their visit.
-  All lessons will be planned in direct liaison with the class teacher, taking account of the age and needs of the class group and the context of the lesson within the wider RSHE programme.
-  Visitors will be reminded that, when contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as school staff members.
-  Any resource which a visitor wishes to use or distribute will be discussed and agreed with the class teacher beforehand.
-  The contributions of visitors will be regularly monitored and evaluated.

Elements of the Relationships and Sex education are assessed formally as part of the school's Science curriculum. These are clearly identified in the school's RSE curriculum document, available on the school website.

Evaluation of the RSHE programme outside the science order is conducted using a variety of informal activities which have been built into the programme.

Dormansland School believes in the importance of training for all staff delivering RSHE. Staff are encouraged to access appropriate training and support to help them deliver effective RSHE.

DISTANCING TECHNIQUES

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without being forced to disclose personal experience. For example, we will use fiction, puppets, case studies, role-play or video clips to enable children to reflect on their own feelings, share ideas and opinions and practise their decision-making skills in a safe learning environment.

SPECIFIC ISSUES WITHIN RELATIONSHIPS AND SEX EDUCATION (RSE)

WITHDRAWAL

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education programme provided at school, except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. A letter to parents is sent out before the start of the topic.

CONFIDENTIALITY

Staff are unable to offer, and should therefore never promise, absolute confidentiality.

We will reassure children that staff will act in their best interests and that this may involve sharing information with other trusted adults, if the child may be at risk of harm.

Children will be told if information is to be shared, unless they are very young or have significant special needs. Appropriate emotional support will be offered.

Professionals, such as the school nurse, CAMHS consultant, educational psychologist, Behaviour Support advisor or Social Care worker, are bound by their professional codes of conduct when offering advice and guidance to individual children. However, in a classroom or other teaching situations, when they are contributing to our RSHE programme, we will expect them to adhere to the school's confidentiality policy.

Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

SAFEGUARDING AND CHILD PROTECTION

We recognise that, because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the school's safeguarding and child protection procedures and will report any disclosure to one of the school's Designated Safeguarding team (DSLs) immediately. The school has a separate Child Protection Policy. Effective RSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

SEXUALLY ACTIVE PUPILS

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The team of DSLs will follow safeguarding and child protection procedures and seek advice from relevant external agencies.

CONTROVERSIAL AND SENSITIVE ISSUES

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs, and children are supported so that they start to be able to form their own, informed opinions, but also respect others who may feel differently.

DEALING WITH QUESTIONS

Both formal and informal RSE ideas arising from children's questions are answered according to the age and maturity of the child concerned. Questions may not be answered directly, but can then be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL team if they are concerned about how best to approach a difficult question from a child.

SEXUAL IDENTITY AND SEXUAL ORIENTATION

Dormansland Primary School believes that RSE should meet the needs of all children, regardless of their developing sexuality (LGBTQ+) and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively. The school liaises closely with parents on this issue, to reassure them of the content and context.

DISSEMINATION

All staff members and governors receive a copy of the RSHE policy. Training is regularly delivered to staff on the policy content. Hard copies are available from the school office on request from parents.

The PSHE co-ordinator facilitates the gathering of policy feedback from parents, staff, governors and children every two years.

APPENDIX 1: OVERVIEW OF RELATIONSHIPS EDUCATION, RSE AND HEALTH EDUCATION PROVISION AT DORMANSLAND SCHOOL

	STATUTORY	STATUTORY	NON-STATUTORY	
<u>Year Group</u>	<u>Science</u> (Animals including humans, living things and their habitats)	<u>PSHE – Relationships Education</u> (Health and well-being, growing and changing)	<u>RSE – Sex Education</u>	<u>RSE Vocabulary</u>
R	<ul style="list-style-type: none"> Understanding the World: Talk about the lives of the people around them and their roles in society. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> What does my body look like? What can my body do? How has my body changed as it has grown? Who are the members of my family and trusted people who look after me? What differences and similarities are there between our bodies? How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with? How do I feel about growing up? 	Washing Brushing teeth Getting dressed Clean Boy Girl Same Different Face Hair Skin Should it arise, the words penis and vagina will be used.

1	<ul style="list-style-type: none"> I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> Recognising what makes them unique and special; feelings; managing when things go wrong. 	<ul style="list-style-type: none"> What are the names of the main parts of the body? What can my body do? How have I changed since I was a baby? How can I keep my body clean? How can I stop common illnesses and diseases spreading? 	<p>Washing Brushing teeth Get dressed Clean Boy Girl Penis Testicles Vagina Same Different Change Physical characteristics Gender Hair Face</p>
2	<ul style="list-style-type: none"> I can notice that animals, including humans, have offspring which grow into adults I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe the importance for humans of exercise, eating the right amounts 	<ul style="list-style-type: none"> Growing older; naming body parts; moving class or year. 	<ul style="list-style-type: none"> How do babies change and grow? What do babies and children need? I can recognise how my body has changed since being a baby and where I am on the continuum from young to old. What are my responsibilities now that I am older? Do I understand how amazing my body is? When am I in charge of my actions and my body? I understand there are different types of touches and can tell you the ones I like and don't like. 	<p>Similar Different Sex (used to describe gender) Gender roles Boy Girl Male Female Body parts Penis Testicles Vagina Private Acceptable Unacceptable Comfortable</p>

	of different types of food, and hygiene.			
3	<ul style="list-style-type: none"> I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> Personal strengths and achievements; managing and re- framing setbacks. 	<ul style="list-style-type: none"> How do different illnesses and diseases spread and what can I do to prevent this? Why is it important to keep clean? How are males and females different and what are the different parts called? What are the main stages of the human life cycle? I understand that boys' and girls' bodies change so that when they grow up their bodies can make babies. I understand how babies live and grow in the mother and the terms uterus and womb. How do parents and carers care for babies? I can start to recognise stereotypical ideas I might have about parenting and family roles. 	Nutrients Similar Different Male Female Penis Testicles Vagina Uterus Womb Ovaries Egg Hug Kiss Family Fostering Adoption Relationship Stereotypes Gender roles
4	<ul style="list-style-type: none"> I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, 	<ul style="list-style-type: none"> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. 	<ul style="list-style-type: none"> What am I responsible for now and how will this change? What can I do for myself to stay clean and how will this change in the future? What can my body do and how is it special? I understand that some of my personal characteristics have come from my birth parents because I am made from the joining of their egg and sperm What does it mean to be 'grown up'? 	Puberty Menstruation Periods Lifecycle Reproduction Physical Pregnancy Breasts Egg Vagina Womb Ovaries Penis

	identifying producers, predators and prey.		<ul style="list-style-type: none"> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this. 	Sperm Testicles Fertilize Reproduction Pubic hair Emotions/feelings Unique Characteristics
5	<ul style="list-style-type: none"> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals. I can describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> Personal identity; recognising individuality and different qualities; mental wellbeing. 	<ul style="list-style-type: none"> What influences my view of my body? What happens when the bodies of boys and girls when they reach puberty? How are babies made (including IVF)? How can I express my feelings positively as I grow up and understand the growing responsibilities this brings? 	Puberty Relationships Conception Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Wet dreams Semen Erection Sweat Breasts Spots Pubic hair Facial hair Underarm hair Privacy Human rights Protection
6	<ul style="list-style-type: none"> I can identify and name the main parts of the human 	<ul style="list-style-type: none"> Human reproduction and birth; increasing independence; managing transition. 	<ul style="list-style-type: none"> What are male and female sexual parts called and what do they do? 	Womb Sperm Testicles

	<p>circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> • I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • I can describe the ways in which nutrients and water are transported within animals, including humans. 		<ul style="list-style-type: none"> • I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. • How can I keep my growing and changing body clean? • What are families like? • When am I responsible for how others feel? • I can ask the questions that I need answered about changes during puberty. • I can understand how being physically attracted to someone changes the nature of the relationship. 	<p>Sexual feelings Egg Conception Fertilisation Pregnancy Sexual intercourse Twins Fostering Adoption Relationship Friendship Love Consent Intimacy Privacy Human rights Protection Respect Self-image Self-esteem Real self Foetus Contractions Labour Embryo Umbilical cord Hormones Clitoris Ovulation Fallopian tubes</p>
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	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
Year 1	Roles of different people; families; feeling cared for.	Recognising privacy; staying safe; seeking permission	How behavior affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively ; sharing opinions	Belonging to a group; roles and responsibilities ; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality ; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM

Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
British Values	British Values Assemblies: Rule of Law Democracy			British Values Assemblies: Tolerance			British Values Assemblies: Individual Liberty Mutual Respect		
SEAL	Values Clock Assemblies: September: New beginnings, trying new things, settled, happy and ready to learn. October: Resilience and determination. November: Saying no to bullying, keeping myself safe, looking after the environment. December: Creativity and inspiration, diversity and democracy, life in modern Britain.			Values Clock Assemblies: January: Good to be me, I know what I'm good at, concentrating. February: Working hard, developing independence, listening. March: Getting on and falling out, relationships, understanding others, dealing with disappointment.			Values Clock Assemblies: April: Taking risks and learning from them, knowing all about money. May: Going for goals, dreams and aspirations, pushing myself. June: Reflecting and improving. July: Imagining, moving on, what comes next, being the best I can be.		

Community Links	<p>Church service for Harvest. Church service for Christmas. Mosques visit for Junior Leaders and others. Pedals and Cycling Proficiency. Forest Schools. Police for Road Safety. Fire Service for Bonfire Night. Socialising with elderly residents at Greathed Manor. Picture news for current news events.</p>	<p>Church service for Easter. Forest Schools. Fire Service for Year 2 Great Fire of London. Socialising with elderly residents at Greathed Manor. Picture news for current news events.</p>	<p>Junior Leaders trip to Parliament. Pedals and Cycling Proficiency. Forest Schools. Southern Rail representative for Rail Safety. Socialising with elderly residents at Greathed Manor. Picture news for current news events.</p>
Curriculum Links	<p>Computing = E-Safety</p>	<p>Computing = E-Safety Science = Our environment Maths = Financial capability/calculating money</p>	<p>Computing = E-Safety Science = The human body</p>