

# **HORNDALE COUNTY INFANT AND NURSERY SCHOOL**

Scholars Path, Newton Aycliffe, Co Durham DL5 7HB



## **Relationships, Sex and Health Education policy**

**Adopted: October 2023**

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## 1. Aims

The aims of relationships and sex education (RSHE) 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 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
- › Promote the school values of Equality, Happiness, Respect, Kindness, Confidence and Honesty

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum specific to the age of our pupils.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Horndale County Infant & Nursery School we teach RSHE as set out in this policy.

## 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 comment on any concerns about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

At Horndale, RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

RSHE 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.

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 RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education 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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

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

### 7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

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

RSHE Lead Teacher – Mr Craig Brown

## **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

## **9. Training**

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

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 RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by the headteacher, Craig Brown through: regular planning scrutinies, learning walks and pupil conferencing.

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

This policy will be reviewed by every two years.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Reception	Autumn	<b>Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>- about what keeping healthy means; different ways to keep healthy</li> <li>- simple hygiene routines that can stop germs from spreading</li> <li>- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>- how to keep safe in the sun and protect skin from sun damage</li> <li>- about the people who help us to stay physically healthy</li> </ul>
Reception	Spring	<b>Relationships</b> <ul style="list-style-type: none"> <li>- To identify the people who love and care for them and what they do to help them feel cared for</li> <li>- About different types of families including those that may be different to their own</li> <li>- That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>- About how to recognise when they or someone else feels lonely and what to do</li> <li>- About how people may feel if they experience hurtful behaviour or bullying</li> </ul>
Reception	Summer	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>- about what rules are, why they are needed, and why different rules are needed for different situations</li> <li>- how people and other living things have different needs; about the responsibilities of caring for them</li> <li>- about things they can do to help look after their environment</li> <li>- about the different roles and responsibilities people have in their community</li> </ul>
Year 1	Autumn	<b>Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>- about foods that support good health and the risks of eating too much sugar</li> <li>- about different feelings that humans can experience</li> <li>- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>- different things they can do to manage big feelings, to help calm themselves down and/ or change their mood when they don't feel good</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (NSPCC UNDERPANTS RULE)</li> <li>- How to respond safely to adults they don't know</li> <li>- That sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>- About how to respond if physical contact makes them feel uncomfortable or unsafe</li> </ul>
Year 1	Summer	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>- to recognise the ways they are the same as, and different to, other people</li> <li>- about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>- that not all information seen online is true</li> <li>- that everyone has different strengths</li> <li>- different jobs that people they know or people who work in the community do</li> <li>- about some of the strengths and interests someone might need to do different jobs</li> </ul>
Year 2	Autumn	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>- about how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>- about why sleep is important and different ways to rest and relax</li> <li>- to recognise what makes them special</li> <li>- to identify what they are good at, what they like and dislike</li> <li>- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>- about preparing to move to a new school</li> <li>- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>- how to get help in an emergency (how to dial 999 and what to say)</li> </ul>
Year 2	Spring	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>- About what is kind and unkind behaviour, and how this can affect others</li> <li>- About how to treat themselves and others with respect; how to be polite and courteous</li> <li>- To recognise the ways in which they are the same and different to others</li> <li>- How to listen to other people and play and work cooperatively</li> <li>- How to talk about and share their opinions on things that matter to them</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Summer	<b>Living in the Wider World</b> <ul style="list-style-type: none"><li>- what money is; forms that money comes in; that money comes from different sources</li><li>- that people make different choices about how to save and spend money</li><li>- about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li><li>- that money needs to be looked after; different ways of doing this</li><li>- that jobs help people to earn money to pay for things</li></ul>



## Appendix 2: By the end of primary school pupils should know

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

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

