



Brougham
Primary School

Relationships, Sex and Health Education Policy

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Intent

The aims of relationships, sex and health education (RSHE) at Brougham Primary 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

At Brougham Primary School, we aim to prepare our pupils to cope with the physical and emotional challenges of growing up, and to give them an age appropriate understanding of human reproduction. Sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

-Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society;

- Prepare such pupils for the opportunities, responsibilities and experiences of adult life

We understand the importance of developing an awareness of their own wellbeing and the use of mindfulness in order to support both a healthy mind and healthy body. We will support children to develop life skills such as resilience, confidence, independence, resourcefulness and thinking for themselves. We will develop their knowledge of ways to keep themselves and others safe.

Statutory requirements

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

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

This policy is to be read in conjunction with the Safeguarding and Child Protection Policy

At Brougham Primary School, we teach RSHE as set out in this policy.

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 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 read the policy, complete a parent questionnaire and voice any suggestions or personal opinions, as to how the policy could be amended
4. Pupil consultation – we gained pupil voice about the relationships and sex education curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

Curriculum Implementation

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.

The relationships education involves:

- Preparing boys and girls for the changes that adolescence brings, which is included in the statutory RSHE curriculum
- If children pose any questions, which fall outside of the statutory curriculum, teachers will inform their parents the same day, so that this can be dealt with sensitively at home.

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

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Brougham Primary School, we ensure that all children, regardless of physical, social, emotional and mental health needs or learning disabilities, receive the RSHE curriculum with an appropriate level of delivery, differentiation and support. Teachers have further guidance on how to adapt their teaching to meet the needs of any child that requires SEND provision, if and when necessary.

Pupils may also receive stand-alone sessions delivered by a trained health professional, where required.

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.

RSHE will be delivered as part of each class' weekly timetable.

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).

Assessment of RSHE

Assessment for learning is continuous throughout the planning, teaching and learning cycle. In RSHE, we assess the needs of the children and ensure we are proactive when dealing with concerns around the RSHE curriculum. We base our teaching on needs identified through monitoring of local and national trends and events.

- Substantive knowledge quizzes are used at the beginning of each RSHE lesson to enable children to retrieve prior learning and assess what children have remembered.
- Assessment of RSHE takes place at the end of each half term. Children are given a scenario to which they apply the knowledge they have learnt to ensure the scenario is dealt with in the safest way possible. The basic principle involves outlining a scenario to the children and them responding with their ideas in pictures and words. Again, this allows you to see what they know and any misconceptions.

Inclusion

In school, we aim to meet the needs of all our children by differentiation in our RSHE planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves ensuring lessons are adjusted, where appropriate for SEND children without compromising the high expectations we have for all children. However, this will enable children with learning and/or physical difficulties to take an active part in fieldwork and to achieve the goals they have been set. Some children will require scaffolded support to enable them to progress, whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

Equal Opportunities

All children are provided with equal access to the RSHE Curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Supporting Pupils with SEND

The RSHE curriculum at Brougham Primary School has been designed with careful consideration for all learners. Our curriculum is ambitious and has high expectations for all learners; it is only differentiated by outcome for those children with more complex individual needs.

<p>Sequencing Learning:</p> <p>A coherent and consistent approach.</p>	<p>Lesson structures within RSHE are consistent to give all learners routine, reducing cognitive overload to allow for all learners to focus on the content of the lesson being taught.</p> <p>E.g. In RSHE, the structure follows:</p> <ul style="list-style-type: none">• Vocabulary• introduce new learning with links to prior knowledge (in manageable chunks)• exploration of new concepts and skills in collaborative tasks and scenarios.• completion of an applied task.
<p>Links across the curriculum</p>	<p>Wellbeing Assemblies take place weekly. These focus on areas linked to RSHE.</p> <p>Classes access 'Newsround' where they can further explore current affairs linked to their prior/current/up coming RSHE topics.</p>
<p>Inclusion within the curriculum:</p>	<p>The RSHE curriculum is designed so that learners explore a range of relevant topics linked to their lives in and out of school.</p> <p>Days are planned into the curriculum to celebrate different mental health events and events that link to RSHE such as Anti Bullying Week. Children learn techniques to cope with</p>

	challenging mental health and learn about the importance of speaking out.
<p>Cognitive load:</p> <p>The curriculum is designed to recognise the importance to pupils, especially those with SEND of avoiding working memory overload.</p>	<p>Lessons are designed to reduce cognitive load by:</p> <ul style="list-style-type: none"> • Chunking learning and teaching • Isolating important aspects of work (a clear focus for the current task) • Retrieving prior knowledge • Repetition of skills and knowledge • Scaffolding techniques • Clarity of instructions, including modelling (I do, We do, You do / use of technology Air Server to screen share and screen mirror) • Linking to prior learning and experiences • Choosing appropriate methods of instruction which ensure pupils can pay attention (avoiding over-elaborate task designs)
<p>Curriculum Assessment Design:</p> <p>Assessment is designed to ensure it is accessible to all learners.</p>	<p>Assessments used include:</p> <ul style="list-style-type: none"> • Observations by teachers within lessons • Use of scenarios.

Roles and responsibilities

The Local Academy Committee

The Local Academy Committee will approve the RSHE policy, and hold the Headteacher to account for its implementation.

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).

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 Working Party

Gemma Kelly – Relationships Education Lead

Rebecca Carroll-Gardner – Senior Lead for Mental Health

Caroline Tyerman – Lead Practitioner of SEND & Wellbeing

All teachers are required to teach the statutory aspects of the relationship education curriculum.

Pupils

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

Parents' right to withdraw

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

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.

Monitoring arrangements

The delivery of RSHE is monitored by Rebecca Carroll-Gardner, RSHE Lead through:

- Learning Walks
- Pupil Voice

All pupil's development will be continually monitored by their class teacher.

This policy will be reviewed annually

Appendix 1: Curriculum map

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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"> • 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

TOPIC	PUPILS SHOULD KNOW
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

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• 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.
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	<ul style="list-style-type: none">• 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.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• 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 wellbeing or ability to control their emotions (including issues arising online).• 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.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• 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.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• 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.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online.
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Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
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Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

