



Relationships, Health and Sex Education Policy

(from 2021)

Happiness at the heart of learning

In our welcoming and inclusive school, we aim for the highest standards in everything we do.

- **B**ravery (persevering when things are difficult, facing learning challenges)
- **R**espect (respect for ourselves and others; fair inclusion of everyone)
- **I**ntegrity (being honest and trustworthy)
- **D**etermination (challenging ourselves to improve)
- **G**enerosity (thoughtfulness, co-operation, and emotional growth)
- **E**xcellence (taking pride in everything we do)

Approved by: WJS Full Governing Board

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1. Aims

The aims of Relationships, Health and Sex Education (RHSE) 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 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 Whitehall Junior School, we teach RHSE as set out in this policy.

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.' DfE Guidance p.8

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

'This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.'

'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.'

'These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.' Secretary of State's Foreword in DfE Guidance 2019 p.4-5

'Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.' DfE Guidance p.8

'All schools must have in place a written policy for Relationships Education and RSE.' DfE Guidance p.11

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

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 – Headteacher and PSHE lead 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 the policy.
4. Pupil consultation – we investigated exactly what pupils want from their RHSE, in an age-appropriate way.
5. Ratification – once amendments were made, the policy was shared with the Governing Board and ratified.

4. Definition

RHSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RHSE 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. Guidance for pupils with SEND can be found in the Appendix 4 of this policy. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils do not seek answers online. However, depending on the nature of the question, it may be appropriate to refer to senior staff for advice. It might be necessary to inform parents and discuss with them issues of concern. Teachers must also decide carefully where best to respond to the questions i.e., during lesson, after lesson, to an individual, group or class. Teachers must only respond to the question asked.

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

6. Delivery of RHSE

Relationship Education

By the time children leave Primary School at the end of Year 6, aged 11, the DfE statutory guidance on Relationships Education expects children to know:

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 RHSE 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).

Health Education

By the time children leave Primary School at the end of Year 6, aged 11, the DfE statutory guidance on Health Education expects children to know about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

At Whitehall Junior School, Relationships, Health and Sex Education is taught throughout the school within the Personal, Social and Health Education (PSHE) curriculum using the Ealing PSHE scheme of work as our chosen training and learning programme. This is tailored to the children's needs. In addition, RHSE is delivered through:

- The science curriculum (biological aspects)
- A planned school E-safety programme (online relationships)
- Religious Education (aspects of relationships and identity)
- Our BRIDGE school values
- Assemblies and collective worship
- The school's praise and reward system

Relationships child to child, adult to child and adult to adult across the school - we aim to 'live' what is learnt and apply it to everyday situations in the school community.

In an ever-changing society, with pressures varying and increasing on a daily basis, it is essential to gather pupil voice to ensure that we are delivering a curriculum that is beneficial to children's physical, emotional and social development. With this prior information, we have been able to create a policy which demonstrates a good correlation between a child-led education, accompanied by existing internal and external schemes and resources, enabling us to make the best use of learning time, money and resources, in preparation for their future.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '*should ensure that both boys and girls are prepared for the changes that adolescence brings drawing on knowledge of the human life cycle set out in the national curriculum for science.*'

At Whitehall Junior School, the human life cycle, including growing and changing, is taught in line with the statutory science curriculum. This is taught at an age-appropriate level with reference to the seven life processes.

7. Roles and responsibilities

7.1 The Governing Board

The Governing Board will approve the RHSE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher

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

7.3 Staff

Staff are responsible for:

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

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

All class teachers at Whitehall Junior School are responsible for teaching RHSE.

7.4 Pupils

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

8. Parents' right to withdraw

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

However, parents have the right to withdraw their children from the **non-statutory/non-science** components of sex education within RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses or the Life Bus (SCARF workshops), to provide support and training to staff teaching RHSE.

10. Monitoring arrangements

The delivery of RHSE is monitored by the Headteacher through:

Monitoring arrangements, such as planning scrutinies, learning walks, etc.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually by the Headteacher.

At every review, the policy will be approved by the Governing Board.

11. Class organisation

Although most of the RHSE lessons take place in normal class arrangements through the PSHE curriculum, it may be considered appropriate to have flexible arrangements, such as single-sex lessons if equality of access to the information is appropriate.

12. Confidentiality

RHSE can sometimes cause disclosure by pupils. A teacher cannot promise unconditional confidentiality and should make this clear to the child. A teacher is advised to act in the best interest of the child. If they have any concerns, they should inform the Designated Safeguarding Lead (DSL).

13. Safeguarding:

In relation to RHSE, PSHE and SMSC, it is vital that we educate children on the laws of the country and the rights of the child, in all situations. All teachers have been provided with FGM training and a secure understanding of Whitehall Junior School's Safeguarding Policy, in case of a child disclosing a possible Child Protection concern. However, please note that FGM has not been selected as part of our school's RHSE curriculum so will not be addressed in any year group.

14. Answering Questions

It is the school policy to answer pupils' questions honestly and straightforwardly, taking into account the age and understanding of the child. Care will be taken on sensitive issues to take due regard of the wishes of the parent and any explicit responses will be given, if appropriate, on an individual basis. If the child has been withdrawn, the question will usually be referred to the parents. Parents will need to be aware, however, that children can ask questions at any time and all the staff will endeavour to answer them sensitively.

15. Use of appropriate sexual language

Correct anatomical terms will be used at all times, as appropriate, to the age of the children. Whilst the school will accept some of the terms a child may use, a common appropriate language is considered necessary as part of the RHSE programme. A list of the terms is included in the Ealing scheme of work.

16. Visitors

If visitors (such as a Health Visitor, School Nurse, etc.) are used during the RHSE programme, the following will be clearly established:

- that the visitor is familiar with the school policy

- that any resources used are acceptable under the terms of the policy
- that the teacher responsible is aware of the content of the presentation in advance
- that the visitor knows exactly what his/her brief is and fully understands the parameters within which he/she must operate
- that all sessions attended by a visiting speaker are also attended by the teacher, who is aware of the parameters within which the speaker is operating and who can and should intervene, if a breach of the policy is likely.

17. Resources

Resources used to teach RHSE are in line with the school's Equal Opportunities Policy. Resources are available for parents to view in school upon request, such as PowerPoints, as part of the Ealing scheme, prior to the RHSE programme being taught in class.

18. Girls

Girls who have started puberty have facilities provided in a designated toilet in each of the girls' toilet zones and sanitary products are available in the medical room, if required.

Appendix 1: Curriculum map

Relationships, Health and Sex education curriculum map

YEAR GROUP	TERM	TOPIC OBJECTIVES
YEAR 3	Autumn	Health and well-being: • To set a goal • To explain what food groups make up meals • To understand how food choices can contribute to tooth decay • To explain what a drug is • To categorise drugs • To explain the effects of passive smoking • To understand the effects of caffeine • To explore the benefits of exercise • To explain how to keep my body and mind healthy • To explain how and when to share feelings • To explain a healthy lifestyle Living in the wider world: • To explain democracy and explain why democracy is important • To explain the difference between unkindness and bullying • To explain what conflict is and ways of resolving conflict • To explain what to do if conflict escalates
YEAR 4	Autumn	Health and well-being: • To set a goal • To explain how food gives us energy • To explain why nutrients are important

		• To explain the risks and dangers associated with smoking • To explain the risks associated with alcohol • To explore the benefits of exercise • To explain how to keep my body and mind healthy • To explain how and when to share feelings • To explain a healthy lifestyle Living in the wider world: • To understand how democracy works in the UK • To understand the role of the bully, bystander and victim in a bullying scenario • To develop critical thinking skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online.
YEAR 5	Autumn	Health and well-being: • To set a goal • To explain what makes a healthy meal • To explain the importance of nutrients and fibre • To explain the importance of hydration • To understand the importance of portion control • To interpret and understand information on food labels • To explore the risks associated with drug use • To challenge misconceptions about drug users • To explain how to keep my body and mind healthy • To explain how and when to share feelings • To explain a healthy lifestyle Living in the wider world: • To explain what makes a situation fair or unfair

		To explain how being excluded can affect people and to explain what to do if they are being bullied/witness bullying
YEAR 6	Autumn	Health and well-being: - To set a goal - To understand the importance of exercise - To explain the risks associated with alcohol - To understand the risks associated with cannabis and volatile substance abuse - To explain how to keep my body and mind healthy - To explain how and when to share feelings - To explain a healthy lifestyle Living in the wider world: - To understand how a parliamentary debate takes place in the House of Commons - To understand and explain difference and similarities. - To develop critical thinking skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online

YEAR GROUP	TERM	TOPIC OBJECTIVES
YEAR 3	Spring	Health and Well-being: - To identify who to talk to if you are worried or scared about something Living in the wider world: - To understand what charity is and explain why people donate to charity - To fundraise money for a charity - To understand the rights of a child - To understand how people can make money - To understand how people can spend money

		• To explain how to keep safe online • To explain how to keep safe on the road • To explore gender stereotypes
YEAR 4	Spring	Health and Well-being: • To explain how and why to share emotions • To explain how to keep your mind healthy • To identify who to talk to if you are worried or scared about something Living in the wider world: • To understand what charity is and explain why people donate to charity • To fundraise money for a charity • To explain how to save and the benefits of saving • To explain how to keep safe online • To understand how stereotypes can label people • To explain how to break gender stereotypes • To explain trust online • To explain critical thinking skills
YEAR 5	Spring	Health and Well-being: • To understand mental health • To understand how to talk about feelings • To understand how to look after our mental health • To identify who to talk to if you are worried or scared about something Living in the wider world: • To understand what charity is and explain why people donate to charity • To fundraise money for a charity • To understand deductions that are taken from pay slips

		• To explain what budgeting is and why it is important • To explain what migration is • To explain why people need to migrate • To explain how to keep safe online • To explore gender stereotypes • To explain why it is important to challenge gender stereotypes • To explore gender stereotypes • To explain why it is important to challenge gender stereotypes
YEAR 6	Spring	Health and Well-being: • To understand mental health and how to talk about feelings • To understand the importance of sleep • To explore the anxieties around transition • To identify who to talk to if you are worried or scared about something Living in the wider world: • To understand what charity is and explain why people donate to charity • To fundraise money for a charity • To understand the reasons people may be homeless • To explain what hidden homelessness is • To challenge stereotypes associated with homelessness • To explain how to keep safe online • To identify risks that they may face • To understand what risky behaviours are • To challenge gender stereotypes

YEAR GROUP	TERM	TOPIC OBJECTIVES
YEAR 3	Summer	Relationships: • To identify the qualities of a good friend • To identify positive thoughts and how positive thoughts can affect us • To explore the concept of self-talk and identify how this can help us • To identify what makes a healthy relationship and explain what makes a good friend • To understand peer pressure and saying no • To discuss personal boundaries • To explain who is in their family, while recognising families are different • To explain where I can get help and support • To understand good friendships My changing body: • To understand how boys and girls are different and to name boy and girl body parts No non-statutory Sex Education in Year 3
YEAR 4	Summer	Relationships: • To identify the qualities of a good friend • To understand a growth mind-set and how it can affect us • To understand rights in a friendship and to explain why it is important to know these rights • To understand responsibilities in a friendship and explain why it is important to know these responsibilities • To understand healthy friendships and saying no • To explain how to keep your mind healthy • To understand good friendships • To identify the people in my family, while recognizing that not all families look like mine • To explain where I can get help and support

		My changing body: • To understand basic facts about puberty: how body parts change for both males and females during puberty • To begin to understand menstruation: why and how it happens, how long it can last and how to use sanitary towels. No non-statutory Sex Education in Year 4
YEAR 5	Summer	Relationships: • To identify the qualities of a good friend • To understand online pressure • To explain how to use games and apps safely • To understand peer pressure and saying no online • To understand benefits of a growth mind-set and explain how to develop a growth mind-set • To understand healthy friendships • To understand how to identify good friendships • To understand what makes a family and who to turn to for help and support My changing body: • To explore the emotional and physical changes that occur during puberty • To understand male and female puberty changes • To explore the impact of puberty on the body and the importance of physical hygiene • To begin to understand menstruation: why and how it happens, how long it can last and how to use sanitary towels. • To explore ways to get support during puberty No non-statutory Sex Education in Year 5
YEAR 6	Summer	Relationships • To identify the qualities of a good friend • To explore positive friendships and explain what makes a friendship successful

		• To explore positive and negative ways of communicating in relationships • To understand healthy relationships • To understand what makes a family and who to turn to for help and support • To explore online friendships My changing body: • To recap the male and female changes that happen during puberty • To recap understanding of menstruation: why and how it happens, how long it can last and how to use sanitary towels. • To explain changes that happen to males: physical changes of body parts, erections and wet dreams Health: • To learn basic first aid skills (Calling 999, Head injuries, Bleeding, Choking, Bites and stings and Asthma) NON-STATUTORY Sex education: • To understand the human reproductive system: how a baby is conceived through the process of fertilisation
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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	• 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	• 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	• 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	• 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	• 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

Appendix 3: Parent form: Year 6 withdrawal from non-statutory sex education within RHSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: Guidance for pupils with SEND

RHSE: Access for children with Special Educational Needs and Disabilities

All children are entitled to a well-planned curriculum for Relationships, Health and Sex Education. However, we recognise that our pupil population is diverse and the teaching of RHSE should be tailored to remove any barriers and meet the needs of our entire pupil population, including those with additional needs and disabilities. It is important that reasonable adjustments are made to support the teaching and learning of RHSE in order to deliver a full and balanced curriculum.

Staff at Whitehall Junior School pride themselves on having a robust knowledge of the pupils and will use a range of strategies and adaptations to deliver a full RHSE curriculum to all students, including those children with SEND. Lessons for all children are delivered by familiar adults in a safe and secure environment with clear ground rules for behaviour and respect; where there are children with additional needs adaptations and adjustments will be considered and put in place.

Teacher guidance for supporting the RHSE teaching and learning of children with SEND is available on request.

In all circumstances, we encourage good communication between home and school so parents feel they can approach staff where there may be concerns or queries.

Adaptations and Adjustments

- Reduction of the pace of taught materials
- Additional opportunities to ask questions, seek clarification and reinforce teaching
- Differentiated activities and tasks
- Additional staff support from well-informed and familiar adults
- Pre and post small group or 1:1 teaching sessions allowing for revisiting, reinforcing, additional question time and clarification
- Teaching staff should be aware of 'social masking' where children may appear to have understood content when in fact they have not