

John Bunyan Primary School & Nursery



Relationships, Sex and Health Education Policy

Reviewed by: HT Spring 2024
Approved by: SLT 2020
Staff consulted: February, 2021
Governors consulted: March, 2021
Parents consulted: April, 2021

Next Review Date: Spring 2025

Aims

The aims of Relationships, Sex and Health Education at our school are to:

- Promote our Core Values and Code of Conduct
- Help pupils develop an understanding of healthy life choices
- Help pupils develop feelings of self-respect, confidence and empathy
- Help children to understand the consequences of their actions and behave responsibly within relationships.
- Be able to recognize unsafe situations, protect themselves and ask for help and support.
- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies

John Bunyan Primary & Nursery School considers that Relationships, Sex and Health Education is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity.

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.

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 John Bunyan Primary School & Nursery we teach RSHE as set out in this policy.

For further guidance from the government please visit:

[Relationships Education, Relationships & Sex Education and Health Education](#) (Appendix 1)

Policy Development

This policy has been developed in consultation with staff, pupils and parents during the Spring/Summer 2021. 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 – school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we discussed the curriculum content with the children
4. Parents given the opportunity to look at, and comment on the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationships, Sex and Health Education (RSHE) is about the emotional, social and cultural development of pupils and involves learning about relationships, health, healthy lifestyles, diversity and personal identity.

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

It is not about the promotion of sexual activity.

National Curriculum

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

Our curriculum is set out in Appendix 2, but we may need to adapt it as and when necessary. It is embedded within our PSHE Curriculum and is also covered in other curricular areas namely, Science, Computing, Design & Technology, PE and 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

Relationships & Sex Education (RSE) focuses on:

- Sexual differences and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- How a baby is conceived and born, considered in the context of relationships

Health Education focuses on:

- 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

Science

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 children learn:

- To 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
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

For more information about the Science curriculum, please visit [Science National Curriculum 2014](#)

Design & Technology

Cooking & Nutrition

In Key Stage 1 children learn to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

In Key stage 2 children learn to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

For more information about the Design Technology Curriculum, please visit [Design & Technology National Curriculum 2014](#)

Computing

In Key stage 1 children learn to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Key stage 2 children learn to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

For more information about the Computing Curriculum, please visit [Computing National Curriculum 2014](#)

PE

For more information about the PE Curriculum, please visit [PE National Curriculum 2014](#)

RE

For more information about the RE Curriculum, please visit [The Essex agreed syllabus for RE March 2015](#)

Our Curriculum

At John Bunyan Primary School, we meet the learning objectives set out in the Relationships Education, Relationship and Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. We use materials from the Cambridge PSHE scheme to teach **Relationships and Health Education** (see Appendix 2) through the broad topics of:

- Family and Friends
- My Emotions
- Personal Safety
- Managing Risk
- Safety Contexts
- Healthy Lifestyles
- Diversity and Communities
- Working Together
- Drug Education

Other curriculum subjects also contribute to the delivery of Relationships & Health Education; in Computing, children learn the importance of online safety and appropriate on-line relationships; in D&T, children learn about healthy eating; in PE, children learn about healthy lifestyles and the importance of exercise and finally in RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Since Relationships, Sex and Health Education incorporates the development of self-esteem, relationships, health & well-being children's learning does not just take place through the taught curriculum but through all aspects of school life. It is therefore also covered through our Core Learning Skills, Core Values and our Code of Conduct.

At John Bunyan Primary School, **Sex Education** is an opportunity to ensure that all children are prepared for both the physical and emotional changes of puberty, including menstruation as set out in **the statutory content of the Science national curriculum**. Children need to know how both girl's and boy's bodies function and change as they grow into adults. The biological aspects of RSHE are therefore taught within our Upper School Science lessons (see Appendix 3) We always teach this with due regard for the emotional development of the children. The children are encouraged to ask questions and staff will do their best to answer with sensitivity and care

All the above 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).

Roles and responsibilities

The Governing Body

The governing body will hold the headteacher to account for the implementation of this policy. The governing body has delegated the approval of this policy to the curriculum committee.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school.

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 including those with SEND

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.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships & Health Education or the biological aspects of Sex Education in the Science National Curriculum delivered in Upper School. Nevertheless, parents will be informed when this unit of work is covered.

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 SLT 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 the Senior Leadership Team through: planning scrutinises, learning walks, and liaison with teachers.

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

This policy will be reviewed by SLT. At every review, the policy will be approved by the Curriculum Committee.

APPENDICES

Appendix 1: Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Appendix 2: PSHE Overview & Curriculum 2020

Appendix 3: Science Coverage of the biological aspects of sex education

Appendix 4: Understanding Relationships and Health Education in your child's school: a guide for parents