

# **Heath Family (NW) Multi Academy Trust**

## **Primary schools**

### **Relationships, health and sex education policy (from 2020)**

#### **Litherland Moss Primary School**

## Contents

1. Aims.....	2
2. Statutory requirement.....	3
3. Policy development.....	3
4. Definition .....	4
5. Curriculum .....	4
6. Delivery of RHSE.....	5
7. Roles and responsibilities .....	6
8. Parents' right to withdraw .....	6
9. Training .....	7
10. Monitoring arrangements .....	7
Appendix 1: Curriculum map .....	8
Appendix 3: Parent form: withdrawal from sex education within RHSE .....	12

---

### 1. Aims

Litherland Moss is a member of the Heath Family (NW) Multi Academy Trust.

Within Heath schools, you will see our planned curriculum:

1. Developing individual character
2. Driving academic excellence
3. Developing global citizenship
4. Preparing pupils for their future

#### **Develop Individual Character**

Our overarching aim is for pupils to believe in themselves. Through carefully selected programs and extra-curricular activities that enhance our academic offer, we deliver a strong character-building curriculum that goes beyond any national curriculum subject.

Our schools teach and promote the core values of kindness, respect, aspiration, resilience, integrity and collaboration. Adults role model our values and explicitly teach them through SMSC and the taught curriculum. We develop the confidence, social and communication skills of individuals so that each can thrive in any situation.

#### **Academic Excellence**

Our schools deliver the national curriculum. Through well-planned and sequenced learning experiences, we expose our pupils to the 'best of the best' building cultural capital and providing meaningful experiences that allow them to make connections with the world around them. Excellent teaching enables our pupils to achieve highly in public examinations.

#### **Global Citizenship**

---

Our curriculum prepares pupils to be global citizens. We have selected topics and programs that develop our pupils' understanding of issues affecting them, the global community and the environment. We provide experiences that encourage pupils to explore issues of social justice and create opportunities for them to have their voices heard.

### **Preparing for their future**

Planned throughout our curriculum are deliberate opportunities to broaden our pupils' outlooks. At key points in our curriculum we provide opportunities for our pupils to explore the future stages of their learning and the world of work. We ensure that, rather than just talking about careers, we plan opportunities for them to experience different jobs and interact with the people that do them. We enrich our curriculum with trips to universities and workplaces to ensure our pupils are fully aware of what they can go onto achieve.

In relation specifically to relationships, health and sex education (RHSE), we aim to:

1. Provide a framework in which sensitive discussions can take place;
2. Help pupils develop feelings of self-respect, confidence and empathy;
3. Prepare pupils for puberty, and give them an understanding of sexual development and the importance health and hygiene;
4. Create a positive culture around issues of sexuality and relationships;
5. Teach pupils the correct vocabulary to describe themselves and their bodies

## **2. Statutory requirement**

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHSE, 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](#).

At Litherland Moss we teach RHSE as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with our multi academy trust leadership team, local governing board, 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 the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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**

At Litherland Moss, as do all Heath Family primary schools, we use Jigsaw as the key resource for delivery of personal, social and health education. The Jigsaw Programme includes lessons on all aspects of compulsory relationships and health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence.

We believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.

Our sex education units, as part of the 'changing me' topic will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

## **6. Delivery of RHSE**

At Litherland Moss, RHSE is taught within the personal, social, health and economic (PSHE) education curriculum - as detailed in Appendix 1. Biological aspects of RHSE are taught within this and the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional (usually our local school nurse).

The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships under the following unit titles:

- Being in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

All pupils are included in PSHE lessons. For pupils who have special educational needs teachers will adapt the materials to ensure pupils are included and have access to the range and scope of the programmes of work.

All 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 hold the headteacher to account for the implementation of this policy.

### **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 RSE (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 RSE

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

Mr Towler is the named lead for PHSE at Litherland Moss who will, alongside the headteacher, support pupils and staff to ensure the curriculum is delivered well and sensitively and that pupils can access all aspects of the Jigsaw programme.

### **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.

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 our continuing professional development calendar.

The headteacher will invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHSE.

## **10. Monitoring arrangements**

The delivery of RHSE is monitored by Mr Towler by looking at work, watching lessons, talking to pupils and staff.

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

This policy will be reviewed by Mr Towler annually.

## Appendix 1: Curriculum map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help  Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep  Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences  Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe  Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change  Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment  Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets  Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices  Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges  Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings  Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help  Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Page 2/2						
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice  What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is  First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness  Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying  Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid  Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time  Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards  Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success  Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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>

### Appendix 3: Parent form: withdrawal from 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>