



## Relationships, Sex & Health Education (RSHE) Policy

Reviewed by:	Dean Martin -Bursar	September 2023
Approved by:	Trish Watt -Headmistress	September 2023
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### Introduction

At Eaton Square School, we believe that Relationships, Sex and Health Education (RSHE) is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills, and values they need to have safe, respectful, and enjoyable relationships and empowers them to take responsibility for their health and wellbeing.

Eaton Square School believes that all children and young people have a right to holistic, inclusive, and needs-led RSHE. We believe that through providing high quality RSHE, we are upholding the ethos and values of our school and its commitment to equity and celebration of difference.

We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website and sharing it with a forum of parents who opted in to responding to our Spring Term 2022 RSHE Parent Questionnaire. Moreover, parents will be informed of the content of RSHE lessons a term before it is taught (for Years 2, 4 and 5) and invited to an information evening where the content of each lesson and the resources that will be used, shared.

Relationships & Sex Education became statutory for primary schools to teach in 2020 (please refer to the Department for Education (DfE) guidance [here](#)). The guidance states that schools *must* teach the Relationships elements of the curriculum and that they *should* teach the sex education elements of the curriculum. Sex Education is taught in Years 2, 4 and 5 during PSHE lessons; details of each lesson are detailed below. Parents have the right to withdraw their children from the Sex Education elements of the curriculum in Years 2, 4 and 5; please see below for details. However, parents cannot opt their children out of the Relationships Education elements of the curriculum, as this is statutory.

### What is Relationships, Sex and Health Education?

We define Relationships Education as learning about the social, legal and emotional aspects of human relationships including friendships and family life. We define Sex Education as learning about the physical, social, legal and emotional aspects of sex, including the scientific aspects of human reproduction and the scientific and emotional aspects of puberty. In Year 2, the Sex Education element of the curriculum is one lesson where the children learn the names of the genitalia for male and female bodies: penis, testicles, vagina, vulva. The do not learn anything about human reproduction or puberty – these aspects are in Years 4 and 5.

We take the approach that Relationships and Sex Education are best approached in an integrated way that is respectful of gender equity and human rights. We will seek to nurture children’s curiosity about the world around them, supporting their development and their respect for themselves and each other.

We will focus on consent, and how children need to seek consent in all aspects of life. In successive pieces of legislation since the 1992 Education Reform Act, the development of pupils’ spiritual, moral, social and cultural development has been a focus of attention. An implication of this Act is that adults and young people alike



should show, and be entitled to expect from others, good standards of behaviour, marked by respect, courtesy, and freedom from harassment.

All staff have a responsibility to make a positive contribution to pupils' personal development.

## Aims at Eaton Square Prep School

We aim to not only cover the curriculum content outlined in the RSHE Guidance, but to equip our pupils with the necessary knowledge and skills to build positive and respectful relationships online and in person. We seek to ensure that our curriculum gives pupils the knowledge, skills, attitudes, and values that will help them to:

- maintain their health and wellbeing
- build self-esteem and self-worth
- explore and value their personal and identity and the personal identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore challenging feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

Curriculum RSHE is delivered through a range of assemblies and curriculum areas but is specifically addressed through the school's Personal, Social and Health Education (PSHE) curriculum. This curriculum is developed by the Head of PSHE in conjunction with the views of teachers, pupils, and parents. In School, we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance from the Department for Education.

All content will be delivered through a range of subjects including Science and PSHE in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

### Delivery

Relationships Education will be delivered by the Head of PSHE and class teachers in Autumn 1 and Spring 2.

Please see Appendix 1 for our whole School curriculum map for Relationships Education. Health and Wellbeing will be delivered by the Head of PSHE and class teachers in Autumn 2 and Summer 1.

Please see Appendix 2 for our whole School curriculum map for Health and Wellbeing Education.

In Years 2, 4 and 5, the Health and Wellbeing topic delves into Growing Up, which is where children learn the simple names for their external genitalia (in Year 2) and then this moves onto learning about puberty and how their bodies change when growing up, and finally human reproduction (in Years 4 and 5).

Please see Appendix 3 for the learning objectives for each lesson within this unit for these three year group. Parents/carers will be written to, with half a term's notice, outlining the learning objects for each year group (as seen in Appendix 3), how the subject matter will be taught, examples of materials that will be used, and the option for them to opt their child out of the Sex Education aspects of the lessons – highlighted in Appendix 3.

The PSHE team will work closely with specialist colleagues in related curriculum areas (Science, Computing, PE) to ensure a holistic and joined up approach to what is taught in RSHE. We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as topics explored in school



assemblies, through art and drama, school celebrations or events. RSHE will address aspects of relationships and sex in an integrated way within a single topic. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below). The programme will be delivered in a non-judgemental, factual way, using the correct medical / scientific terms where appropriate (for example when teaching about external body parts). School staff are expected to always behave professionally and are not expected to express their personal views or beliefs when teaching RSHE.

### **Pupil voice**

*'Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils.'* (DfE Guidance, p12)

Pupil voice is central to the culture and ethos of Eaton Square School. We use pupil voice to evaluate how relevant and engaging RSHE is to children's lives. Throughout our RSHE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSHE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives, and take a broad and balanced view. We do this through responding to each lesson within class scrapbooks, which are displayed in each classroom on the PSHE Working Walls.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive, or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion, and diversity are promoted and our teachers will use a range of strategies to promote open thought and dialogue such as the use of in-class PSHE Working Walls, where children can pose their Big Questions in a safe environment. Classrooms will also have a Questions Box, where questions can be submitted anonymously.

### **Answering pupil questions**

*'The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.'* (RSHE Guidance, p23)

RSHE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies, and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group.

There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from the Sex Education aspects of the lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. School staff are authorised to refer the child to their parents/carers to explore their questions, where necessary. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. We believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

### **Working with parents/carers**

*'All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when.'* (RSHE Guidance, p17)

*'All schools must have in place a written policy for [...] RSHE. Schools must consult parents in developing and reviewing their policy.'* (RSHE Guidance, p11)



We believe that the successful teaching of RSHE involves parents/carers and schools working together. We also believe that parents/carers can play an important role in the RSHE of their children through exploring discussions at home that have taken place in school.

Our RSHE policy has been developed through consulting parents and carers in the form of an online questionnaire in the Spring Term 2022. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- presentations and open meetings with parents to outline the different aspects of the curriculum.
- parent questionnaires are carried out to identify what are the best ways to engage with parents/carers and highlight where there is misinformation/ lack of clarity/ questions about the curriculum as well as to identify barriers to engagement.
- curriculum guides

We will share examples of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home (in the Spring Term prior to the teaching in the Summer Term).

#### **The right to withdraw from RSHE**

*'All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.'* (RSHE Guidance, p17)

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of PSHE. However, parents/carers do not have a right to withdraw their child from Relationships Education or Health Education, delivered during PSHE lessons.

Parents/carers also do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum (please see the Science Curriculum policy). Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education in the PSHE lessons, it is our aim to encourage parents to see the value of RSHE learning and its contribution to keeping children safe, developing their emotional, social, and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher and/or Head of PSHE to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

#### **Working with visitors and external agencies**

*'Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.'* (RSHE Guidance, p18)

From time-to-time the school may invite external experts and visitors to deliver parts of our RSHE scheme of work. External visitors will be selected to enrich and supplement our RSHE by bringing skills, methods and expertise to the classroom and the whole school. External visitors may include: first aid trainers, representatives of charities and support bodies and other experts. A teacher will always be present throughout



these lessons to build on the pupil's learning after the session/s as well as to answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's Safeguarding and child protection policy. We will also ensure that:

- there is appropriate planning, preparatory and follow up work for the session.
- the visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- they will also be made aware of any specific issues relating to child protection.

*'At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.'* (RSHE Guidance, p42)

Eaton Square School acknowledges that RSHE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSHE helps children to understand the difference between healthy and unhealthy relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSHE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSHE due to a previous safeguarding concern, ongoing concerns, or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.



## Appendix 1

### Whole School curriculum map for Relationships Education

This is a part of the spiral curriculum – so the topics will spiral round but with the content being more sophisticated as the children progress

Key:

TEAM = Together Everyone Achieves More

VIPs = Very Important People

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Relationships - TEAM			Relationships – be yourself		
2	Relationships - VIPs			Relationships – digital wellbeing		
3	Relationships - TEAM			Relationships – be yourself		
4	Relationships - VIPs			Relationships – digital wellbeing		
5	Relationships - TEAM			Relationships – be yourself		
6	Relationships - VIPs			Relationships – digital wellbeing		



## Appendix 2

### Whole School curriculum map for Health and Wellbeing

This is a part of the spiral curriculum – so the topics will spiral round but with the content being more sophisticated as the children progress

NB – the highlighted ‘growing up’ topics constitute where Sex Education will be taught (in Years 2, 4 and 5). This is where the children will learn the names for external genitalia and how people grow from young to old (Year 2), and puberty and reproduction (Year 4 and 5). It will also cover the relational aspects of sex and how families can be made of a wide range of configurations (just for Years 4 and 5). All the learning objectives for Growing Up are in Appendix 3.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1		Health and wellbeing – it’s my body			Health and wellbeing – think positive	
2		Health and wellbeing – safety first			Health and wellbeing – growing up	
3		Health and wellbeing – it’s my body			Health and wellbeing – think positive	
4		Health and wellbeing – safety first			Health and wellbeing – growing up	
5		Health and wellbeing – it’s my body			Health and wellbeing – growing up	
6		Health and wellbeing – safety first			Health and wellbeing – think positive	



## Appendix 3

Learning objectives for Health and Wellbeing – Growing Up (completed during PSHE lessons in Years 2, 4 and 5). These lessons take place in the first half of the Summer Term.

Some of these lessons (highlighted) can be opted out of by parents/carers, as they cover the non-statutory Sex Education objectives. Please speak to the Headmistress / the Head of PSHE to discuss any of these topics further, or if you have any concerns. As they are non-statutory, these lessons may be cut due to time constraints within the curriculum. These topics will be taught sensitively and at the level of the children’s current abilities and understanding.

Year 2	<p><b>Lesson 1: Our Bodies</b></p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people’s needs change</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>Lesson 2: Is It OK?</b></p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe</p> <p>R20. 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</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>Lesson 3: Pink and Blue</b></p> <p>H22. to recognise the ways in which we are all unique</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p><b>Lesson 4: Your Family, My Family</b></p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><b>Lesson 5: Getting Older</b></p> <p>H26. about growing and changing from young to old and how people’s needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p><b>Lesson 6: Changes</b></p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27. about preparing to move to a new class/year group</p>
Year 4	<b>Lesson 1: Human Reproduction</b>





H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

**Lesson 2: Changes in Boys**

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

**Lesson 3: Changes in Girls**

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

Changing Adolescent Body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

Changing Adolescent Body: about menstrual wellbeing including the key facts about the menstrual cycle Being Safe: where to get advice, for example family, school or other sources

H34. about where to get more information, help and advice about growing and changing, especially about puberty

**Lesson 4: Changing Emotions**

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H34. about where to get more information, help and advice about growing and changing, especially about puberty

**Lesson 5: Relationships and Families**

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different



	<p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</p> <p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: 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</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p><b>Lesson 6: Where Do I Come From?</b></p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>
<p><b>Year 5</b></p>	<p><b>Lesson 1: Changing Bodies</b></p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>Lesson 2: Changing Emotions</b></p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>



H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

**Lesson 3: Just The Way You Are**

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L11. recognise ways in which the internet and social media can be used both positively and negatively

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

**Lesson 4: Relationships**

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

**Lesson 5: Let's Talk About Sex**

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

**Lesson 6: Human Reproduction**

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for