

# Gorse Hill School Relationship, Health & Sex Education (RHSE) Policy



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**Author:** Subject Leader & Principal

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**Introduction:**

In February 2019, the Department for Education (DfE) published guidance for schools on Relationships Education, Relationships and Sex Education (SRE) and Health Education. This guidance replaced the Sex and Relationship Education guidance (2000). Since September 2020, all Schools are expected to teach according to this guidance.

Relationship and Health Education (RHSE) will reflect the school's CARE Values and aim of our school in delivering a broad, balanced and ambitious curriculum. RHSE is taught in the context of relationships, responsibilities and growth. RHSE will promote self-esteem and emotional literacy, healthy living and wellbeing, and help our children form and maintain positive and healthy relationships, based on respect for themselves and for others, at home, school, work and in the community.

We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RHSE regardless of their educational ability, gender, race, disability, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development. Through our curriculum, children will learn to understand and respect our British Values; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

**Definition:**

Relationship, Health and Sex Education (RHSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, physical and mental health, healthy lifestyles, diversity and personal identity. RHSE involves a combination of sharing information, and exploring issues and values.

Relationships education in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

For more information on Relationships Education and to view the full DfE guidance please look on the DfE website and refer to pp.19-22.

**Why is RHSE in schools important?**

High quality RHSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education and to protection from any kind of exploitation (being taken advantage of), as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RHSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the

challenges, opportunities and responsibilities of adult life. A comprehensive RHSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

- The Department of Health set out its ambition for all children and young people to receive high quality RHSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.
- Gorse Hill School wishes to provide RHSE that prepares our pupils to lead safe, fulfilling and enjoyable lives and is in accordance with DfE guidelines.

For more information on Relationships and Sex Education [Click here](#) to view the full DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education* guidance and refer to pg. 19-24 32-35

### **Intent:**

RHSE, as part of the children's Personal, Social and Health Education (PSHE) curriculum, is an important part of each child's physical, emotional and spiritual education, which is designed to equip them with the understanding, knowledge and skills they need in the real world to safely make new meaningful relationships. The children are encouraged to reflect on their learning, build upon ideas and beliefs and challenge or are challenged in regards to their views.

The core purpose of the curriculum is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, enabling confident, emotionally intelligent and reflective citizens.

Our RHSE and PSHE curriculum ensures that our children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

We have developed a clear coverage and progression of skills and content in RHSE and PSHE.

### **Implementation:**

At Gorse Hill School, we choose to deliver RHSE through our PSHE curriculum using Jigsaw, the mindful approach to PSHE. This includes the teaching of RHE. The school will also use other recommended schemes where relevant that complement our approach and the policy.

Relationship and Health Education is also delivered through the Science and RE curriculum. A planned and co-ordinated approach to each subject area provides an appropriate framework for the objectives of RHSE to take place

RHSE is taught by class teachers who have received training in delivering the content to their classes. The sessions will be underpinned by the mindfulness approach and will be taught using range of teaching methods including philosophical questioning, debate, use of ICT, discussions, looking at case studies, drama and role-play

Relationship and Health Education is usually delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant. On these occasions, parents will be communicated with and made aware.

RHSE will be taught across the school year in PSHE lessons and within elements of the Science curriculum.

Curriculum coverage has been updated and reviewed in-line with the new RHSE statutory Guidance.

**Impact:**

Through the PSHE Curriculum design, we have ensured robust coverage, progression and planning for all units. Each series of lessons has a clear structure and an end of unit assessment based on age related expectations/end of unit evaluations that are in line with National Curriculum objectives. The assessments and/or evaluations of the units will inform the planning process, children's next steps and support us in refining and developing our curriculum further.

**Statutory requirements:**

The Department for Education has already passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools from September 2020. New school guidance was ratified in March 2019 and sets out to schools what they are expected to teach.

Primary aged children will learn that not all families are the same and to respect these differences. They will also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community (this is covered in the Jigsaw unit 'Celebrating differences').

The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply the law (including the Equality Act 2010 and the Marriage Act 2013) as it applies to relationships, so that children and young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make, within the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics.

The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. (See Appendix 5 for statutory guidance summary)

Schools are also required to promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

**What does the new Relationship and Health Education cover?**

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ+ and gender equality, in line with the Equalities Act 2010. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their relationships and to take responsibility for their sexual health and wellbeing.

At Gorse Hill School, RHE enables children to understand what good practice in being inclusive looks like and reflecting difference through teaching, creating a positive culture and ensuring that any incidents of negative behavior are not tolerated. Opportunities within the curriculum might arise, for example, when considering different types of family, the law around marriage or different marriage customs. Underpinning this work with the fundamental British values of acceptance, tolerance and valuing difference will allow us to make clear that the views of different faiths can vary but difference will be accepted and valued within the law.

**The Department for Education is very clear that parents do not have the right to dictate or veto the content of Relationships and Health Education on the grounds of protected characteristics.**

**We will ensure that fundamental British values are promoted and protected characteristics are reflected to ensure that no one characteristic is seen to be valued over another.**

**Teaching children to accept difference and to foster good relationships with others:**

RHSE does not ‘promote’ LGBTQ lifestyles. However, it does raise children’s awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are from the LGBTQ community.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

**Relationship, Health and Sex Education Curriculum:**

Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

Health Education includes a section for primary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education and science together protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Effective RHSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

<u>Key aspects covered in KS1</u>	<u>Key aspects covered in KS2</u>
<ul style="list-style-type: none"> <li>• Growing from young to old</li> <li>• how my body has changed since I was a baby</li> <li>• Friendship and family life</li> <li>• Safeguarding</li> <li>• Family stereotypes</li> <li>• How boys and girls bodies are different</li> <li>• Scientific vocabulary for identifying body parts</li> <li>• Transition to new Year group</li> </ul>	<ul style="list-style-type: none"> <li>• How babies are made</li> <li>• My changing body</li> <li>• Puberty</li> <li>• Menstruation</li> <li>• Becoming a teenager</li> <li>• Assertiveness and self-respect</li> <li>• Self and body image</li> <li>• Relationship skills e.g. conflict resolution</li> <li>• Accepting change</li> <li>• Looking ahead</li> <li>• Moving/transition to secondary school</li> </ul>

We recognise that sex education is not compulsory in primary schools, however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to secondary school. Sex and health education content is taught in Years 5 and 6, as recommended by the Department for Education. The main objectives include:

Year 5	Having a baby	The choice to have a baby, the parts of men and women that make babies – and in simple terms – how this happens (animation used – the female reproductive system)
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	Girls and Puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the female reproductive system)
	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used the female reproductive system)
	Puberty for boys	Developing understanding of changes for both sexes – reassurances and exploring feelings (animations used – the male reproductive system)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used the female and male reproductive systems)
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the female and male reproductive systems)
	Girl talk / boy talk	A chance to ask questions and reflect (Single Sex) (animations used – the male and female reproductive systems)
	Conception to birth	The story of pregnancy and birth (animations used – the female and male reproductive systems)

The content in blue is statutory and the content in red is non-statutory

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

That said, we understand and respect that parents have the right to request that their child be withdrawn from some or all of Sex Education (see below). There is no right to withdraw from Relationships Education or Health Education.

### RHE has three main elements:

#### **Attitudes and values:**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

#### **Personal and social skills:**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made; managing conflict;
- learning how to recognise and avoid exploitation and abuse.

#### **Knowledge and understanding:**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, emotions and relationships;

### **Safeguarding / Confidentiality**

Teachers need to be aware that effective RHSE which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Equally that it may be a very difficult and personal subject for some children. If a disclosure was to arise, staff will follow our safeguarding procedures:

- The staff member will inform the DSL and follow the school's child protection policy
- Ask the Designated Child Protection lead if there are any concerns of any children when teaching RHSE in regards to puberty and reproduction
- A member of staff cannot promise confidentiality if concerns exist

The school's work in RHSE will result in sensitive issues being discussed, either with groups of pupils or with individuals. We will:

- reassure pupils that their best interests will be maintained;
- encourage pupils to talk to their parents/carers and provide support in this if necessary;
- ensure that pupils are aware that teachers cannot offer unconditional confidentiality;
- inform pupils that if an external agency needs to be informed, they will be told first and supported appropriately;
- uphold Child Protection guidelines and procedures if there is any possibility of abuse;
- ensure that pupils are informed of sources of confidential help.

### **Dealing with difficult topics / questions:**

Each year group will be taught appropriate to their age and developmental stage. Please note, at no point will a child be taught something that is inappropriate; if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature) the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

- **'Silly questions'** - Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and will explain that they are inappropriate.

- **'Concerning questions'** - These could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.

- **'Genuine questions'** - The child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents and discuss if they would like to answer the question or whether they want the school to answer it.

### **The use of outside visiting speakers and health professionals:**

Visitors are made fully aware of the school's RHSE Policy. All visitors are subject to the school's Child Protection and Safeguarding Policy.

### **Parental Engagement:**

The RHSE policy will be shared on the school website and full details are available on request. The school will inform parents of when non-statutory aspects of the Relationship and Health Education programme are taught.

### **Parental right to withdraw their child from RHE:**

Up until September 2020, before the new guidelines become law in England, parents and carers have the right to withdraw from Relationships and Sex Education in primary schools, apart from elements that are included with the school's Science Curriculum.

**This parental right changed in September 2020**, from which point parents/carers were not able to withdraw from Relationships and Health Education. This includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families. Therefore, if parents and carers have any concerns, they are encouraged to come to a meeting at the school to review the content and resources before the sessions are taught. These parent workshops will be held for parents at the beginning of the year. Parents do not have the right to withdraw their child from any statutory elements of RHSE, including those elements taught through the Science curriculum.

### **Parental right to withdraw their child from non-statutory sex education:**

Parents do have the right to withdraw their children from the sex education part of the RHSE programme (non-statutory objectives taught in Year 4, 5 and 6) and alternative arrangements will be made for their children's supervision. The request to withdraw must be made in writing to the Principal using the form found in Appendix 2. Alternative work will be given to children who are withdrawn from sex education.

### **Monitoring & Evaluation**

In order to effectively evaluate this policy, the school's Governing Body will ask the following questions on an annual basis or in light of any developments and changes in school:

- Are our aims being met?
- How can we tell?
- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- What do parents and pupils think about our policy?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?

Monitoring is undertaken by the PSHE Subject Leader and SLT. This is through evaluating pupil outcomes and through pupil voice/survey.

### **Review**

This policy will be reviewed every three years, or sooner if government guidance changes.

### **Links to other policies:**

- Child Protection and Safeguarding Policy
- Confidentiality Policy
- e-Safety and Online Safeguarding Policy
- Equality and Diversity Policy
- Inclusion Policy • SEND Policy
- Transgender Policy
- Guide for Safer Working Practice



**Appendices:**

Appendix 1: RSHE Summer term curriculum coverage

Appendix 2: Parent Withdrawal form

Appendix 3: Glossary

Appendix 4 : Jigsaw guide to parents PDF

Appendix 5 : DFE RSE Summary guidance PDF

## Appendix 1

Table showing objectives currently covered in Reception

Year group	Relationships and Sex Education (RSE) objectives / expectations
Reception	<p>Demonstrate friendly behaviour, including conversations and forming good relationships with peers and familiar adults.</p> <ul style="list-style-type: none"> <li>▫ Confident to speak to others about own needs, wants, interests and opinions</li> <li>▫ Can describe self in positive terms and talk about abilities.</li> <li>▫ They are confident to speak in a familiar group, will talk about their ideas.</li> <li>▫ Seek out others to share experiences.</li> <li>▫ Show affection and concern for people who are special to them.</li> <li>▫ They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>▫ Begin to accept the needs of others</li> <li>▫ Show confidence in asking adults for help</li> <li>▫ Seek comfort from familiar adults when needed.</li> <li>▫ Aware of own feelings. Can talk about how they and others show feelings.</li> <li>▫ To be able to express their own feelings.</li> <li>▫ To respond to the feelings of others.</li> <li>▫ To be aware that some actions can hurt or harm others.</li> <li>▫ To understand that their own actions affect other people.</li> <li>▫ Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>▫ To work as part of a group or class, and understand and follow the rules.</li> <li>▫ To form a special relationship with another child.</li> </ul>

Years 1 – 6: Although some Relationship and Health objectives are covered and repeated throughout the school year, all statutory requirements are covered in the summer term. An overview of the learning intentions for each year group in the summer term is shown below.

Year group and unit	Learning intentions for each unit with linked Relationship (R) and Health (H) statutory requirements in brackets.
Year 1 Relationships Unit – Summer Term 1	<p>1. I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me. (R1, R2, R3, R4)</p> <p>2. I can identify what being a good friend means to me. I know how to make a new friend. (R7, R8, R9, R10, R11, R12)</p> <p>3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me. (R14, R19, R25, R26, R27, R28)</p> <p>4. I know who can help me in my school community. I know when I need help and know how to ask for it. (R11, R16, R19, R25, R28, R32, H4)</p> <p>5. I can recognise my qualities as person and a friend. I know ways to praise myself. (R9, R10, R11, R15, R30, H3, H6)</p> <p>6. I can tell you why I appreciate someone who is special to me. I can express how I feel about them (R12, R13, R16, H2, H6)</p>
Year 1 Changing me Unit -	<p>1. I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK (RL, R6)</p>

Summer Term 2	<p>2. I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not (H4)</p> <p>3. I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates</p> <p>4. I understand that every time I learn something new I change a little bit. I enjoy learning new things (R15)</p> <p>5. I can tell you about changes that have happened in my life. I know some ways to cope with changes (R32, H2, H3)</p>
<b>Year 1 Science objective</b>	I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<b>Year 2 Relationships unit – summer term 1</b>	<p>1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family (R1, R2, R3, R4, R5, R6)</p> <p>2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this. (R16, R19, R25, R27, R28, R29, R30, R32)</p> <p>3. I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends (R7, R9, R10, R12, R16, H15)</p> <p>4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. (R6, R16, R19, R20, R22, R26, R31, R32, H2, H3)</p> <p>5. I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone. (R11, R12, R13, R16, R31, H2, H3)</p> <p>6. I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others. (R8, H2, H3)</p>
<b>Year 2 Changing me unit – Summer term 2</b>	<p>1. I understand there are some changes that are outside my control and can recognise how I feel about this.</p> <p>2. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me</p> <p>3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent. (H34)</p> <p>4. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl (R26, R27, R29, H34)</p> <p>5. I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help (R15, R19, R25, R26, R29, R30, R31, R32)</p> <p>6. I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this. (H2, H3)</p>
<b>Year 2 Science objective</b>	I know that animals, including humans, have offspring which grow into adults.
<b>Year 3 Relationships Unit –</b>	1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel. (R1, R2, R3, R4, R18)

<p>Summer Term 1</p>	<p>2. I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution. (R7, R8, R9, R10, R12, R19, H2, H3)</p> <p>3. I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online. (R11, R17, R20, R21, R22, R23, R24, R25, R26, R32, H9, H11, H12, H13, H14, H15, H16, H17)</p> <p>4. I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices</p> <p>5. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>6. I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups. (R13, R16)</p>
<p>Year 3 Changing me unit – Summer term 2</p>	<p>1. understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals. (H2, H3)</p> <p>2. I understand how babies grow and develop in the mother’s uterus I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family. (H2, H3)</p> <p>3. I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. (R1, R2, R3, R4, R18, H2, H3)</p> <p>4. Identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this. (H2, H3)</p>
<p>Year 4 Relationships Unit – Summer Term 1</p>	<p>1. I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens. (R6)</p> <p>2. I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love. (R6, H2, H3, H7, H9)</p> <p>3. I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them. (H4, H10)</p> <p>4. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise. (R7, R8, R9, R10, R11, R12, R13, R14, R16, R19, R25, R32, H7)</p> <p>5. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. (R8, R9, R12, R13, R14, R16)</p> <p>6. I know how to show love and appreciation to the people and animals who are special to me I can love and be loved. (R2, R4, R9, R12, R16, R19, R25)</p>
<p>Year 4 Changing me unit – Summer term 2</p>	<p>1. I understand that some of my personal characteristics have come from my birth parents. I appreciate that I am a truly unique human being. (R1, R2, R3, R4, R27)</p> <p>2. I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me. (H4)</p> <p>3. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. (H2, H3)</p>

	<p>4. I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.</p>
<p><b>Year 5</b> Relationships Unit – Summer Term 1</p>	<p>1. I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem. (R13, R15, H2, H3, H4, H7)</p> <p>2. I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable. (R11, R12, R13, R14, R16, R17, R20, R21, R22, R23, R24, R25, R26, R29, R31, R31, R32, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17)</p> <p>3. I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me. (R12, R13, R14, R16, R19, R20, R21, R22, R23, R24, R25, R26, R29, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17)</p> <p>4. I know there are rights and responsibilities when playing a game online I can recognise when an online game is becoming unhelpful or unsafe. (R12, R13, R14, R19, R20, R21, R22, R23, R24, H11, H12, H13, H14, H15, H16, H17)</p> <p>5. I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected. (R12, R13, R14, R20, R21, R22, R23, R24, H5, H11, H12, H13, H14, H15, H16, H17, H28)</p> <p>6. I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others. (R11, R12, R13, R14, R20, R21, R22, R23, R24, H1, H11, H12, H13, H14, H15, H16, H17)</p>
<p><b>Year 5</b> Changing me unit – Summer term 2</p>	<p>1. I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. (R15, R25, R26, R27, H5, H6, H10, H18)</p> <p>2. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings. (H2, H3, H34)</p> <p>3. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings. (R27, H2, H3, H34)</p> <p>4. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty. (R26, H34, H35)</p> <p>5. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. (Non -statutory) I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. (R1, R2, R3, R4, R26, H34)</p> <p>6. I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways. (H34) (Non -statutory)</p> <p>7. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring. (H4, H34)</p> <p>8. I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this. (H1, H4)</p>

<p><b>Year 5</b> <b>Science</b> <b>objective</b></p>	<p>I can describe the changes as humans develop to old age. · Pupils draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p>
<p><b>Year 6</b> Relationships Unit – Summer Term 1</p>	<p>1. I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of. (R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21) 2. I know how to take care of my mental health I can help myself and others when worried about a mental health problem. (R15, R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21) 3. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them. (R32, H2, H3, H4, H7, H9, H10, H17) 4. I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (R8, R9, R10, R13, R17, R19, R25, R26, R28, R30, R31, R32, H8, H9, H17) 5. I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others. (R11, R13, R20, R21, R22, R23, R24, R25, R26, R28, R29. R32, H11, H12, H13, H14, H15, H16, H17) 6. I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being. R13, R21, R22, R23, R24, R25, R26, R28, R32, H11, H12, H13, H14, H15, H16, H17</p>
<p><b>Year 6</b> Changing me unit – Summer term 2</p>	<p>1. I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. (R15, R27, H1, H4, H6, H7, H9, H10) 2. I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty. (R30, R32, H9, H34, H35) 3. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby. (R1, R4, R32, H9, H35) <b>(Non - statutory)</b> 4. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don’t want to. (R4, R7, R8, R9, R13, R19, H9) 5. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative ‘bodytalk’. (R13, R15, R16, R19, R27, H1, H4, H6 H9, H10) 6. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know know how to prepare myself emotionally for the changes next year. (H2, H3, H4, H6, H9, H10)</p>



## Relationship and Health Education 2021 - 2023

### Parent withdrawal form

#### Non-Statutory topics that you can withdraw your child from

- Sex Education**
- Reproduction

#### Statutory topics that you cannot withdraw your child from

- Health Education**
- Physical health and fitness
    - Basic first aid
  - Changing adolescent body (including puberty & menstruation)
    - Mental wellbeing
  - Internet safety and harms
    - Healthy eating
  - Drugs, alcohol and tobacco
    - Health and prevention

- Relationships Education**
- Families and people who care about me (including different types of families)
    - Caring friendships
      - Being safe
  - Respectful relationships
    - Online relationships

**National Curriculum Science (RHSE related topics)**

**Year 1:** The basic parts of the human including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.

**Year 2:** Notice that animals, including humans, have offspring which grow into adults.

**Year 2:** The importance of exercise, eating the right amounts of different types of food, and hygiene.

**Year 3:** The importance of eating the right types and amount of food.

**Year 5:** Reproduction in some plants and animals.

**Year 5:** The changes as humans develop to old age.

**Year 6:** The impact of diet, exercise, drugs and lifestyle on the way their bodies function.

**Year 6:** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



<b>To be completed by parents</b>	
<b>Date:</b>	
<b>Name of child and Class</b>	
<b>Which non-statutory lessons would you like your child to be withdraw from?</b> (please refer to policy pages 4 and 5)	
<b>Any other information you would like the school to consider:</b>	
<b>Parent Signature</b>	

<b>To be completed by the school</b>	
<b>Date:</b>	
<b>Agreed actions after discussion with parents and Headteacher:</b>	
<b>Head Teacher signature: (Approving withdrawal)</b>	





## **Gorse Hill School RHSE Policy** **Glossary of terms**

**British values** - According to Ofsted, British values are: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

**Democracy** - Can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

**Equality Act** - The Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It provides Britain with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

**Healthy relationships**- A healthy relationship is when two people develop a connection based on: Mutual respect. Trust. Honesty. Support.

**Holistic Education** – A philosophy of education based on the premise that each person find identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace

**Inclusive** - Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the curriculum

**Liberty Individual liberty** - this suggests the free exercise of rights generally seen as outside Government control.

**LGBTQ+**- This acronym stands for lesbian, gay, bisexual, transgender and queer (or questioning) and others.

**Mutual Respect** - The proper regard for an individual's dignity, which is reciprocated.

**Protected Characteristics** - The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

**Sexual Orientation** – Sexual orientation is about who you're attached to and want to have a relationship with. Sexual orientation includes gay, lesbian, straight, bisexual and asexual.

**Rule of Law** - All people and institutions are subject to and accountable to law that is fairly applied and enforced.

**Tolerance of Those with Different Faiths and Beliefs** - A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.