

Policy for

Relationships, Health and Sex Education

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1. Curriculum Statement – Relationship, Sex and Health Education

Intent

Tetherdown nurtures caring and socially responsible children, ready to be active global citizens. Our RSHE policy reflects these core values, and we aim to ensure that our children are given the knowledge and skills to live healthy, happy and informed lives. We believe that teaching children about mental and physical health is essential for navigating the challenges young people face today. We equip our children with the fundamental building blocks and characteristics of positive relationships so that they go on to form strong, stable relationships and become engaged, active and responsible citizens in modern Britain. In short, we aim to ensure our children are sufficiently prepared for a world of possibilities.

Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enhance our inclusive approach to equal and respectful relationships

Statutory Guidance

The Department for Education (DfE) has stated (see the DfE 2020 RSHE policy) that all maintained primary schools must deliver relationships education to all pupils. This will include learning about: families and 'people who care for me', caring friendships, respectful relationships, online relationships and being safe. Relationships education is therefore statutory and parents cannot withdraw their children from these subjects. In contrast, sex education, as part of RSHE, is non-statutory so parents do have a right to withdraw their children from these lessons (see section below). It is worth noting, however, that all children in maintained primary schools must attend statutory science lessons, which include some sex education regarding puberty and how babies grow in humans and other animals (see Science National Curriculum).

Working with Parents and the Right to Withdraw

At Tetherdown we believe that it is crucial to include parents in questions over our curriculum and to ensure that parents are fully informed; particularly, this is important regarding RSHE, a subject which needs to be addressed sensitively. As recommended by the DfE, Tetherdown School has yearly parent meetings in which we outline the RSHE curriculum to Year 5 and 6 parents (with a focus on sex education). Furthermore, parents have the right to request a meeting to see all RSHE materials. If a parent has any questions about the RSHE curriculum, would like to see lesson resources or is considering withdrawing their child from some lessons, they should contact their class teacher and this can all be arranged. In addition to this, we regularly provide parents with resources to support them having RSHE conversations at home.

As per statutory guidance, if a parent decides they would like to opt their child out of sex education lessons, they will need to complete a Request for Withdrawal form (see Appendix 1) and provide it to the Headteacher. Once the Request for Withdrawal form is completed,

parents will be invited to meet the class teacher and talk through the curriculum in detail. Parents can choose to include their children in some, but not all, lessons as appropriate. Alternative work will be given to pupils who are withdrawn from sex education and they will be asked to work in a different classroom / learning space.

Implementation

At Tetherdown, the RSHE curriculum is embedded within the Personal, Social, Health and Economic (PSHE) curriculum, using the SCARF scheme. Elements of RSHE are taught within the following units, from Reception to Year 6:

- Me and My Relationships
- Keeping Myself Safe
- Growing and Changing

'Me and My Relationships' includes content on feelings, emotions, conflict resolution and friendships. 'Keeping Myself Safe' looks at how to keep yourself healthy and safe in all areas of life, including online. 'Growing and Changing' includes content on the human body and the changes that take place from birth to old age and how to be safe in this context – this is the unit where 'sex education' will be taught. Sex education includes accurately naming body parts, learning about private parts and respecting our own and other people's bodies, puberty (in KS2), and conception to birth (upper KS2). All learning is taught in an age-appropriate, sensitive manner, always considering the individual child and their needs.

For an overview of the curriculum from SCARF, see Appendix 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include two-parent families, single-parent families, straight parents, cisgender parents, LGBT+ parents, families headed by grandparents, biological parents, 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).

Teachers will deliver RSHE using a range of pedagogic approaches. Consideration will be made for those with barriers to their learning, including EAL, SEND, etc. The teacher will implement appropriate strategies for pupils to work individually, in pairs and in groups according to the materials. Most activities will be carried out through purposeful discussion, allowing the teacher to manage enquiries in a sensitive and respectful manner.

2. Teaching and Learning

RSHE will always be taught by the class teacher to best ensure that there is a relationship between teacher and pupil and that any safeguarding concerns raised can be followed up most appropriately.

In Year 6, there is one lesson where students can have their anonymous questions answered in a smaller, more comfortable setting. For this session, girls will be with a female teacher, and boys will be with a male teacher. We recognize that some children may have different needs, and in such cases, we will work closely with parents to ensure a supportive and appropriate approach is taken on an individual basis.

It will be ensured that the teacher in question is someone that the children are familiar with.

RSHE is embedded within the PSHE curriculum. It largely focuses on healthy relationships and staying healthy but it does also include sex education. Sex education primarily focuses on the accurate naming of body parts and understanding how and why our bodies change. Through primary school children will learn the basics of reproduction (that a baby comes from a woman's womb and that a male and female are needed to make a baby, etc.) but they will not learn about sexual intercourse until Year 5 and 6. This approach is in line with the Science curriculum. Another important, but sensitive, aspect of RSHE is puberty – which children will begin to learn about in Year 3.

See an overview of the RSHE curriculum (alongside the PSHE curriculum as they are integrated) and the 'Growing and Changing' 'Learning Journey', which outlines the progression of sex education from Reception to Year 6, Appendix 2.

Impact

RSHE has a crucial impact in supporting students with their emotional, social and cultural development. Much of what students learn in RSHE will be invaluable as they move into secondary school, particularly the lessons on self-esteem, developing healthy relationships, navigating conflict, learning about the online world and how to use technology responsibly. Furthermore, by teaching children accurate scientific language to describe how their bodies change as they grow up, they will be empowered to face those changes with confidence.

It is also very empowering for children to learn the science behind conception to birth, in the context of parents choosing to have babies. This helps prevent the spread of misinformation and to encourage positive attitudes. Sex Education is only one part of RSHE, taught within the context of healthy relationships and preparing for change. RSHE is not about the promotion of sexual activity.

Links to Core Subjects

The RSHE curriculum sits alongside the Science curriculum, both within the biological components of puberty and sex education, and the inquiry-based nature of these subjects that allow children to ask open questions and inquire about the world around them.

3. Assessment

Assessment is an important aspect of learning and contributes to the planning, teaching and learning cycle. For PSHE and RSHE, teachers use both in-class teacher assessment and assessment criteria outlined in the SCARF curriculum. As most RSHE lessons are largely discussion based, much of the assessment comes from questioning and listening to student discussions. SCARF also provides optional assessment tasks, which teachers have the option of using, for each unit. If parents would like access to these, they can contact their class teacher.

4. Planning and Resources

RSHE at Tetherdown is taught within the PSHE curriculum, using the SCARF scheme. Some additional sex education is also taught within science lessons. All planning and resources come from the SCARF scheme but are adapted by teachers. Digital RSHE can also be found

on the SCARF website (which is regularly updated). Planning is achieved collaboratively with parallel-class teachers and plans are saved in Year Group Teams.

Find an overview of the PSHE/RSHE curriculum in the Appendix 2.

5. Equity, Diversity and Inclusion (EDI)

At Tetherdown, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of seven protected characteristics. Teachers use a range of strategies to ensure EDI and to maintain a positive ethos, where children demonstrate positive attitudes towards others.

PSHE and RSHE (as integrated subjects) are a fantastic opportunity to encourage the British values of equality and tolerance. Additionally, all maintained primary schools are required to comply with the [2010 Equality Act](#), which states that schools must not discriminate against pupils for any of the protected characteristics and make adjustments to alleviate disadvantage. As such, we teach children about different types of families and the protected characteristics, to encourage tolerance and inclusion.

The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying and raising attainment for traditionally and newly disadvantaged groups. The principles of equality, inclusion and diversity are embedded in our academic and wider curriculum.

The curriculum will aim to:

- Normalise EDI in the content and examples utilised.
- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping.
- Reinforce the importance of embracing difference and of EDI as a desirable aim.
- Provide inclusive and accessible activities, including educational trips and co-curricular provision.

Resources and activities should be monitored for possible bias (such as the reinforcing stereotypes of stereotypes) and ethnocentric elements.

6. Subject Leadership

A subject leader's role is:

- To analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school.
- To have a secure knowledge and understanding of the subject, including using evidence and research to inform and enrich the programme of study.
- To direct teaching staff to high quality and ambitious knowledge and skills.
- To provide a clear progression which is sequential and supports a way for knowledge to stick.

- To guide and provide staff to a full range of relevant and effective resources are available to enhance and support learning.
- To use opportunities to team-teach, observe and support staff.
- To train staff on the subject pedagogies and to lead further improvement in and development of the subject.
- To take part in subject reviews which include: learning walks, book looks, pupil and staff voices, and planning analysis to provide development of the subject.
- To ensure that the RSHE curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To raise the profile of wider RSHE curriculum, including personal development, to promote children's pride in the local area and provides access to positive role models to enhance the curriculum.

7. Wider Community

At Tetherdown, we understand the sensitive nature of RSHE and believe that parent and carer input is integral, both to ensure topics can be addressed sensitively and to support parents with having conversations at home. Parents can request to see the RSHE curriculum at any time by talking to their class teacher. They will then be invited to a meeting where they will be shown the curriculum and resources. As conception-birth is taught in more detail in Year 5 and 6, Year 5 and 6 parents are invited to a RSHE parent meeting every year, where we go through the sex education curriculum. We also try to support our parents by recommending books and offering resources for them to have conversations at home, where needed.

8. Appendices

Appendix 1

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education in Year 6.			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Date	Headteacher:

Appendix 2

Note: This long term plan includes PSHE units as the PSHE and RSHE planning is integrated. The units Me and My Relationships, Keeping Safe and Growing and Changing include the RSHE content

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

The 'Growing and Changing' learning journey:



Learning Journey Growing and Changing Key Stage 1

coram
Life Education

SCARF

Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.

Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.

Year 1
Keeping
privates
private

Year 1
Then and
now

Year 1
Taking care
of a baby

Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.

Year 2
Haven't you
grown?

Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.

Year 2
My Body, your
body

Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.

Learning Journey Growing and Changing Lower Key Stage 2

coram
Life Education

SCARF

Children understand how the onset of puberty can have an emotional as well as physical impact, recognise that this may lead to conflict with parents and learn how to compromise.

Children will explain how human reproduction (not sexual intercourse) occurs, know how and why periods and wet dreams occur, and how to manage both successfully.

Children recall that babies come from the joining of an egg and sperm; and are introduced to some puberty changes, including menstruation, using the correct vocabulary.

Year 3
My changing
body

Year 4
My feelings
are all over the
place!

Year 4
All change!

Year 4
Preparing for
changes at
puberty

Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia, and explain why puberty happens.

Learning Journey Growing and Changing Upper Key Stage 2

coram
Life Education

SCARF

Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.

Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.

Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.

**Year 5
Help! I'm a
teenager-
get me out
of here!**

Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings.

**Year 5
Growing up
and
changing
Bodies**

**Year 5
Changing
bodies and
feelings**

**Year 6
Is this normal?**

Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.

**Year 6
Making babies**

**Year 6
What is HIV?**

Children may also learn what HIV is, how it affects the body's immune system; and how it is transmitted and prevented.