



*Manor Field*  
PRIMARY SCHOOL  
*Respect Believe Achieve*

**Manor Field Primary School's Relationship, Sex and Health Education  
(RSHE) Policy**

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## **Manor Field Primary School's Relationship, Sex and Health Education (RSHE) Policy**

### **Our Vision**

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace the Thrive approach. This teaches our pupils *'how to be, and what to do,'* helping them to become more self-assured and ready to engage with life and learning, ensuring all children are aware of the importance of mental health and well-being. This plays a crucial role in the delivery of the RSHE curriculum.

### **Statutory Relationships and sex and health Education**

The school's policy for Relationship and sex and health education is based on guidance from the DfE (Relationships Education, Relationships and Sex Education (RSE) and Health Education - Draft statutory guidance, February 2019) which makes relationships Education compulsory for all pupils receiving primary education and has been drawn up in consultation with governors, parents, pupils and staff.

At Manor Field School, RSHE is an integral part of personal, social, health and economic (PSHE) and ensures that pupils receive the appropriate information, develop skills and explore attitudes at the time when they are able to best respond in order to grow in confidence with their bodies and their relationships. This crucial learning, taught alongside our embedded Thrive approach, helps our children to develop into well-rounded, emotionally aware citizens.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

This learning and teaching is reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward
- Through relationships - child to child
  - adult to child
  - adult to adult across the school

Some RSHE outcomes will also be addressed in other parts of the wider and National Curriculum, and is taught as part of our curriculum, embedded within key contexts. For example, National Curriculum computing outcomes include staying safe online. This would be an opportunity for children to explore the relationships they have online (especially at this time, where due to the pandemic younger children are accessing social media platforms with online 'friends').

Another example would be, National Curriculum science outcomes include naming body parts, understanding the human life cycle and human reproduction, within an appropriate context. Effective SRE is integrated across the curriculum but it is also important to deliver some identified SRE lessons discreetly, so that pupils can learn about the human life cycle in the context of learning about themselves and their relationships.

### **Relationship Education**

At Manor Field Primary School, Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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 single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Our Aims for the Relationship Education**

- To meet the requirements of the DfES guidance on Relationship Education
- To help and support children through physical, emotional and social development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way
- To understand how a baby is conceived and born in an age-appropriate and safe way
- To ensure children are aware of personal space and their right to privacy

### **Relationship in the curriculum**

*An overview of Relationship provision at Manor Field School*

<b><i>Year Group</i></b>	<b><i>Key Learning Outcomes</i></b>	<b><i>Taught Through</i></b>
1	<p><u>Pupils learn about what makes themselves and others special</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- can recognise some of the things that make them special</li> <li>- can describe ways they are similar and different to others</li> </ul> <p>understand that everyone has something about them that makes them special</p> <p><u>Pupils learn about roles and responsibilities at home and school</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- can identify the different roles of people at home and school</li> <li>- can solve simple dilemmas about taking responsibility</li> <li>- can explain why it is important to take responsibility at school and at home (including looking after the local environment)</li> </ul> <p><u>Pupils learn about being cooperative with others</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</li> </ul>	<p>PSHE Identity, equality and society</p> <p>Summer 1</p> <p>Science (National Curriculum)</p>

	<ul style="list-style-type: none"> <li>- can challenge unhelpful behaviour in a positive way</li> <li>- understand how their behaviour can affect others</li> </ul> <p><b><i>Pupils can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense</i></b></p>	
2	<p><u>Pupils learn about the importance of special people in their lives</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- can identify people who are special to them and explain why</li> <li>- understand what makes a good friend</li> <li>- can demonstrate how they show someone they care</li> </ul> <p><u>Pupils learn about making friends and who can help with friendships</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- understand how people might feel if they are left out or excluded from friendships</li> <li>- recognise when someone needs a friend and know some ways to approach making friends</li> <li>- know who they can talk to if they are worried about friendships</li> </ul> <p><u>Pupils learn about solving problems that might arise with friendships</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- can identify some ways that friendships can go wrong</li> <li>- can describe some ways to sort out friendships problems</li> <li>- recognise that difficulties within friendships can usually be resolved</li> </ul> <p><b><i>Pupils can respect and understand the differences and similarities between people</i></b></p> <p><b><i>Pupils know about the biological differences and similarities between male and female animals and their role in the life cycle</i></b></p> <p><b><i>Pupils know about the biological differences between female and male children</i></b></p> <p><b><i>Pupils understand the changes that happen to our bodies as we grow from young to old</i></b></p> <p><b><i>Pupils understand that we all need to be cared for and can verbalise ways in which they care for others</i></b></p> <p><b><i>Pupils learn that all families are different, and consider how their family is special.</i></b></p>	<p>PSHE Mental Health and well being - Friendship</p> <p>Spring 2</p> <p>PSHE Curriculum (discrete)</p>
3	<p><u>Pupils learn to recognise bullying and how it can make people feel</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- are able to define what is meant by 'bullying'</li> </ul>	<p>PSHE Bullying - see it, say it, stop it</p>

	<ul style="list-style-type: none"> <li>- can identify the difference between falling out with someone and bullying</li> <li>- understand how bullying can make people feel and why this is unacceptable</li> </ul> <p><u>Pupils learn about different types of bullying and how to respond to bullying incidents</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- can name different types of bullying (including racism)</li> <li>- can identify the different ways bullying can happen (including online)</li> <li>- can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul> <p><u>Pupils learn about people who help keep them safe outside the home</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- can identify situations where they might need help</li> <li>- can identify people in the community who can help to keep them safe</li> <li>- know how to ask for help if they need it</li> </ul> <p><b><i>Pupils learn that animals, including humans, have offspring which grow into adults.</i></b></p>	<p>Autumn 2</p> <p>Science (National Curriculum)</p>
4	<p><u>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- are able to describe how feelings and behaviour change during puberty</li> <li>- can devise strategies for managing these changes</li> <li>- understand how changes during puberty can affect relationships with other people</li> </ul> <p><u>Pupils learn strategies to deal with feelings in the context of relationships</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- are able to identify feelings and understand how they affect behaviour</li> <li>- can practise strategies for managing relationships and changes during puberty</li> <li>- can empathise with other people's feelings in relationships, including parents and carers</li> </ul> <p><u>Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>- can identify sources of information, support and advice for children</li> </ul>	<p>PSHE Sex and Relationships</p> <p>Growing up and changing</p> <p>Summer 1 and 2</p>

	<p>and young people</p> <ul style="list-style-type: none"> <li>- can use appropriate language to discuss puberty and growing up with confidence</li> <li>- can answer their own questions about puberty and growing up</li> </ul>	
5	<p><u>1. Pupils learn about keeping safe online</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• understand that people can be influenced by things online</li> <li>• can explain why what they see online might not be trustworthy</li> <li>• know when and how to report something that makes them feel unsafe or uncomfortable</li> </ul> <p><u>Pupils learn that violence within relationships is not acceptable</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know what is meant by domestic violence and abuse</li> <li>• understand that nobody should experience violence within a relationship</li> <li>• know what to do if they experience violence/ where to go for help, advice and support</li> </ul> <p><u>Pupils learn about problems that can occur when someone goes missing from home</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>• can identify the potential risks and dangers of running away or going missing</li> <li>• know who to talk to if they feel like running away</li> </ul> <p><b><i>To describe the changes as humans develop into an old age. (taught in year 4)</i></b></p>	<p>PSHE</p> <p>Keeping safe and managing risks - when things go wrong</p> <p>Spring 1</p> <p>Science (National Curriculum)</p>
6	<p><u>Pupils learn about recognising and responding to peer pressure</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify risky behaviour in peer groups</li> <li>• recognise and respond to peer pressure and who they can ask for help</li> <li>• understand how people feel if they are asked to do something they are unsure about</li> </ul> <p><u>Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</u></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know some of the consequences of anti-social behaviour, including the law</li> <li>• describe ways to resist peer pressure</li> <li>• recognise they have responsibility for their behaviour and actions</li> </ul> <p><b><i>Pupils consider the values that are most important to them in relationships,</i></b></p>	<p>Spring 2</p> <p>PSHE Curriculum (discrete)</p>

	<p><i>and can explain the differences between intimate relationships and friendships</i></p> <p><i>Pupils learn about the roles and responsibilities of parents and carers</i></p> <p><i>Pupils learn about human reproduction in the context of the human lifecycle</i></p> <p><i>Pupils learn about how babies are made and how they grow</i></p> <p><i>Pupils revisit and embed knowledge about how puberty affects our bodies and brains as we grow older</i></p> <p><i>Pupils can verbalise and explain different attitudes and values around gender stereotyping and sexuality, as well as considering their origin and impact</i></p>	
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### **Health education**

Health Education in primary schools will cover ‘Mental health and wellbeing’, ‘Keeping safe and Managing risk (internet safety)’, ‘Physical health and wellbeing’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco education’, ‘Changing adolescent body.’

It is important to explain that the mental health and wellbeing of our children is also nurtured by our Thrive approach and the ‘Mind Up’ curriculum, which aims to equip children with knowledge and understanding of how their brains connect to and can affect their feelings and actions.

### **Sex Education**

The DFE Guidance 2019 (p.23) recommends that all primary schools have a sex education program tailored to the age and the physical and emotional maturity of all pupils.

### **Our Aims for the SRE Curriculum**

- To meet the requirements of the DfES guidance on SRE.
- To help and support children through physical, emotional and social development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way
- To provide children with the skills and understanding of how the body changes as they move from childhood, to adolescence and adulthood
- To understand the changes that occur to the human body during puberty specifically
- To understand how a baby is conceived and born in an age-appropriate and safe way

- To ensure children are aware of personal space and their right to privacy

### **SRE in the curriculum**

*An overview of SRE provision at Manor Field School*

<i>Year Group</i>	<i>Key Learning Outcomes</i>	<i>Taught Through</i>
1	Pupils can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	Science (National Curriculum)
2	<p>Pupils can respect and understand the differences and similarities between people</p> <p>Pupils know about the biological differences and similarities between male and female animals and their role in the life cycle</p> <p>Pupils know about the biological differences between female and male children</p> <p>Pupils understand the changes that happen to our bodies as we grow from young to old</p> <p>Pupils understand that we all need to be cared for and can verbalise ways in which they care for others</p> <p>Pupils learn that all families are different, and consider how their family is special.</p>	PSHE Curriculum (discrete)
3	Pupils learn that animals, including humans, have offspring which grow into adults.	Science (National Curriculum)
4	<p>Pupils learn how to deal with feelings in the context of relationships</p> <p>Pupils can explain how we grow and change through the human lifecycle</p> <p>Pupils understand how emotions and behaviour can be affected as a result of puberty, and can name strategies to deal with this.</p> <p>Pupils understand the physical change that happens to boys and girls during puberty, including menstruation*</p>	PSHE Curriculum (discrete)
5	To describe the changes as humans develop into an old age.	Science (National Curriculum)
6	<p>Pupils consider the values that are most important to them in relationships, and can explain the differences between intimate relationships and friendships</p> <p>Pupils learn about the roles and responsibilities of parents and carers</p> <p>Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils learn about how babies are made and how they grow</p>	PSHE Curriculum (discrete)



	<p>Pupils revisit and embed knowledge about how puberty affects our bodies and brains as we grow older</p> <p>Pupils can verbalise and explain different attitudes and values around gender stereotyping and sexuality, as well as considering their origin and impact</p>	
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### **How is SRE content delivered at an age appropriate level?**

Both boys and Girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex. Menstruation is introduced in Y4 Autumn 1, to account for Y4 girls that may already be approaching puberty as they enter Y5. The programme is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science (Yr 1, Yr 3 and Yr 5). This can be done by contacting the Head Teacher.

### **Equal Opportunities**

All pupils have access to the SRE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### **Child Protection**

All teaching staff are trained in child protection issues. Any concerns raised through SRE are dealt with according to the Manor Field child protection and safeguarding procedures.

### **Working with Parents**

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the SRE curriculum
- advising parents on how they can answer questions about SRE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from SRE lessons and providing DfES materials for parents who choose to withdraw their children.

This policy will be reviewed on an annual basis.

**Department for Education: By the end of Primary School children should know...**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

<p>Online relationships</p>	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>