




Torridon
Primary School

Relationships Policy (includes health and sex education)

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:	23 rd January 2025
Name of the Governing Body Representative:	Levin Wheller
Signature of the Governing Body Representative:	
Date signed:	23 rd January 2025
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Next review due by:	January 2026



TORRINGTON PRIMARY SCHOOL

RELATIONSHIP AND SEX AND HEALTH EDUCATION POLICY

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Torridon Primary School Ethos and Code

Torridon is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible. At Torridon we aim to engender a passion for learning and the pursuit of excellence in every aspect of our work. We have the highest expectations for ourselves and all of our pupils, aiming for standards that exceed national expectations, both in the core subjects and across the wider curriculum.

We want every child to leave Torridon wanting and determined to make a difference to the world, and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave, and provide them with the academic foundation to enable them to be outstanding individuals in all aspects of their lives.

We want our children to:

- ❖ Be eager and enthusiastic learners
- ❖ Be confident in themselves as learners
- ❖ Understand themselves as learners, being proud of their successes and understanding the next steps in their learning
- ❖ Be emotionally intelligent
- ❖ Be resilient and determined to succeed
- ❖ Be responsible for their actions

We aim to achieve this by:

- ❖ Ensuring that children's achievement is at the heart of our school
- ❖ Valuing and celebrating children's social and cultural diversity
- ❖ Maintaining the highest possible expectations of every child
- ❖ Striving to ensure that every child succeeds
- ❖ Adopting a 'no excuses' attitude towards children's progress and attainment
- ❖ Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment
- ❖ Working closely with parents and carers to ensure that we are providing the best possible education for our children

Our relationships and sex and health education policy is designed to achieve the following agreed aims:

1. To create an ethos where:

- Every child feels safe and secure
- Every child feels valued

- Every child develops into a confident individual
- There is a strong climate of mutual respect between all members of the school community, so that relationships are happy and harmonious

2. To develop a community of learners where children are supported to:

- Understand and manage their emotions
- Understand the impact of their behaviour on their learning their peers
- Understand that they are responsible for their own behaviour
- Understand the choices they have in terms of their behaviour
- Enjoy successful social relationships with their peers
- Have positive relationships with adults in school
- Develop the full range of social skills that enable them to take turns, to negotiate, to empathise and to be able to resolve disagreements or conflicts independently and appropriately.

THE TORRIDON PRIMARY CODE:

1. We work hard and always try our best
2. We are always polite, kind, helpful and honest
3. We always try to keep ourselves and others safe
4. We respect each other and our environment
5. We always walk quietly inside the school
6. We work as a team and value other people

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, diversity, sexuality, mental health, consent, healthy lifestyles and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

Statutory Requirements:

Please click on the link for the full DFE guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

DFE quote:

The focus in primary school should be on 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. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the

importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

Aims.

Relationships education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- ❖ To provide a framework where in which sensitive discussions can take place
- ❖ Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- ❖ Enable children to celebrate the different make ups of families
- ❖ Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- ❖ Answer pupils' questions honestly and sensitively
- ❖ To help children understand the role that the media plays in forming attitudes
- ❖ Enable children to recognise unsafe situations and be able to protect themselves and ask for help and support
- ❖ Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- ❖ Teach pupils the correct vocabulary to describe themselves and their bodies
- ❖ Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- ❖ To understand how safe routines can reduce the spread of viruses
- ❖ Help children to understand the consequences of their actions and behave responsibly within relationships

By the end of primary school, pupils will have been taught content on:

Relationships:

- ❖ families and people who care for me
- ❖ caring friendships
- ❖ respectful relationships
- ❖ online relationships
- ❖ being safe

Health Education:

- ❖ mental wellbeing
- ❖ internet safety and harms
- ❖ physical health and fitness
- ❖ healthy eating
- ❖ facts and risks associated with drugs, alcohol and tobacco
- ❖ health and prevention
- ❖ basic first aid

Relationships, sex and health education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught throughout the curriculum (appendix 2).

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Safeguarding our children is of paramount importance to us at Torridon Primary School. We also believe it is essential that children are provided with age-appropriate information to assist them in making sensible choices and developing respect for themselves and others as they progress through the school.

Curriculum

We will teach our RSHE Curriculum alongside Science and PSHE however this will be adapted when necessary. Our RSHE curriculum will be planned and resources by the Christopher Winter Project and Kapow. The curriculum has been developed considering the age, needs and feelings of pupils.

It may occur when children ask questions outside policy guidelines, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including articles, diagrams, videos and photographs. There will be opportunities for discussions which will suit various learning styles. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our programme is tailored to the age and physical and emotional maturity of the pupils. It ensures that children are prepared for the changes that adolescence brings.

Our curriculum is set out in appendix 2.

Delivery of RSHE

Our main RSHE curriculum will be carried out alongside PSHE lessons, however subjects such as science, PE, computing (being safe online) and RE will also include some teaching. Included in RSHE children will learn about family relationships, different family groups and friendships. They will discuss traditions linked with birth, marriage and death and talk about emotions connected to this. Children will also learn about healthy lifestyles and the importance of exercise through PE lessons. RSHE will also be taught as discreet lessons when appropriate.

RSHE supports the development of self esteem and relationships. All staff understand that they have a responsibility to implement the policy and highlight its main aims and are aware that pupils learning does not only take place in the classroom but also through all aspects of school life.

Children will be taught to have an understanding that as well as marriage, there are strong and mutually supportive relationships. These can include heterosexual or same sex relationships. It is fundamental to understand that no stigma is placed on their home circumstances. Our aim is to provide precise information which will develop and support skills needed for children to understand differences and respect themselves and others. In doing so we hope to prevent and remove prejudice.

Science Curriculum (Statutory)

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- ❖ To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- ❖ To notice that animals, including humans, have offspring which grow into adults
- ❖ To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ❖ To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- ❖ To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- ❖ To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- ❖ To describe the simple functions of the basic parts of the digestive system in humans
- ❖ To identify the different types of teeth in humans and their simple functions
- ❖ To describe the life process of reproduction in some plants and animals
- ❖ To describe the changes as humans, develop to old age

- ❖ To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- ❖ To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- ❖ To describe the way nutrients and water are transported within animals, including humans
- ❖ To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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).

Role and Responsibilities.

The Governing Board are responsible for:

- ❖ The governing board will approve the RSHE policy, and hold the head teacher to account for its implementation.

The Head Teacher is responsible for:

- ❖ The head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

All teaching staff are responsible for:

- ❖ Delivering RSHE in a sensitive way
- ❖ Modelling positive attitudes to RSHE
- ❖ Monitoring progress
- ❖ Responding to the needs of individual pupils
- ❖ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/nonscience components of RSHE
- ❖ Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss with the head teacher.

All class teachers have the responsibility for teaching RSHE in your school. We will also invite in health care professionals to support our teaching where appropriate. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher.

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Right to withdraw (Relationships Education or Health Education)

Parents and carers do not have the right to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Right to withdraw (Sex Education)

The only sessions that you can request your child to be withdrawn from is the session on conception and pregnancy in year 6. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools *should* still provide a programme of age appropriate sex education).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and must be addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from that session.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. We will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

Monitoring Arrangements

The delivery of RSHE is monitored by the senior leadership team through, for example, planning scrutinies, learning walks and lesson observations.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

Inclusion

We wholeheartedly believe that relationships education must be positively inclusive in terms of gender, sexual orientation, disability, special educational needs, ethnicity, culture, age, religion or other life-experiences. We value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the curriculum meets the needs of all:

In relation to those with special educational needs or disability, we will review our curriculum to ensure that provision is made for those with additional needs.

We will consider:

- ❖ their level of vulnerability
- ❖ their need to learn and demonstrate appropriate behaviour and self-esteem.

- ❖ the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- ❖ the management of personal care
- ❖ clarity about sources of support for pupils.

Complaints procedure

Any complaints or concerns about the Relationships and Health Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Torridon complaints procedure if they feel things are not resolved.

Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Online safety policy
- Complaints Policy

<https://www.torridonprimary.lewisham.sch.uk/about-us/policies/>

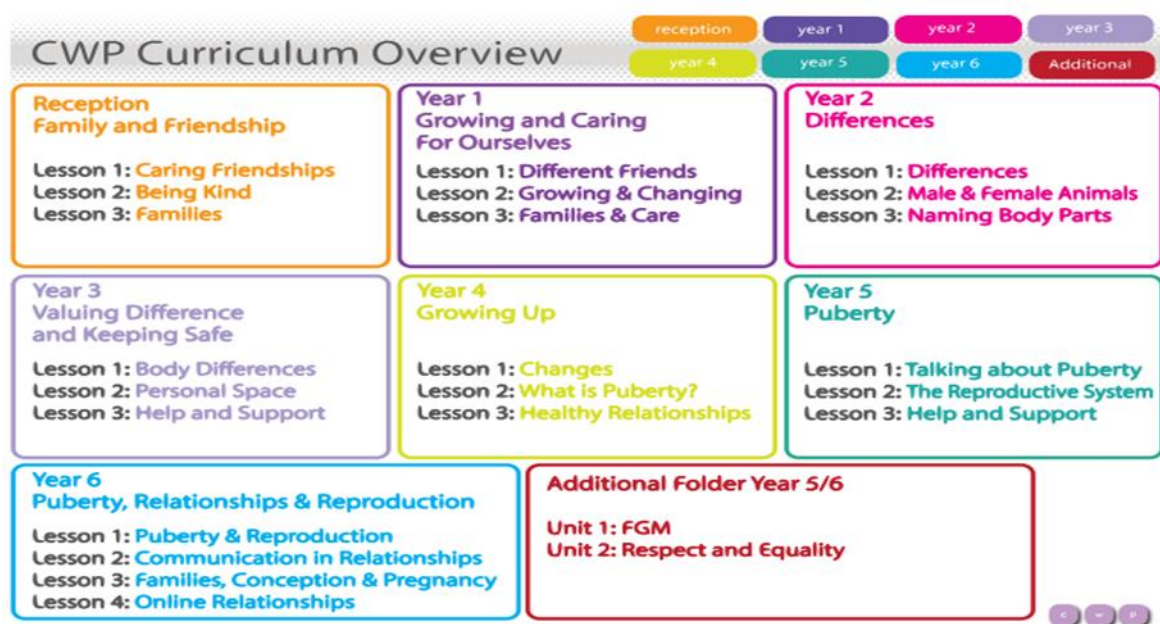
Appendix 1

By the end of primary school pupils should know:

Topic	Pupils should know
Respectful relationships	<ul style="list-style-type: none">• 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• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• 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• 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• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• 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• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online

Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
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Appendix 2



RHE Curriculum

CWP and Kapow

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson 1	Different Friends	Differences	Body Differences	Changes	Talking about Puberty	Puberty and Reproduction
Lesson 2	Growing and Changing	Male and Female Animals	Personal Space	What is puberty?	Reproductive System	Communication and Relationships
Lesson 3	Families and Care	Naming Body Parts	Help and Support	Healthy Relationships	Puberty Health and Support	Kapow: Conception and Pregnancy (2 sessions)
Lesson 4	Kapow: Gender Stereotypes	Kapow: Gender Stereotypes: Careers and Jobs	Kapow: Stereotyping: Gender	Kapow: Stereotyping: Gender	Kapow: Stereotyping: Gender	Kapow: Social Media
Lesson 5		Kapow: Appropriate Contact: My private parts	Kapow: Stereotyping: Age	Kapow: Stereotyping: Disability	Kapow: Stereotyping: Race and Religion	Kapow: Stereotypes: Attitudes
Lesson 6		Kapow: Appropriate Contact: My private parts are private			Kapow: Respecting Myself	Kapow: Challenging Stereotypes



These sessions are the only sessions that parents // carers have the right to withdraw their children from.

Appendix 3

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from sex education within RSHE			
Any other information you would like the school to consider			
Parent signature			