St Mary's CE Primary School

'Trust in the Lord and Flourish' (Proverbs 11:28)

Relationships, Sex and Health Education (RSHE) policy

Approved by Full Governing Body on: 13th March 2024

Date of next review: March 2027

Legal Framework

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education from September 2020; Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations make Health Education (HE) compulsory in all schools. Sex education is not compulsory in primary schools. Schools choosing to teach aspects of sex education which go beyond the national curriculum for science must set this out in their policy and consult with parents. Parents/carers have the right to withdraw pupils from sex education (but not Relationships or Health Education)

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

School Statement on RSHE

At St Mary's CE Primary, we will deliver a high-quality, age-appropriate and evidence-based Relationships, Sex and Health Education curriculum (RSHE) for all our pupils. This policy sets out the framework for our Relationships, Sex and Health curriculum, providing clarity on how it is informed, organised and delivered and how everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

We believe in the importance of high quality RSHE teaching and learning and the role that it can play in promoting safe, equal, caring and enjoyable relationships under the promise of Jesus bringing 'life in all its fullness.' (John10:10). We follow the guidance from the Church of England Education Office in our approach to teaching RSHE, seeking to be faith sensitive and inclusive. At our school, we believe all children should be treated with dignity and respect and bullying of all kinds should be eliminated. We will distinguish between factual teaching (biological facts, different types of families, medicine and the law) and moral teaching (relationships and values) ensuring clarity at all times.

Our school vision has at the core for all to flourish and for pupils to respect their uniqueness so that they are able to form healthy and loving relationships and show respect, loving care and dignity to others. In our school, we also consider the spiritual and moral aspects of healthy, loving and nurturing relationships within the context of our Christian vision for the purpose of life.

Aims and Guiding Principles

We have adopted the charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) produced by the Church of England (November 2019) [1]

At St Mary's CE Primary school we commit to:

- work in partnership with parents and carers.

[1] https://www.churchofengland.org/sites/default/files/2019-11///rshe-principles-and-charter_0.pdf

- deliver RSHE professionally and as an identifiable part of PSHE.
- ensure that RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.
- help all pupils to build resilience and to support them to form healthy relationships, to keep themselves safe and to resist the harmful influence of pornography in all its forms.
- the promotion of healthy, resilient relationships set in the context of loving and caring for others
- an RSHE curriculum that is based on honest and medically accurate information from reliable sources of information, supported by the school's Christian vision
- taking care to meet the individual needs of all pupils including those with special needs and disabilities so all feel valued and respected through the materials that are used and the language that is used
- seek pupils' views about RSHE so that the teaching can be made relevant to their lives and support them into adulthood

Leadership

- the headteacher will ensure that parents and governors are informed of the policy
- outside speakers and visitors will work within this policy and uphold and support the school's vision
- the headteacher will monitor and review the policy in partnership with the governing board and PSHE subject leader
- ensure regular training and updates for staff based on any identified needs, the school's context and any changes in legislation
- provide support, training and mentoring for ECTs to deliver the RSHE curriculum
- ensure clear guidance on agreed materials and resources to be used to support the teaching of RSHE which is age appropriate and supports the school's vision

Organisation

RSHE is taught through a planned programme in both the P.S.H.E. curriculum and science curriculum. Resources developed or recommended by The PSHE Association are used to deliver the P.S.H.E curriculum, including Relationships, Sex and Health Education. The curriculum for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils. It progresses from one year to another, building on what has been learnt in previous years. It is taught throughout the years from Year 1 to Year 6. There is no specific RSHE teaching in Reception, nor in Year 5.

The main resource we use for the teaching of RSHE is Medway Public Health Directorate 'Changing and Growing up' resource. The delivery schedule for RSHE lessons is identified below. Should teachers feel the need to supplement these resources, supplementary resources will only be taken from 'Goodness and Mercy' (https://goodnessandmercy.co.uk/) who provide RSHE resources written specifically for Church of England schools.

St Mary's CE Primary School
RSHE delivery schedule

St Mary's uses the suggested resources provided by PSHE Association to support our delivery of our RSHE programme. These are taken from the Medway Public Health Directorate: Changing and Growing up resource.

These lessons are taught as prescribed.

Year group	Lesson taught	When
Reception	NA	NA
Year 1	**Medway Changing and growing up – Year 1 and 2** *Lesson 1 – My Special People*	Autumn 2
Year 2	**Medway Changing and growing up – Year 1 and 2** *Lesson 2 – Growing up – The human lifecycle* *Lesson 3 – Everybody's body*	Summer 1
Year 3	**Medway Changing and growing up – Year 3** *Lesson 1 – What makes a good friend* *Lesson 2 – Falling out with friends*	Autumn 1
Year 4	**Medway Changing and growing up – Year 4 and 5** *Lesson 1 – Time to change* *Lesson 2 – Menstruation and wet dreams* *Lesson 3 – Personal hygiene* *Lesson 4 – Emotions and feelings*	Spring 2 (moved to summer 1 in 2024)
Year 5	NA	NA
Year 6	**Medway Changing and growing up – Year 6** *Lesson 1 – Puberty recap* *Lesson 2 – Puberty: change and becoming independent* *Lesson 3 – positive, healthy relationships* *Lesson 4 – How a baby is made?*	Summer

The teacher guidance document for the Medway 'Changing and Growing up' resource details, in the appendix, how these lessons will support staff to address the relevant learning opportunities included in the PSHE Association Programme of Study and the relevant content outlined in the Department for Education statutory guidance for Relationships Education/Relationships and Sex Education (RSE) and Health Education. This can be found on the school website

https://www.stmarysalbrighton.org.uk/docs/RSHE_2023/Teacher_Guidance.pdf

Children with SEN are given full opportunity to take part in all RSHE sessions. Where needed, a differentiated approach will be used to support specific children. It is not the school's policy to withdraw these children during RSHE teaching time for any additional or catch up curriculum programmes as part of their SEND plan. Support staff who work alongside pupils are trained and included in planning for RHSE.

Who teaches RSHE?

RSHE will be taught by the class teacher and in Years 4 and 6 the teaching may be supported by an additional member of staff or Senior Leader. Sometimes health professionals or other visitors will help deliver RSHE, such as the school nurse.

How is RSHE taught?

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful to include time when single sex groups can discuss issues with a teacher of the same gender. Resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

Safe and effective practice

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Pupils will also be able to raise questions anonymously by the use of a PSHE question box in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Staff answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

The RSHE policy reflects and is line with our equal opportunities policy and the school ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, RSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils may have individual support or work in small groups with a member of staff.

Teachers do not discuss details of their personal relationships with pupils.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSHE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme will include specific understanding of different types of relationships. Homophobic and transphobic references, actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language. From Reception, when discussing body parts, staff will use correct terminology. Staff will be using the vocabulary penis and vulva. This will be taught explicitly in year 2, however if needing to discuss private parts earlier in the school, staff will model using the correct terminology.

Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

Confidentiality, safeguarding and child protection

Although RSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow

the school's child protection procedures. If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue.

Monitoring and evaluating RSHE involving pupils

Pupils and staff are involved in evaluating the RSHE teaching programme as part of the annual review of PSHE. This will involve staff meeting time and school parliament time. The PSHE floor book for each class will capture children's responses and understanding at the end of a topic and to enable the PSHE co-ordinator to monitor coverage and impact of the curriculum.

Training staff to deliver RSHE

RSHE will be taught by teachers that are knowledgeable, skilled and confident. The PSHE coordinator will support teachers in delivering high-quality lessons and in developing a school RSHE protocol. RSHE will be taught as part of a planned programme within the PSHE curriculum. Our teaching plan will promote resilient and healthy relationships, supporting children to keep themselves safe from harm. Children will be taught to show respect to all within our community developing a mutual understanding of other faiths and beliefs. Our school's Christian vision and values will underpin all our teaching.

Recording, Monitoring and Evaluation

The Curriculum and Values committee review the policy annually in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Parents are consulted annually in the form of a drop in session after school. Recommendations are fed back to the full governing body and are then actioned as appropriate. Governors will ensure that policy and practice continue to be consistent with the school's Christian vision and resources used are appropriate.

Roles and Responsibilities

The governing body

- review and monitor the policy on an annual basis and make any necessary changes based on evaluations. Ensure the school's distinctive Christian vision is lived out through RSHE.

The headteacher and the senior leadership team

- monitor the effectiveness and impact of the policy including the teaching and learning. Build and maintain effective relationships, fully engage with parents when planning and reviewing RSHE work. The headteacher responds to parent requests to withdraw their children from RSHE

Teaching and support staff

- follow the agreed policy and scheme of work and where concerns arise seek additional guidance and or training through the Senior Leadership team. Staff model a positive attitude to RHE or RSHE.
- Will ensure parents are informed, in writing, prior to their child completing the RSHE units of work in years 4 and 6.

Pupils

- fully engage with RHE or RSHE teaching and treat all issues and peers with mutual respect and sensitivity.

Parents and carers

- support their children in their learning and raise any questions regarding policy with the teachers and leadership team

Visitors

- read and follow the agreed policy; keep up-to-date with policy and practice

The Right to withdraw from Sex Education

We fully recognise that parents do have the right to withdraw their children from the Sex Education aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through their concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

If a pupil is withdrawn from Sex Education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education (RHE). The school will document this process to ensure a record is kept.

Development and Sharing of the Policy

At St Mary's CE Primary school, we are committed to building a strong and positive relationship with all parents through a shared understanding, mutual trust and co-operation. We achieve this by responding to any RSHE queries in a sensitive and supportive way as well as sharing our school policy on the school's website. In addition, we regularly seek views from parents to look for ways to improve our teaching and learning. The RSHE policy has been developed through collaborative working between the school's Headteacher and PSHE leader. Staff, Governors and Parents were all consulted through access to teaching and learning materials and a drop in event to discuss policy and provision with the Headteacher and PSHE lead. We ensure that the principles of RSHE are reflected and applied in our policies and practices including those that are concerned with:

- Spiritual, Moral, Social and Cultural (SMSC) development and PSHE
- Science curriculum
- Care, guidance and support
- Working in partnership with parents, carers and guardians
- Working with the wider community

Appendix 1: Statutory Relationships Education

Families and people who care for me

Pupils should know:

• that families are important for children growing up because they can give love, security and stability

• 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

• 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

• 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

• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

• how important friendships are in making us feel happy and secure, and how people choose and make friends

• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

• 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

• 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

Respectful relationships

Pupils should know:

• 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

Pupils should know:

• 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

Pupils should know:

• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 8

• 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, for example family, school or other sources

Appendix 2: Statutory Health Education

Mental wellbeing

Pupils should know

• that mental wellbeing is a normal part of daily life, in the same way as physical health.

• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know

• that for most people the internet is an integral part of life and has many benefits.

• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

• why social media, some computer games and online gaming, for example, are age restricted.

• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

• where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

• the characteristics and mental and physical benefits of an active lifestyle.

• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

• the risks associated with an inactive lifestyle (including obesity).

• how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know

• what constitutes a healthy diet (including understanding calories and other nutritional content).
• the principles of planning and preparing a range of healthy meals.
• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
• the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

• how to make a clear and efficient call to emergency services if necessary.
• concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
• about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Statutory Science Education

Key stage 1 Pupils are taught to:

• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

• notice that animals, including humans, have offspring which grow into adults

Upper key stage 2 Pupils are taught to:

• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

• describe the life process of reproduction in some plants and animals

• describe the changes as humans develop to old age

Appendix 4: Non-statutory Sex Education

All content relating to non-statutory sex education can be viewed on the school website.
https://www.stmarysalbrighton.org.uk/RSHE-Offer/

For each lesson that is to be taught, there is a clear learning objective, learning outcomes are listed and a clear lesson plan for teachers to follow.