

St. Paul's Church of England Primary School

'Building each other up with God as our firm foundation'



Relationships, Sex and Health Education (RSHE) Policy

June 2021

St Paul's C of E Primary School

Relationships, Sex and Health Education (RSHE) Policy

Date for full implementation: June 2021
Review date: June 2024

Overview

Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This policy covers three aspects of teaching and learning:

- Relationships Education – compulsory in primary schools
- Relationships and Sex Education (RSE) – not statutory in primary schools
- Health Education – compulsory in all state-funded schools

Aims

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our children to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects helps prepare our children for the opportunities, responsibilities and experiences of adult life. They also enable our school to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

We shall promote and foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on children based on their gender or any other characteristic.

We aim to deliver subject content in a balanced and sensitive manner, set within our clear framework of Christian values, which engender a sense of awe and wonder for the children about their own physical and emotional development. It is our aim at St Paul's C of E Primary School to help and encourage pupils to:

- establish a healthy lifestyle
- build up a system of values and health related skills concerning themselves and other people's lifestyles, in preparation for adult life
- make informed choices
- respect everyone, including themselves
- be safe

Principles

Our guiding principle is that compulsory subject content must be age- appropriate. It must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline. This will sit alongside the essential understanding of how to be healthy.

Teaching on mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children are increasingly experiencing challenges, and the subject content will give them the knowledge and capability to take care of themselves and get support if problems arise.

All of this content should support the wider work of the school in helping to foster pupil wellbeing and develop resilience and virtues that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to bounce back from knocks and challenging periods in their lives.

This should be complemented by development of virtues like kindness, generosity, self-sacrifice and honesty. We have endeavoured to ensure the content is proportionate and deliverable.

Further principles include:

- The content is presented within the context of family life, of loving relationships, self awareness and of respect for others and oneself.
- Content provides a context for the human biology taught in Primary Curriculum 2014.
- Within the framework of the school's values and pastoral care ethos, staff respond to pupils' concerns and questions in a sensitive and age- appropriate manner as they arise.
- Confidentiality is an important factor in the development of trust and respect between pupil and teacher. However, teachers should not promise absolute confidentiality to pupils. The Headteacher must be informed about certain concerns or allegations which are listed in Appendix A. All decisions about confidential matters are made in the best interest of the pupil.

Whole-school approach

All of the three subjects will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and on sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding. The subjects will sit within the context of the school's deeply Christian ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

This is also the case for teaching on mental health within health education. The curriculum on health education will similarly complement, and be supported by, the school's wider education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activity and school food.

Working with Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

See Parent's Consultation: Appendix B

We shall work closely with parents when planning and delivering these subjects. We shall ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents will be given every opportunity to understand the purpose and content of RSHE, and how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.

- Parents will be informed of when RSHE will be presented in school including general guidance about the content. Their support and personal involvement is vital.
- Class teachers will discuss with parents any issues concerning RSHE that arise incidentally through questions, comments and behaviours, as deemed to be appropriate for the children's well being.
- Any parental concerns or questions will be heard and responded to sensitively and appropriately by the class teacher and / or Headteacher.

Teaching and Learning, and Subject Monitoring

The class teachers / Headteacher, as the people who have built up an understanding and trusting relationship with the children, are responsible for the planning and teaching of the subject content. When available, the School Nurse, or other known professional, will be called on to support, resource and advise within these lessons.

Teachers ensure that in lessons there is a sense of respect in which self-esteem can be built and in which all children feel safe, appreciating their own individuality and being given a right to express their own thoughts, ask their own questions or reflect quietly.

Resources

Suitable resources for the subjects will be chosen sensitively by the class teachers, in consultation with RSHE / RE leaders and School Nurse. The Headteacher and Governors will approve any video / DVD resource that is shown.

As age-appropriate, pupils across the school are made aware of how we should respect each other's bodies and about appropriate sexual behaviour.

Below is a list of possible resources:

This policy and the programmes of study have been created in accordance with the DfE guidance for RSHE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/fi

[le/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf](#)

The overarching resource guide is taken from [Goodness and Mercy](#), a RSHE programme of study created especially for Church of England schools by the Diocese of Bristol.

This programme of study might be further enhanced using a selection of materials from other sources, including:

Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Example of model primary curricula <http://catholiceducation.org.uk/schools/relationship-sex-education>

Relationships and Sex Education

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/>

The Christopher Winter project <https://cwpresources.co.uk/home/>

Mental health

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

MindEd educational resources <https://www.minded.org.uk/>

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs. <https://www.thinkuknow.co.uk/>

PSHE

PSHE Association Programme of study for KS1-5

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Development Matters EYFS

Body and Soul, Diocese of Gloucester

Assessment

Pupils' knowledge and understanding will be assessed at the end of each unit of work in Science.

Attitudes and values will be assessed through discussions and identified in good, respectful behaviour and a positive school ethos.

We shall have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Equality, Inclusion, and Special Educational Needs and Disabilities (SEND)

We shall ensure that we comply with the relevant provisions of the Equality Act (2010), under which religion or beliefs are protected characteristics.

RSHE must be accessible for all our children. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities.

Teaching methods and materials are selected to be appropriate to pupils' age, attainment, gender, race, special educational need and religious and cultural heritage thus ensuring equality of opportunity for all pupils. Opportunity to discuss the issues in single sex groups is given as appropriate. Boys and girls have access to the same information to further their understanding and respect for each other.

Religion, Beliefs and the Law

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities and leaders help to create a constructive context for the teaching of these subjects.

When teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that sensitive topics that need to be taught are appropriately handled.

As a Church of England school, the distinctive faith perspective on relationships may be taught, and balanced debate may take place about issues that are seen as contentious.

Appendix C: Church of England RSHE Charter

Teaching should reflect the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the head teacher will discuss the request with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

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

Maintained schools are required to teach the national curriculum for science. At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

The teaching of Relationships Education and Health Education is statutory – as such, parents do not have a right to withdraw their child from Relationships Education or Health Education lessons. Appendix D: Relationships, Sex and Health Education Withdrawal Form

The Role of Governors

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teachers explore how new pedagogies and technology can be fully utilised to support the subjects;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors also have wider responsibilities in relation to maintaining and developing the religious ethos of the school.

Safeguarding, reports of abuse and confidentiality

At the heart of these subjects, there is a focus on keeping children safe, and we can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of the

processes to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a child tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Relationships Education

The focus of Relationships Education will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and 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. Children will 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, in the context of a strong Christian ethos.

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

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these when they are encountered 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.

The principles of positive relationships apply as much online as they do offline especially as, by the end of primary school, many children will already be negotiating relationships seamlessly online and offline. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupil's lives. Teachers should include content on how information and data is shared and used online, for example sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of resilience and positive character attributes, or 'virtues', in the individual, set in a school-wide context where resilience and virtues are actively developed, promoted and practised. This includes helping pupils to believe they can achieve, stick at tasks, work towards long-term rewards and persevere despite knocks.

The positive virtues pupils should develop include honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. We shall aim to develop resilience and virtues in many ways, including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.

Through Relationships Education (and RSE), we can help prevent abuse and protect children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse. For example, this can be done by focusing on boundaries and privacy, ensuring young people are taught that they have rights over their own bodies and know how to report concerns or seek advice. This should include understanding boundaries in friendships with peers and also in families and with others (both online and offline). These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding all children.

By the end of Year 6, pupils should know:

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)
- 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 source

Relationships and Sex Education (RSE)

The content set out in this policy covers everything that we should teach on relationships and on health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

RSE is not compulsory in primary schools.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It is good practice that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

National curriculum for science

Maintained schools are required to teach the national curriculum for science. At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

Health Education

Health Education covers two main areas;

- Physical health
- Mental well-being

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important to actively promote pupils' self-control and ability to self-regulate, so that increasingly they become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We shall aim to engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

The focus will be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils will also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to

others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

By the end of Year 6, pupils should know:

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

References

This policy is created with reference to the following documents and guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE 2019)
- Sex and relationships education (SRE) for the 21st century (PSHE Association)
- Sections 34 and 35 of the Children and Social Work Act 2017
- Keeping Children Safe in Education 2019
- Equality Act 2010

This policy should also be viewed with reference to the following school policies:

- Safeguarding and Child Protection Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Behaviour Policy
- Equality Policy
- Mental Health and Well-being Policy

Appendix A: Guidelines on Confidentiality

Matters of confidentiality, which might raise concern for the child's welfare, should be taken very seriously and where appropriate referred to the Headteacher. Should such matters be raised in lessons, teachers should reply that to discuss such in an open lesson is inappropriate because of their personal nature. However, the child that raised the issue should be offered the opportunity to discuss their concerns in confidence with the teacher.

Teachers must avoid expressing an opinion or endorsing a moral point of view on the issues of abortion, homosexuality, sex change or surrogacy. Sexually transmitted disease/ HIV should be acknowledged only in general terms. Questions about contraception should be answered honestly but without a thorough appraisal of different methods. Rape should, like any violence, be condemned.

APPENDIX B

Relationship, Sex and Health Education

Parents and Governor Consultation Meeting May 2021



PRESENT: Asfia Waheed (Faiizah Y6, Hashim Y3), Amy Taylor (Amber Y5, Fern Y4), Lisa Turner (Thomas YR, Daniel Nursery), Daphney Malaweha (Tanaka Y4), Liz Devers (Sophie YR and school governor), Kathryn Godwin (RE and Worship Lead) and Angela Daniel (Headteacher)

- What are your fears about the teaching of RSHE in our school?
- What do you really want your child to know about – Health, Relationships (and Sex where appropriate)? And when should this be introduced?
- Is there anything you would not want missed out or not want included?

ACTIVITY

Parents were asked to reflect and discuss the following questions:

FEEDBACK

- In a Church School the focus should be that we are all 'fearfully and wonderfully made,' everyone is unique, and everyone should be given the opportunity to 'live life to the full.'
- The curriculum should consider the age and the maturity of each class.
 - ✓ Children want to learn, and they ask lots of questions.
 - ✓ It is important to know/ decide what is to be covered in each Key Stage and phase.
- Working with parents / careers is important – it is a shared responsibility.
 - ✓ The curriculum needs to be 'transparent.'
 - ✓ Most parents want to know what their child is being taught before they are taught it. The right to withdraw from lessons should be explained.
 - ✓ Some parents are grateful / relieved that it is taught in school, as they feel uncertain talking to their child about this, or it helps them start a conversation about RSHE.
- The focus of the curriculum should be on promoting respect.
 - ✓ It is important to explain that not everyone will agree on issues regarding sexuality, marriage and gender identification.
 - ✓ The major world religions hold differing views and within each religion and denomination there will be further differences – not all Christians / Muslims believe the same.
 - ✓ It should also be explained that there is also a lot of agreement – many religions promote a commitment to remain in a relationship, to love, honour, respect and show dignity.
 - ✓ We should also be respectful of the older generation who might find it difficult to embrace how the world has changed during their lifetime.
 - ✓ The curriculum should promote respect, teach that it is wrong to discriminate and judge others and prepare children to live in modern Britain.
- It is important to teach children in a 'gentle manner' about the diversity of relationships in our world.
 - ✓ As this is not currently represented in our school, there is an even greater need to make children aware.
 - ✓ It is also important as a child may know someone in their family or a close friend; or possibly be thinking and feeling differently to their peers themselves. It is important to ensure all children feel that they, or those they know and love are not being judged and they have a trusted adult within school to talk to.
 - ✓ Correct language should be taught so that children are aware that some words can cause hurt and pain. Words are often said as an insult, without a true understanding of what they actually mean.
 - ✓ It should be taught in a gentle way – through photographs, social stories and high-quality literature which would be shared in class and available in the library / class bookshelf.

- ✓ The Muslim faith (particularly the younger generation) are more accepting of this. It is important for children to be taught about different relationships; however, it should be explained that the Islamic religion would not promote these relations.
 - ✓ In the Bible it talks about marriage being between a man and a woman, but the Christian religion also teaches that we should not judge and that God loves all of us – therefore when teaching about sexuality, marriage and gender identification we should emphasise these facts.
- Children need to be educated with the correct facts.
 - ✓ Many children hear older siblings, parents or even class members discussing topics and either do not understand or are misinformed. There is too much expose online and on TV
 - ✓ RSHE must teach children the vocabulary and strategies required to keep themselves safe and to thrive.
 - ✓ It should not just be about the emotional and physical side, there should be a focus on the spiritual and moral side.
 - ✓ They should be taught that sex is special (Christians believe it is a gift from God).
 - The curriculum should consider the school and local community.
 - ✓ What is the religious, ethnic and LGBT make up?
 - ✓ Many children in school come from broken families and marriages.
 - ✓ Know the children / class and be sensitive to their needs.
 - ✓ We are living in a 'throw away' society - patience, and perseverance need to be taught. Children need to understand that all relationships need work.
 - What should be taught?
 - ✓ Sex Education needs to be taught as part of Relationships Education. The focus should be that although the legal age is 16, sex is best saved for when you are in a long-term, loving, committed and trustworthy relationship.
 - ✓ Girls especially are going through puberty at a much younger age. The 'period talk' needs to be moved to Year 4, so that girls who start early are not scared of what is happening. There should be an opportunity to repeat the talk in Year 5 and Year 6.
 - ✓ The 'period talk' should be given separately, however, older boys should also learn what happens to girls as it is important that they learn to show respect.
 - ✓ It is important that girls learn about the changes that happen to boys and vice versa, so they can understand what happens during puberty and show empathy which one another.
 - ✓ If contraception is taught, it should be in Year 6 and it should reflect it always best to be in a loving, committed, and trustworthy relationship before you have sex. There was some uncertainty as to whether this should be taught as it could imply that sex is not 'special' – 16-year-olds could have sex with whoever if they are using contraception; however, the importance of contraception to prevent sexually transmitted diseases is important. There also needs to be an awareness that some religions / denominations are against the use of contraception.
 - ✓ When teaching about conception it is important to be aware that not all women are able to become pregnant naturally. Some children will have been born through IVF and will want to share this.
 - ✓ Masturbation should not be included in the curriculum.

APPENDIX C

CHURCH OF ENGLAND CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In St Paul's Church of England Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

November 2019

APPENDIX D

St Paul's Church of England Primary School

Relationships, Sex and Health Education (RSHE) Withdrawal Form

To be completed by parents			
Name of child		Class	
Name of parent		Date	
I understand that I am unable to withdraw my child from any part of the science and relationships curriculum (please tick)			
Reason for requesting to withdraw from sex education within RSHE			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school
Agreed actions following discussions with parents

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