**Heene Church of England (Aided) Primary School**

**Relationships Education, Relationships and Sex Education (RSE)**

**and Heath Education (RSHE) Policy**

**Date Approved: November 2020**

**Date for Review: November 2023**

# At Heene CE Primary School we value the importance of Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) to help and support young people through their physical, emotional and moral development. This is in conjunction with Jigsaw RSHE.

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis I:27, NRSV)*

*I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

*‘We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).’*  ***See Appendix 1***

This school complies with the requirements of the Equalities Act 2010 [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

This policy supports the school in line with the school’s ethos, values and vision, and the following school policies.

* Safeguarding and Child Protection
* Equal Opportunities
* Behaviour (including Anti-Bullying)
* Health and Safety
* Science
* R.E.
* Collective Worship
* SMSC

**The Philosophy of the School**

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

It is the philosophy of our school that all children experience a planned programme of RSE, within the Science and RSHE curriculums, which offer them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

**Aims and Objectives of the Policy**

* To prepare to play an active role as a member of a democratic society;
* To develop a healthy, safe lifestyle in an ever-increasing online world and know the importance of boundaries and how to report abuse or feelings of being unsafe;
* To develop an understanding of their own, and others’, rights and responsibilities;
* To assure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint;
* To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care;
* To foster the ability to manage relationships in a responsible and healthy manner;
* To promote the value of loving relationships and of family life;
* To enable pupils to understand the qualities of healthy relationships, acknowledging the Christian teaching on marriage as a lifelong commitment between one man and one woman, whilst recognising that there are other contexts for family life.
* To inform children on matters of personal hygiene and related health issues;
* To develop knowledge and understanding about growth, development and life cycles;

To recognise similarities and differences between themselves and others and to treat others with sensitivity, yet challenging those behaviours and attitudes which exploit others and do not reflect our Christian values.

# We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

RSHE is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child’s maturity and stage of development.

RSHE teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions.

As part of the RSHE framework, pupils are taught about the nature and importance of family life. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

**What is Relationships, Sex and Health Education?**

The Department for Education is introducing compulsory Relationships and Health Education for primary pupils. Through these subjects, we want to support all young people to be happy, healthy and safe, and we want to equip them for adult life and to make a positive contribution to society.

## **Relationships Education**

By the end of primary, pupils will need to know:

### **Families and people who care for the pupil**

* 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 (available to both opposite and same sex couples) and civil partnerships represent 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**

* 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**

* The importance of respecting others, even when they're very different (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**

* That people sometimes behave differently online, including by pretending to be someone they're 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**

* 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's 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're 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)

## **Health Education**

By the end of primary, pupils will need to know:

### **Mental wellbeing**

* 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're feeling and how they're 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's 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're worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)
* It's 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**

* 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**

* 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're worried about their health

### **Healthy eating**

* 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**

* The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

* 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're spread and treated, and the importance of handwashing
* The facts and science relating to immunisation and vaccination

### **Basic first aid**

* 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 bodies**

* 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

## **Sex Education**

There's no list of expectations for sex education at the primary level, as it isn't compulsory, but in line with DfE recommendations we are choosing to teach the following:

* Ensure boys and girls are prepared for the changes that adolescence brings
* Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

We are aware that children may ask questions of an enquiring nature and they will always be answered honestly, with due regard to moral considerations and the value of Christian family life. We will keep parents informed of any issues that arise and staff will receive any guidance that is needed.

**Areas of Responsibility**

**Governors will:**

* Ensure that legal obligations are fulfilled;
* Consult with parents on the determination of the school’s RSHE policy;
* Ensure that the RSHE policy is implemented through the Head Teacher;
* To monitor the implementation of RSHE, particularly with a view to ensuring its compliance with the Christian ethos of the school (section 38/39 of DfE documentation), ensuring that:
	+ All pupils make progress in achieving the expected educational outcomes;
	+ RSHE is well led, effectively managed and well planned;
	+ The quality of provision is subject to regular and effective self-evaluation;
	+ 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;
	+ The subject is resourced, staffed and timetabled appropriately.

**Head Teacher**

* To implement the RSHE Policy and to agree with others how and when sex education will be taught through different areas of the curriculum;
* To ensure the policy is followed;
* To liaise with the link Governor on the teaching in school;
* To liaise with parents;
* To disseminate information to staff and to support when issues arise;
* To respond to individual issues raised by children through the appropriate channels;
* To monitor and evaluate the effectiveness of teaching and learning through talking to and listening to children, and by observing children’s behaviour and relationships.

**Class Teacher**

* To ensure the policy is followed;
* To liaise with parents, with the guidance of the Headteacher;
* To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties, with the guidance of the Headteacher and external agency support if appropriate, i.e. the School Nurse.

**School Nurse/Health Service Specialists**

* To give support throughout the school, when appropriate;
* To provide advice for year groups if requested.

**The SENDCo**

* To assist in the development of the school’s policy concerning the welfare and educational needs of all children;
* To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child’s needs.

**Policy Development and Review:**

The policy has been written following the DfE guidelines *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.* This policy has been developed in consultation with staff, pupils, Governors and parents. The consultation and policy development process involved the following steps:

* Review – the RSHE Subject Leader gathered all relevant information including relevant national, diocesan and local guidance.
* Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
* Parent/stakeholder consultation – parents and any interested parties were invited to respond remotely during school closure about the policy.
* Pupil consultation – we investigated what exactly pupils want from their RSHE curriculum.
* Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every three years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

**Equal Opportunities**

In support of the Equal Opportunities Policy, all pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the RSHE resources and teaching methods.

**Organisation of School RSHE**

**Who Will Teach It?**

* All teaching staff (class teachers) will teach RSHE as part of the Science and the RSHE Curriculums;
* Outside visitors such as the school nurse may support the planning / teaching in school;
* The RSHE Subject Leader is the designated person with responsibility for coordinating RSHE.

**Methodology and Approach**

* There will be a whole-school approach – from EYFS to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Science and RSHE topics;
* RSHE is usually delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant;
* A range of teaching methods which involve children’s full participation are used to teach relationships, sex and health education. These include use of video, discussion, looking at case studies, drama and role-play.

## **Dealing with Sensitive Issues**

* Governors and teachers are in agreement that teachers should answer all children’s questions relating to RSHE in an open and factual way, taking into consideration Christian values, the family background, culture, religious beliefs, and pupils’ differing experiences;
* The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature;

## The following ground rules have been established:

## Teachers should not enter into discussions about personal issues and lifestyles;

* + No one (child or adult) has to answer a personal question;
	+ Nobody is forced to take part in discussion;
	+ In discussion, teachers will promote the knowledge and use of ‘accepted’ names of body parts;
	+ Meanings of words are explained in a sensible and factual way.

**RSHE Programme**

RSHE is delivered within the Science Curriculum and the core themes within RSHE.

Core Theme 1: Health and Wellbeing;

Core Theme 2: Relationships;

Core Theme 3: Living in the Wider World.

Through RSHE, the children should be provided with:

* Accurate and relevant knowledge;
* Opportunities to turn that knowledge into personal understanding;
* Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities;
* The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

**National Curriculum Science 2014 – statutory requirements\*\***

Year 1 – Animals, including humans

* identify, name, draw and label the basic parts for the human body and say which part of the body is associated with each sense.

Year 2 – Animals, including humans

* notice that animals, including humans, have offspring which grow into adults;
* find out about and describe the basic needs of animals, including humans, for survival (water, food and air);
* describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3 – Animals including humans

* 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.

Year 5 – Animals including humans

* describe the life process of reproduction in some plants and animals;
* describe the changes as humans develop into old age (pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty).

Year 6 – Animals including humans

* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

\*\*Parents should be aware that children cannot be withdrawn from the Science lessons.

**Resources**

The RSHE Subject Leader in consultation with the Headteacher, Teachers and Governors chooses all resources. Advice is taken from appropriate sources. Parents’ comments are taken into consideration.

**Specific Issues**

**Child Sex Abuse Procedure**

The Safeguarding and Child Protection Procedures as laid down by West Sussex County Council (WSCC) are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the WSCC area for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality should not prevent action being taken if the child is ‘at risk’. Teachers listen sympathetically to anything a child tells them in confidence. However, if a teacher believes that a child is at risk, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be contacted, in accordance with our Safeguarding and Child Protection Procedures. A copy of this is available in school and on the website for parents.

**Complaints Procedure**

If a parent or guardian has any cause for concern about the RSHE Policy, they should approach the Headteacher and staff. If the concern cannot be resolved, the Governors can be contacted.

**Working with Parents**

Heene CE Primary School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about healthy relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

Before each year group embarks upon its RSHE programme, parents are of their right to withdraw their child from some or all of the sex education delivered as part of RSHE (*other* than that which forms part of the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents are also invited to view all teaching resources that will be used in the delivery of their child’s sex education lessons.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies and relationships.

### **Further Information**

**Useful Documents and Websites**

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

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

PSHE Scheme of Work: <https://jigsawpshe.com/home>

**APPENDIX 1 – Church of England Charter**

**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[[1]](#footnote-1)**

In *Heene CE (Aided) 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 Act[[2]](#footnote-2) 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.
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.

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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. [↑](#footnote-ref-1)
2. The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. [↑](#footnote-ref-2)