

## **RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY**

**Created:** September 2023  
**Next Review Date:** September 2024  
**Custodian:** Governing Body/Learning and Achievement Committee

<b>Signed by the Chair of Governors:</b>	
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### **Introduction**

St Alfege with St Peter's C of E Primary School's is committed to providing effective Relationships, Sex and Health Education (RSHE) to all pupils, giving them the knowledge required to make informed decisions about their health, wellbeing and relationships in order that they might lead happy, healthy and successful lives.

### **Statutory guidance**

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 and Health Education compulsory for children receiving primary education in state maintained primary schools.

This policy has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019. It also reflects our duty to promote equality, tolerance and respect for the Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) in accordance with the Equality Act (2010).

### **Policy development**

This policy has been developed in consultation with staff, governors, the diocese, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – PSHE/RSHE Lead compiled the document using relevant national and local guidance.
2. Staff/governor consultation – school staff and governors were given the opportunity to consider the policy and make recommendations for changes.
3. Parent consultation – parents were able to access the draft policy on the school website and offer comments/suggestions.

4. Pupil consultation – pupil voice helped to ascertain what pupils want to learn from their RSHE lessons.
5. Ratification – amendments were made and the policy was shared with governors and ratified.

## **What is RSHE?**

At St Alfege's, we believe that RSHE is about equipping children with the skills, attitudes and knowledge to build positive, respectful and non-exploitative relationships, to make informed and responsible decisions about their health and wellbeing, and to stay safe both on and offline. It is also about providing young people with accurate and age-appropriate information about their bodies, their feelings, rights and responsibilities, and the emotional, social and physical aspects of growing up.

Most RSHE content at St Alfege's is taught in discrete weekly lessons, either as part of the science curriculum or through our personal, social, health and economic (PSHE) lessons. This policy should be read in conjunction with the PSHE policy, which provides further details of our PSHE scheme of work, Jigsaw, as well as the PSHE/RSHE Curriculum Map, and the science scheme of work.

Some aspects of RSHE are taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies, collective worship or visiting speakers.

We also teach some selected aspects of sex education and these are set out in the policy below.

## **Aims and objectives**

Our overarching aim through RSHE is to foster a positive notion of lifelong learning about physical, moral and emotional development as part of our broad and balanced curriculum.

As a Church of England school, we promote an inclusive environment that recognises the sacredness of others, and values and honours the diversity of human life. RSHE teaching challenges false norms, stereotypes and prejudice in a way that encourages pupils to show respect and empathy for others and to develop an acceptance and value of difference.

The key intended outcomes of our RSHE programme are that pupils will:

- Have the confidence and self-esteem to value themselves and others.
- Understand a range of relationships and appreciate the values of respect, love and care.

- Recognise the importance of family life, marriage, and/or stable, loving relationships for the nurture of children.
- Be able to recognise unsafe situations, both online and offline, and know how to protect themselves and ask for help and support.
- Understand the role the media plays in forming attitudes and be able to challenge societal assumptions and attitudes related to body image and relationships.
- Understand and recognise the negative impacts of stereotypes, including gender stereotypes, and be able to challenge stereotypical thinking.
- Know the correct vocabulary to describe their bodies and understand that some parts of the body are private.
- Identify strategies to manage physical and mental wellbeing, and understand the importance of health promotion and hygiene.
- Be prepared for the physical and emotional changes of puberty, including physical and emotional changes.

### **Relationships Education**

The five main aspects of Relationships Education are as follows:

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

Through Relationships Education, we teach children that respect, love and care are the fundamental building blocks in positive, stable and loving relationships, including friendships and family relationships. Care is taken, however, to ensure there is no stigmatisation based on different home circumstances and structures of support (e.g. single-parent families, blended families, adoptive families, extended family).

We also promote the skills and understanding necessary for children to manage conflict and to recognise and avoid exploitation and abuse.

### **Health Education**

Health Education teaches children about physical and emotional health, giving them the information they need to make good choices about their own health and wellbeing. Health Education includes preparing children of an appropriate age for the changes that adolescence brings, in particular puberty and the menstrual cycle.

Topics included in Health Education are:

- Mental wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Health and prevention.
- Basic first aid.
- Changing adolescent body.

### **Sex Education**

In addition to the statutory Health and Relationships content outlined above, we also teach some aspects of Sex Education in the summer term of Year 6.

We believe it is important to provide children with an age-appropriate understanding of human reproduction and conception. This is taught in the context of healthy and safe relationships based on respect for themselves and others.

Topics taught include:

- That sexual intercourse can lead to conception.
- How a baby develops from conception through pregnancy to birth.

### **Equality and Inclusion**

At St Alfege's, we believe that our RSHE programme should promote awareness and respect for diversity, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances.

As a Church of England school, we are guided by the underlying principle that all people are created in God's image. At the heart of our Christian distinctiveness is our commitment to value, nurture and uphold the worth of each and every child in the school community.

Whilst LGBT relationships will not specifically be covered in the curriculum, in line with the requirements of the Equality Act 2010 and our obligations under Section 149 (PSED), we aim to promote respect for, and acknowledge the diversity of, different family make ups and relationships.

### **Teaching and Learning**

Our RSHE programme is an integral part of our whole school PSHE education provision. RSHE is taught through a range of teaching methods and interactive activities which

encourage active participation and respond to the individual and changing needs of our pupils.

RSHE will primarily be taught using the Jigsaw scheme of work, although some adaptations will be made, as outlined in the PSHE/RSHE Curriculum Map. RSHE is taught by class teachers in mixed gender groups. Children are provided with the opportunity to ask questions in single sex groups for topics where this is deemed appropriate.

### **Safe and effective learning**

Teachers aim to provide a safe and supportive environment where children can develop the confidence to ask questions, challenge the information they are offered and express their views and opinions without judgement.

To support the involvement of all pupils, teachers will create a group Charter with their class outlining expectations around rights, responsibilities and respect. This reminds pupils of the importance of maintaining respect and confidentiality around sensitive topics. Children will also be reminded when and where it is appropriate to continue to discuss such topics i.e. not in the playground or with younger children.

### **Pupil questions**

Pupils' questions will be answered by class teachers sensitively, factually and within a general context. Teachers may choose to address a question individually or with a small group if it is outside the lesson remit.

Teachers will use their professional judgement and will only provide information that is appropriate to the age of the pupil(s) concerned. Questions which teachers are uncertain about answering will be discussed with the RSHE lead and a response provided at a later date.

Pupils will also have access to a 'question box', where they can write their questions down. This allows teachers to group questions into themes and to identify questions that may need answering on an individual basis. All staff will be mindful of their safeguarding role and will follow the school safeguarding policy if a question raises concerns of this nature.

### **Visiting speakers**

Occasionally we use external speakers to enhance our delivery of RSHE. St Alfege shows due diligence to the content that is being delivered, including, where possible, reviewing resources to ensure they are in line with the school's ethos and approach.

Teachers remain present during external visits at all times and all external speakers are made aware of the school's safeguarding policy.

### **Assessment**

Pupils' understanding and development in RSHE is monitored by class teachers as part of their broader PSHE learning. Teachers use a range of assessment strategies to track pupils' progress towards the learning outcomes outlined in our curriculum map.

### **Monitoring and evaluation**

The delivery of RSHE is monitored alongside PSHE by the PSHE/RSHE Lead through pupil voice, book looks and learning walks. These strategies are used to review, assess and inform the curriculum, ensuring it is always up to date and relevant to the needs of our pupils.

All staff have been delivered an initial information session regarding the new curriculum requirements and a subsequent training session on the delivery of PSHE/RSHE from the PSHE/RSHE Lead. Further training will be provided on an annual basis.

Where staff have additional learning and development needs, these will be supported through mentoring from a more experienced staff member, team-teaching or observations. Staff who are new to the school will also be mentored on a one-to-one or small group basis to ensure they are confident in the delivery of PSHE/RSHE.

### **Special Educational Needs and Disabilities (SEND)**

St Alfege is committed to ensuring that all pupils, including those with identified SEND, experience Relationships Education, Health Education and Sex Education which is appropriate both to their needs and their readiness for learning.

Where pupils have SEND which means they need a tailored approach to ensure teaching is effective, we will meet their needs either through appropriate differentiation or support in class, or provision of additional teaching outside the classroom context.

Any adjustments that involve additional teaching outside the classroom context should be discussed with the PSHE/RSHE Lead. Rarely, in exceptional cases, children with SEND may require adjustments to be made to the curriculum. Such cases must be discussed with both the PSHE/RSHE Lead and head teacher to ensure that this is in the child's best interests.

### **Parental involvement**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. Parents will be routinely informed about the RSHE teaching that is taking place in different year groups through the termly school newsletters.

Parents are encouraged to continue discussions about RSHE topics at home and we will consult with parents about any needs they might have in supporting them to do so.

### **Right to withdraw**

Parents are able to withdraw their children from all or part of Sex Education elements of our RSHE programme, except content taught as part of the National Curriculum for Science. Parents do not have the right to withdraw their children from Relationships or Health Education.

Parents wishing to exercise the right of withdrawal from any aspect of Sex Education must put this in writing and will be invited to see the headteacher who will explore any concerns and discuss the impact that withdrawal may have on their child.

### **Confidentiality, safeguarding and child protection**

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse. If a teacher or member of staff is concerned by the nature of a question or believes a child is at risk, this will be recorded via CPOMS and discussed with the Designated Safeguarding lead immediately who will take appropriate action in accordance with the school safeguarding policy.