



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust



Stoke by Nayland C of E Primary School

Relationships Sex and Health Education (RSHE) Policy

Prepared by:	<i>PSHE Lead</i>
Approved by:	<i>(Local Governing Body/Committee)</i>
Named Governor for RSHE	
Signature of Chair of Governors:	
Status & review cycle	Annual
Date approved:	
Review date:	

Relationships and Sex Education and Health Education (RSHE) Policy

This policy covers our school's approach to the teaching, planning and resourcing of Relationships Sex and Health Education. It was produced through consultation with pupils, parents, governors and staff members.

1. Context

At Stoke by Nayland C of E Primary School, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships sex and health education (RSHE). We recognise, as children grow up, it is important that they have an understanding of their own bodies, instincts and feelings. In this way, they will be prepared for the opportunities, joys and responsibilities of permanent relationships.

The nature of Christian marriage recognises that true sexual fulfilment requires maturity, self-discipline, a will to work for the other person and the resisting of exploitation. Christian thinking also recognises the existence of failure and the need for forgiveness and reconciliation. As the pupils mature and become more sexually aware, the Church School can make a distinctive and unique contribution to sex education by placing it within a Christian context of marriage, love, faithfulness and forgiveness.

In line with this, we recognise that our purpose at Stoke by Nayland C of E Primary School is not only to provide academic understanding, but also Christian understanding. We recognise that Relationships Sex and Health Education is best set within the broader context of the PSHE curriculum.

Sections 34 and 35 of the Children and Social Care Act 2017 introduced new legislation making relationships education compulsory from September 2020 for all pupils receiving primary education. Health education is also compulsory in all but independent schools (where PSHE is compulsory). Documents that have informed this policy include: 'Sex and Relationship Education Guidance' (2000); 'The Education Act (1996); Supplementary Guidance SRE for the 21st Century (2014) and Valuing All God's Children (2017). The school must also comply with the Equality Act 2010 and its Public Sector Equality Duty (PSED), under s.149 of the equality Act 2010.

The school's responsibilities include:

- The Headteacher and senior leaders should give RSHE high status within the school, with clear senior management support for the RSHE or PSHE lead.
- There should be a named governor for RSHE.
- Ensure that RSHE is embedded in the school's values and moral framework.
- Ensure teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.
- RSHE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.
- Governors are by law expected to give 'due regard' to the guidance and to maintain an up to date RSE policy, which must be made available to parents.

2. Aims and Objectives for RSHE

Our RSHE programme is an integral part of our whole school PSHE education provision and our objectives are:

- To provide an environment in which children may develop a healthy self-esteem and respect for their bodies and the bodies of others.
- To develop a sense of personal identity that will reinforce the child's growing ability to make the choices of behaviour and lifestyle which are right for them.
- To understand the nature of many types of personal relationships, including friendship, family relationships, love and conflict.
- To develop an understanding of the physical, emotional and sexual development of human beings leading to preparation for puberty.
- To provide an acceptable, accurate sexual vocabulary.
- To promote the growth and development of gender equality, discuss gender roles and challenge gender stereotypes.
- To develop communication skills – speaking, listening, negotiating and assertiveness.
- To provide the necessary knowledge and develop the skills required to enable children to keep themselves safe and understand that they have rights over their own body.
- To develop respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship/marriage.
- The characteristics of a healthy family life.
- The importance of respecting others, even when they are very different from them.
- How people choose, make and maintain friendships.
- The rules and principles for keeping safe in friendships and relationships, including online.

3. Organisation

Our RSHE programme will be planned and delivered for all year groups following the PSHE Association scheme (an overview of the learning in each year group can be found in Appendix I). RSHE will be presented in such a way that all children will have equal opportunity to access the curriculum and support will be provided as necessary to pupils who may have difficulty accessing this subject. Teaching will be differentiated and personalised for SEND pupils as considered appropriate. The teaching of all RSHE is set within a clear, balanced and moral framework in which pupils are encouraged to consider the importance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity.

We teach RSHE through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health

education (PSHE) curriculum, we also teach some sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Our RSHE programme is inclusive of all learners and will be taught by class teachers, through a range of teaching methods and interactive activities such as question and answer boxes, problem page scenarios, story bag activities, pair and share work, circle time etc. High quality resources will support our RSHE provision and this may include books, film clips, interactive whiteboard resources etc. which will be used to support and promote understanding of the key objectives.

Student voice will be used to review and tailor our RSHE programme to match the different needs of our pupils.

4. The Role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's RSHE policy and practice;
- answer any questions that parents may have about the Relationships, Sex and Health Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If they feel it necessary parents have the right to request their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not from sex education taught within Science under the national curriculum. Before granting such a request the Headteacher will discuss the request with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a written record is kept. If a parent chooses to activate this right, the Headteacher would ask for assurances that their child would receive this element of their education from an alternative source, such as the parent to avoid misunderstandings of the child hearing a version from peers, rather than from the teacher. Children may not be withdrawn from the Relationship element of RSHE.

We work closely with parents to ensure that they are fully aware of what is being taught and as part of our whole school approach to RSHE there will be annual parent information sessions where the parents will have the opportunity to view the materials and resources being used in lessons.

5. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Visitors, professionals or parents, used as leaders of or contributors to RSHE, must always abide by the school's RSHE policy. They must never be left in control of a class, but must be accompanied at all times by a staff member.

6. Confidentiality

- We will ensure a safe learning environment by agreeing ground rules as a class before the sessions take place.
- Teachers cannot offer or guarantee absolute confidentiality and pupils must be made aware of this.
- The best interests of pupils will always be maintained and they can be assured of this. If there is any possibility of abuse the school's Child Protection procedure will be set in motion.
- The child will be informed first if confidentiality has to be broken and will then be supported as appropriate. Personal disclosures may take place at an inappropriate place or time. If this happens the teacher will bring the disclosure to an end as quickly as possible, but ensure that the child is spoken to again before the end of the school day in a more appropriate setting.
- Teachers will consult with the Designated Safeguarding Lead and in their absence, the Deputy of any safeguarding or child protection concerns.

7. Monitoring and Review

The Local Governing Body monitors and evaluates our Relationships Sex and Health Education policy on an annual basis, taking feedback from staff members. Any findings and recommendations are discussed if the policy needs modification. The Local Governing Body gives serious consideration to any comments from parents about the RSHE programme.

Appendix 1:

Cycle 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Focus	Families and Friendships		Living in the Wider World		Health and Well Being	
	Topic	Families and Friendships	Respecting Ourselves and Others	Belonging to a Community	Money and Work	Physical Health and Mental Well Being	Keeping Safe
	EYFS	My Family	All about Me	My class	People who help me	Keeping fit	Staying safe
	KS1	Roles of different people; families; feeling cared for	How behaviour affects others; being respectful and polite	What rules are; caring for others' needs;	Strengths and interests; jobs in the community	Keeping healthy; food and exercise	How rules and restrictions help us Keeping safe online
	L KS2	What makes a family; features of family life	Recognising respectful behaviour; the importance of self respect; courtesy and being polite	The values of rules and laws	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Risks and hazards; safety in the local environment and unfamiliar places
	U KS2	Managing friendships and peer influence	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Compassion towards others	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies	Keeping safe in different situations including responding in emergencies

Cycle 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Focus	Relationships		Living in the Wider World		Health and Well Being	
	Topic	Families and Friendships	Safe Relationships	Belonging to a community	Media Literacy and digital resilience	Physical health and Mental well being	Growing and changing
	EYFS	My Friends	People who help me	My school	Using a computer safely	Healthy eating	I am unique
	KS1	Making friends; feeling lonely and getting help	Recognising privacy; staying safe; seeking permission	Belonging to a group; roles and responsibilities	Using the internet and digital devices safely	Why sleep is important; medicines and keeping healthy	Recognising what makes them unique and special feelings managing when things go wrong
	L KS2	Positive friendships including online	Personal boundaries; safely responding to others	What makes a community	How the internet is used – Fake news	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal strengths and achievements; managing and reframing set backs
	U KS2	Attraction to others; romantic relationships	Physical contact and staying safe online	Compassion towards others	How information online is targeted	What affects mental health and ways to take care of it	Human reproduction and birth; increasing independence; managing transition

Cycle 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Focus	Relationships		Living in the Wider World		Health and Well Being	
	Topic	Respecting ourselves and others	Safe relationships	Money and work	Media Literacy and digital resilience	Keeping safe	Physical health and mental well being
	EYFS	All about Me	My Family	Savings	Everyday technology	Safe zones	Hygiene
	KS1	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising privacy; staying safe; seeking attention	What money is; needs and wants; looking after money	The internet in everyday life; online content and information	Safety in different environments risk and safety at home emergencies	Why sleep is important; medicines and keeping healthy Keeping teeth healthy
	L KS2	Respecting similarities and differences; discussing difference sensitively	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Making decisions about money; using and keeping money safe	How data is shared and used	Medicines and household products; drugs common to everyday life	Maintaining a balanced lifestyle
	U KS2	Expressing opinions and respecting other points of view, including discussing topical issues	Physical contact and feeling safe	Influences and attitudes to money; money and financial risks	Evaluating media sources; sharing things online	Keeping personal information safe regulations and choices	What affects mental health and ways to take care of it

Cycle 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Focus	Relationships		Living in the Wider World		Health and Well Being	
	Topic	Families and Friendships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Keeping safe	Growing and changing
	EYFS	My Family	Keeping me safe	Where I belong	Digital devices	Sharing information	Ourselves
	KS1	Families and feeling cared for	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Looking after the environment	Communicating online	Keeping safe out and about	Growing older naming body parts moving class or year group
	L KS2	Features of family life	Responding to hurtful behaviour managing confidentiality	Rights freedoms and responsibilities	How data is shared and used	FGM First aid	Physical and emotional changes in puberty personal hygiene
	U KS2	Civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Protecting the environment	Evaluating media sources: sharing things online	Drug use First Aid	Personal identity individuality and different qualities mental well being transition