



St Mary's

C of E Junior School

Relationships, Sex Education and Health Education Policy

Introduction

This policy outlines the provision for the teaching of RSHE (Relationships, Sex and Health Education) at St Mary's Junior School. It reflects the consensus of opinion of the whole teaching staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all staff.

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity

Aims

At St Mary's our core Christian Value is Love. In our school this is described in terms of being One Family. Our Christian values underpin our ethos and each member is encouraged to love and respect themselves and others. At the centre of all that we do at St Mary's is that we are all created in the image of God; that we are all individuals and that we are treated equally.

The aims of Relationships and Sex Health Education (RSHE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around issues of sexuality and relationships

As a Church of England school, we ensure that our RSHE curriculum protects, informs and nurtures all pupils. We aim to differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that these sometimes merge.

The DfE Guidance states:

'In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in core content in the guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.'

'All schools may teach about faith perspectives. In particular, schools with a religious character may teach distinctive faith perspective on relationships, and balance debate may take place about issues that are seen as contentious.'

Statutory requirements

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 and must be taught Health Education.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science and health education curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Our RSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education
- The Equality Act 2010 and Schools
- The Diocese of Winchester & The Diocese of Portsmouth Joint Board of Education Guidance for schools in developing policy: Relationships & Sex Education & Health Education
- The Equality and Human Rights Commission Advice and Guidance
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Promoting Fundamental British Values as part of SMSC in schools
- SEND code of Practice: 0-25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyber-bullying
- Sexual violence and sexual harassment between children in schools

At St Mary's we teach RSHE as set out in this policy.

Curriculum

RSHE education cannot and should not exist in isolation; it must be part of a whole school approach. The curriculum at St Mary's CE Junior School provides structured opportunities for class teachers and pupils to explore a wide range of social, moral, cultural and behavioural issues. The material is informed by our core Christian values and the teaching of children's rights as outlined in the United Nations Convention for the Rights of the Child.

The RSHE curriculum at St Mary's will be inter-connected with HeartSmart. HeartSmart is a programme which connects all of our school values, RE, RSHE and wellbeing. It is used to build character, emotional health and resilience in children and at its core, HeartSmart is about loving and accepting ourselves as well as loving and responding well to others.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the specific needs of individuals/cohorts.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers will also share this with parents so that they are aware.

Following consultation, Primary sex education (non- statutory) will be taught in Year 6 at St Mary's and it will focus on:

- How a baby is conceived.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE), Computing and PE.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Health education focuses on teaching the characteristics of good physical health and mental wellbeing. Children will understand that mental wellbeing is a normal part of daily life, in the same way as physical health. The fundamental building blocks taught will be:

- 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

Pupils at St Mary's will experience a weekly lesson designated to RSHE. Lessons will be planned and delivered through the programme HeartSmart and the PSHE Programme of Study.

The RSHE programme at this school will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends school and wider community.

The RSHE curriculum will also be supported by extensive additional experiences within other subject areas such as Science, Physical Education and RE as well as Circle Time.

Furthermore, children will experience RSHE learning beyond the classroom through Acts of Worship, trips off site, whole school events, visitors in school, residential visits, team projects and links with the community and the church.

Classroom and out of classroom practice will involve a wide range of teaching and learning strategies which will take into account the different learning styles of individual pupils. There are many areas in RSHE that may raise sensitive and/or contentious issues. Staff will ensure that at all times pupils are listened to, treated with respect and allowed the freedom of expression without fear of being judged or demeaned. Their opinions will be respected and valued. Confidentiality will be upheld at all times.

For more information about our RSHE curriculum, see Appendices 1.

SEND

Adaptations are made where necessary to the curriculum, to equipment, to resources, and all activities for pupils with Special Educational Needs. Pupils with SEN are encouraged to participate in all aspects of the RSHE curriculum and extra-curricular activities.

Assessment

The children are assessed in their RSHE learning every half term. Information and assessment of pupils' progression is gathered by teacher observations during whole class discussion and children's work. Parents are informed of their children's progress annually.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

As well as fulfilling their legal obligations, the governing boards or management committee 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;
- 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.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the PSHE coordinator in school.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health education. Today's children and young people 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 and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why the Relationships Education, RSE,

and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE which will be taught in Year 6.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE/RSHE leader through:

- Planning scrutinies
- Pupil conferencing
- Learning walks
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

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