



## Relationships, Sex and Health Education Policy

### Introduction

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education (RSHE) and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives. RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

At our federation, any content that might be regarded as Sex Education: learning about human body parts, growth and puberty. Reproduction will be taught through the Science curriculum. Parents do not have the right the excuse their children from this aspect of the curriculum.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction.

As a local authority-maintained church school, we are statutorily required to provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017. We are not required to provide Sex Education, but we are required to teach elements of sex education contained within the Primary Science curriculum.

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

### **The statutory guidance for Relationships Education and Health Education**

In primary education from September 2020:

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools *should* still provide a programme of age appropriate sex education).

Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is *'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'*).

Where pupils are withdrawn from sex education, schools should document the process and will have to *'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'*

### **Intent**

The aim of our Relationships, Sex and Health Education (RSHE) curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

RSHE is an integral aspect of our curriculum and one that encompasses all that we aim to achieve through our mission statement and core values; to give children the knowledge, skills and understanding they need to be caring people, responsible citizens and to lead healthy lives.

The intent RSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know how to play a positive and successful role within our society, both as a child and as an adult in the future. Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of an ever-changing society. We aim to provide our children with opportunities to learn about rights and responsibilities, appreciating what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our pupils will also be given the opportunity to explore themselves, their emotions, what is meant by mental wellbeing and develop ways to promote positive mental health.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

We are proud to have an ambitious, knowledge-based RSHE curriculum which stimulates our children into asking searching enquiry questions by using key vocabulary which shapes their learning and enables them to be confident and resilient and ensures they are well prepared for the future, both in education and in life.

Our Relationships, Sex and Health Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

### **Teaching and Learning**

Some areas of Relationships Sex and Health Education are covered by the wider curriculum have been identified as:

#### **Human Growth and Development: -**

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.

#### **Parenting, Families, Life Cycle: -**

- Know that babies have special needs.
- Acquire the skills of caring for young animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.
- Know about the rituals associated with birth, marriage and death and be able to talk about emotions involved.

#### **Relationships:**

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

#### **Sexuality, Sexual identity, Self-esteem:**

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

**Child Protection and Safety:**

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch.
- Develop and practise simple ways of keeping safe and know who to turn to for help.

**Personal and Social Skills:**

- Encourage discussion about emotions to share experiences.

**By the end of Key Stage 1**

pupils will be able to:

- Recognise and compare the main external parts of the body (Science)
- Recognise similarities and differences between themselves and others and treat others with sensitivity (Science)
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce (Science)
- That humans and animals can produce offspring and these grow into adults (Science)
- The basic rules for keeping themselves safe and healthy -
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

**By the end of Key Stage 2**

Pupils will be able to:

- express opinions, for examples about relationships and bullying

- listen to and support others
- respect other viewpoints and beliefs
- recognise their changing emotions with friends and families and be able to express their feelings positively
- identify adults that they can trust and who they can ask for help
- be self-confident in a wide range of new situations such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- seeing things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes. For example, in relation to gender
- recognise the pressure of unwanted physical contact and know ways of resisting it

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages in the human life cycle
- that safe routines can stop the spread of viruses including HIV
- about physical changes that take place during puberty, why they happen and how to manage them
- the many relationships in which they are involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about and accept a wide range of different family arrangements for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered

- the diversity of lifestyles
- others' points of view, including their parents and carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

## **FUNDAMENTAL BRITISH VALUES**

To provide opportunities for children in the school, relevant to age and understanding, to be able to live in British society and exercise the values of tolerance (cultural, religious and linguistic), democracy and rule of law.

## **RSHE Curriculum Early Years Foundation Stage**

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. In EYFS, RSHE will be taught throughout all the areas of learning but specifically the Personal Social and Emotional Development (PSED) EYFS curriculum within 'Development Matters'. In the revised EYFS framework, PSED is broken down into three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

## **Implementation**

At the Emmaus Federation, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should understand the full diversity of the world they live in and be prepared for life in modern Britain.

RSHE is taught as part of the broader PSHE curriculum. Biological aspects of RSHE are taught within the Primary Science Curriculum and some elements of RSE may be taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Teaching is delivered by class teachers; some elements of RSHE education are delivered by a trained health professional. The school uses a range of resources to deliver effective RSHE and all staff involved in delivering RSHE receive appropriate training and support.

Pupil progress and attainment in RSHE will be monitored annually.

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).

The RSHE curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression. The application of knowledge for each area studied is identified and how the knowledge is applied across the whole of the curriculum so our children leave our school 'knowing more and being able to do more'.

Our RSHE curriculum uses an enquiry-based approach. Each area studied has its own enquiry-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more culturally aware. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

Across the federation, our RSHE curriculum covers all areas of the subject and is integrated into many areas of the curriculum.

We are equally keen to be reactive to any topics or issues that may arise during the academic year and to provide learning opportunities for pupils, and staff alike, if this is needed. This includes providing extra learning opportunities or resources for 'resilience', 'being a good friend' or 'coping with change'.

We have identified the application of knowledge that we will implement to enable our pupils to become successful RSHE scholars. This is set out in more detail in our termly plans.

- **Investigation**
- **Expression**
- **Interpretation**
- **Reflection**
- **Commitment**
- **Empathy**
- **Application**
- **Discernment**
- **Analysis**
- **Synthesis**
- **Evaluation**

#### **The application of knowledge to be a RSHE scholar:**

**INVESTIGATION** – in RSHE this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information.

**EXPRESSION** – in RSHE this includes:

- the ability to explain patterns of behaviour, beliefs, feelings and practices;
- the ability to identify and articulate matters of deep conviction and concern, and to respond to RSHE issues through a variety of media.

**INTERPRETATION** – in RSHE this includes:

- the ability to draw meaning from different viewpoints, world events and societal change;
- the ability to know that we are all different and we live in a diverse world;
- the ability to use health information to be informed on issues pertaining to health and safety;
- the ability to be informed on physiological and emotional changes;

- the ability to be informed on good and bad choices and how to respond to different situations;
- the ability to know where to seek help and advice.

**REFLECTION** – in RSHE this includes:

- the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;
- the ability to think with clarity and care about significant events, emotions and change.

**EMPATHY** – in RSHE this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others and to see issues from their point of view.

**APPLICATION** – in RSHE this includes:

- making the association between personal experiences and those of others;
- making the association between individual, groups, community, national and international life.

**DISCERNMENT**-in RSHE this includes:

- developing insight into people, motives, actions and consequences;
- the ability to understand emotional and physical wellbeing;
- the ability to understand different types of families and relationships;
- seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.

**ANALYSIS** – in RSHE this includes:

- distinguishing between opinion, belief and fact.

**SYNTHESIS** – in RSHE this includes:

- linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern;
- connecting different aspects of life.

**EVALUATION** – in RSHE this includes:

- the ability to debate issues of significance with reference to evidence and argument;



- weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.

### **The Implementation of RSHE at the Emmaus Federation**

- We comply with the legal requirements for the teaching of RSHE by following the PSHE Association's Programme of Study.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand RSHE and to use these skills across the curriculum.
- Working Walls: RSHE Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of RSHE.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including: Personal, Social and Emotional Development.
- Text: Children will have access to a growing variety of subject specific books and links to e-learning sites.
- Teachers assess children's work in RSHE by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in PSHE/RSHE is reported to parents.

### **Equal Opportunities**

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The Federation prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation

### **PREVENT: The Issue of Radicalisation**

The Counter-Terrorism and Security Act 2015, places a legal responsibility on schools to take every effort to protect members of their community from the threat of radicalisation.

### **Responding to Difficult Questions**

Children will be allowed to ask questions of their teacher in accordance with the ground rules established at the outset of the unit of work. Where questions are considered appropriate, the teacher will respond in an honest and factual way. If the class teacher is uncomfortable answering a particular question, due to its age inappropriate content, it may be deferred and advice sought from the Subject Leader/ Senior Leader about how to progress. The teacher may choose to use an age appropriate system allowing the children to table questions anonymously.

All teachers are committed to delivering the RSHE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE. To this end, ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- Pupils will be given preparation and warning time so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Reception onwards only the correct names for body parts will be used - breast, penis, vagina, bottom etc.
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting.

Where appropriate all questions will be answered fully and honestly. If a question is considered inappropriate due to the age appropriateness of the enquiry, the explicit nature of the question or its social and moral connotations the teacher will seek advice on how to respond from the RSHE or PSHE Subject Leader. Where concern remains, the question may be referred to the parent to respond to appropriately. If a question or comment raises a Child Protection concern the Head of School/Headteacher should be informed so that Child Protection and Safeguarding procedures can be followed.

### **The use of visitors**

There are various people able to resource and support the school in the delivery of the RSHE programme. These people include parents, the school nurse, religious and health professionals. Visitors will be expected to work within the terms of the school's Visitor and Visiting Speakers Policy.

### **Role of the RSHE Coordinator**

- Endeavour to promote a dynamic approach to the development of RSHE.
- To evaluate the standards of PSHE/RSHE teaching through the analysis of assessment data, book looks, themed events and RSHE/PSHE learning journeys.
- To update the RSHE curriculum and oversee its implementation by other staff.
- Keep up to date with developments in RSHE through reading and course attendance.
- Report back on courses attended.
- Advise and support staff with the teaching and learning of RSHE.

- Be responsible for overall auditing and upkeep of all school RSHE resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required.
- Coordinate extra-curricular RSHE activities as appropriate to staffing and pupil interest, such as #Hello Yellow
- To lead on whole events that include RSHE, such as awareness days.
- Represent the school at external meetings in relation to RSHE.
- To work closely with the lead governor for RSHE.

**Signed by: C Collett**

**Position: Relationships, Sex and Health Education Co-ordinator**

**Date: January 2022**