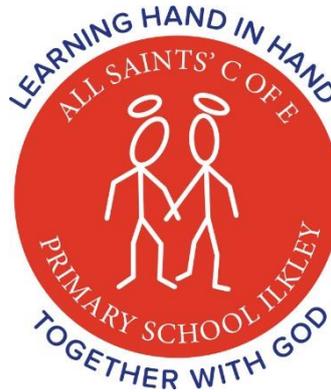


All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

Hopeful school through honesty, forgiveness and trust
Achieving school through resilience, respect and ambition
Nurturing school through care, compassion and friendships
Developing school through wisdom, faith and fun
Sharing school through kindness, celebration and love

Relationships, Sex and Health Education (RSHE) Policy

Written: May 2022

Ratification date: May 2022

Ratified by: Headteacher

Review date: May 2025

Written by: A Webb



Introduction/definition of Relationships, Sex and Health Education (RSHE)

At All Saints' C of E Primary School, we understand our responsibility to deliver a high-quality, age-appropriate relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing material on how it is informed, organised and delivered. RSHE includes learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. Relationship, sex and health education is part of the personal, social and health education (PSHE) curriculum in our school. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

A child's mental health and wellbeing is of utmost importance to all of the staff at All Saints' and through the teaching of RSHE, we provide children with the support and awareness to deal with mental health issues to ensure children understand what they can do to help themselves and who they can talk to.

Legal framework & statutory requirements

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials.

Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty.

Furthermore, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

Relationship & Sex Education is a statutory requirement from September 2019. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and



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Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. At All Saints' C of E Primary School, we teach RSE as set out in this policy.

This policy has due regard to legislation and statutory guidance including, but not limited to the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

Delivery of RSHE

RSHE is taught within the personal, social, health and education (PSHE) curriculum. At All Saints' Primary School, we teach this curriculum through the online scheme called SCARF. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive specialised workshops delivered by the Life Bus professionals from Coram (SCARF). Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness

Curriculum links

We continuously seek to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing**– pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.
- **RE** – pupils learn about Christian values and various other religious beliefs.



Roles and responsibilities

The governing board

The governing board must have oversight of this policy and agree who can ratify its contents. [June 2021 – responsibility for ratification was delegated to Headteacher]

The PSHE & RSHE subject leader

- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

The head teacher & PSHE leader

- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

Staff

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

Pupils

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

Parents' right to withdraw

The school is well aware that the primary role in a child's relationship sex and health education lies with parents and carers. We pride ourselves on having a positive and supporting relationship with all parents as a result of thorough trust and co-operation. In promoting this objective, we:



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- Inform parents about the school's policy and practices.
- Communicate with parents about how we teach RSHE education in school. By doing this the aim is that we support each other in delivering the key messages that children need to be aware of.
- Answer any questions that parents may have about the RSHE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE education in the school Specific Issues within RSHE education.

Parents have the right to withdraw their children from the non-statutory components of RSE.

Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Training

Training of the teaching of RSE will be included in our continuing professional development calendar. The PSHE leader will also invite visitors from outside the school, such as the Life Bus, to provide support and training to staff teaching RSE.

Working with the Life Bus

- The Life Bus may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the Life Bus the procedures for confidentiality, ensuring that they understand how safeguarding reports should be dealt with in line with the Child protection and safeguarding policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Language

We believe that it is necessary that children are taught appropriate language in context from Reception onwards. At All Saints', staff use the name for body parts in a sensitive but realistic form to ensure children are comfortable with talking about these and aren't ashamed to ask questions or/and have the confidence to discuss any safeguarding issues with members of staff. Children are taught that their 'private parts' are in fact private and through the PSHE lessons children understand what inappropriate contact is.



Safeguarding

Through RSHE schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At All Saints', this is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught to know how to report concerns and seek advice when they suspect or know that something is wrong.

Confidentiality

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a disclosure or gives cause for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead in line with the school's procedures for safeguarding. A member of staff cannot promise confidentiality if concerns exist.

Equality Statement

As a school we ensure that our resources and language are inclusive of all families. Children will understand that a loving relationship can be in different family circumstances (e.g. mum and mum, mum and dad, gran and grandad). We have books and resources in school that promote the LBGQT community and this is also taught as part of our PSHE and relationship sessions. We will also ensure that all lesson content is appropriate to different children's learning needs. Teachers will liaise with the SENDco to identify and respond to children with SEND.

Monitoring arrangements

The school will assess the effectiveness of the aims, content and methods in promoting students learning by lesson observations, sampling teachers planning, looking at samples of work in PSHE/RSHE sessions, questionnaires to teachers and children, pupil voice and feedback from parents as appropriate and relevant. The effectiveness of the RSHE programme of study will be evaluated by assessing children's learning and implementing change if required. In developing this policy, we have consulted with staff as well as sending out an RSHE parent survey. This provided parents with the RSHE policy along with our year group lesson content. This enabled us to gather parents' opinions on the curriculum changes which were widely positive and encouraging. The school will monitor this policy on an annual basis.

Monitoring and amendments to the policy remain the responsibility of the Headteacher, Curriculum Leader, RSHE governor and teacher with responsibility for PSHE and RSHE.

Personal, Social, Health Education: Year group content overview (from SCARF curriculum materials)

Reception	<ul style="list-style-type: none"> • Read a book together about getting bigger • Using the pairs cards, match up the baby animal with its adult equivalent • Invite a midwife in to talk about her job • Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them. • Role play how you can help your special people at home
Year 1	<p><i>Extending learning from Reception</i></p> <p>New content includes:</p> <ul style="list-style-type: none"> • Our special people • Caring behaviour • Respecting others • Safe touch • Unsafe secrets • Friendship • Communication • Bullying • Boundaries • Privacy including naming genitals • Feelings
Year 2	<p><i>Extending learning in Y1</i></p> <p>New content includes:</p> <ul style="list-style-type: none"> • How my behaviour (positive or negative) affects others • Becoming more independent • Keeping themselves and others safe • Growing from young to old and how people's needs change
Year 3	<p><i>Extending learning in Y2</i></p> <p>New content includes:</p> <ul style="list-style-type: none"> • Change including bereavement • Images in the media • Protecting personal information online • Different types of relationships • Healthy and unhealthy relationships (friendships) • Discrimination and its consequences • Understanding risk • Making informed choices • Resisting pressure
Year 4	<p><i>Extending learning in Y3</i></p> <p>New content includes:</p> <ul style="list-style-type: none"> • Body changes in puberty • Conflicting emotions • Good and not so good feelings



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	<ul style="list-style-type: none"> • Marriage and other relationships • Consequences of our actions • Recognise and challenge stereotypes • Pressures to behave in an unacceptable, unhealthy or risky way
Year 5	<p><i>Extending learning in Y4</i></p> <p>New content includes:</p> <ul style="list-style-type: none"> • Body changes and feelings during puberty • Changing feelings and the effect on those we live with • Unhealthy relationships • Risky behaviour • Using social media safely • Types of bullying including homophobic • Keeping personal information private online
Year 6	<p><i>Extending learning in Y5</i></p> <p>New content includes:</p> <ul style="list-style-type: none"> • Body image • Sharing images online • Forced marriage • Conception, reproduction & birth • HIV