



# **Birchington CE Primary School**

## **Relationships, Sex and Health Education Policy**

### **LEARNING AND GROWING; SAFE IN GOD'S LOVE**

At Birchington CE Primary School, we believe that our Christian vision and school values provide the context within which all personal development takes place. Our RSHE Policy and practice reflects the distinctive Christian character of our school.

This means that our approach will have an emphasis on the importance of marriage and stable relationships and family in all its different forms. We believe this will assist with and build a child's self-esteem, self-awareness and a sense of moral responsibility. This will permeate through our curriculum. Our Christian vision, school values and principles such as love, trust, honesty and forgiveness will be at the heart of this approach.

RSHE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts; at home, at school and in the community.

RSHE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSHE. Special Educational Needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSHE.

RSHE is most effective when provided in the wider context of social and emotional development. In schools, successful RSHE is firmly rooted in Personal, Social and Health Education (PSHE) RSHE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

#### **Entitlements**

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- ✓ accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- ✓ a well-planned, well-delivered RSHE programme, which is flexible to cater for their changing needs over time
- ✓ know where and how to access information, support and local services
- ✓ be informed about issues of confidentiality and how it affects them
- ✓ have their views and ideas received in a respectful and non-judgemental manner
- ✓ be involved in developing and evaluating the content, delivery and timing of
- ✓ their RSHE programme

Adults working with children are entitled to:

- ✓ access to high quality, up-to-date, accurate information, resources and training

- ✓ mutual understanding of roles and responsibilities in relation to the planning and the delivery of RSHE
- ✓ contribute their views and ideas in support of the development of RSHE for children
- ✓ professional guidance and support
- ✓ opportunities to share good practice
- ✓ be informed about issues of confidentiality and procedures to be followed

Parents, carers and other adults in the community are entitled to:

- ✓ accessible, accurate, up-to-date information delivered in a way which meets their needs
- ✓ a safe and supportive environment for their children
- ✓ information on how and when RSHE is taught
- ✓ understand their rights and responsibilities in relation to RSHE and the Curriculum
- ✓ be informed about issues of confidentiality and how it affects them and their children
- ✓ have their views and ideas received in a respectful, non-judgemental manner

## **The Wider Agenda**

RSHE is part of wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisation in our community contribute. Our RSHE Policy contributes to meeting local and national priorities as described in strategies such as:

- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- Safeguarding

## **Introduction**

Our work in RSHE is set in the wider context of our Christian vision, school values and ethos:

- we promote a healthy, safe and caring environment for all pupils and staff
- we provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs
- we promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community
- we prepare our pupils to confidently engage with the challenges of adult life
- we provide sufficient information and support to enable our pupils to make safe choices through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively
- we help our children to learn to respect themselves and others and move safely from childhood through adolescence and into adulthood

Other school policies relevant to our provision of RSHE, PSHE and Citizenship, include; Safeguarding, Science, Confidentiality, Behaviour, Anti-bullying, Inclusion, Equality, Staff Code of Conduct and Radicalisation and Extremism.

This RSHE Policy will be made available to staff in the policy folder held in the staff room and on the school website.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship

Education Guidance' (DfE 2000). Our policy reflects the view of RSHE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality RSHE, so they can make wise and informed choices. Our Policy also reflects recommendations from OFSTED and the Sex Education Forum.

Our RSHE policy is the responsibility of the Governing Body and has been developed by the Healthy Body, Healthy Mind Hub with the support of the Headteacher. It is and reviewed by Governors.

## **Our Aims for RSHE**

All adults will work towards achieving these aims for RSHE in our school.

We seek to enable our children to:

- develop loving, caring relationships based on mutual respect
- develop interpersonal and communication skills
- develop positive values and moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop understanding of the value of stable relationships and family life, in all its diversities, as a positive environment for bringing up children
- be able to name the parts of the body and understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- value, care for and respect their bodies
- access additional advice and support
- recognise and avoid exploitative relationships
- understand the reasons for and benefits of delaying sexual activity

These aims are progressive and will be taught by the end of Key Stage 2, in an age appropriate way.

## **Delivering Our RSHE Curriculum**

Our Curriculum for RSHE (see Appendix) describes the elements which will be taught.

The Curriculum is wholly consistent with the National Curriculum (2014), DfE guidance (2019) and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSHE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider RSHE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSHE.

The objectives of the RSHE Curriculum will be taught in:

- RSHE designated lessons
- other curriculum areas, especially Science, English, RE and PE
- enrichment activities

- our Collective Worship programme
- social skills groups
- involvement in school trips and adventurous activities
- activities carried out as part of our development as a health promoting school

Specific Units of Work on RSHE are planned into our teaching programme through Science and specific content on puberty will be taught in Year 5 and revisited in Year 6 in addition to the RSHE units of work for each year group.

We understand that at times children will benefit from varying methods of delivering the RSHE curriculum. For example, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

### **Responsibilities for Curriculum Delivery and Policy Implementation**

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

The RSHE curriculum will primarily be delivered by class teachers.

Those delivering RSHE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the Healthy Body, Healthy Mind Hub.

The Healthy Body, Healthy Mind Hub is responsible for reviewing and evaluating RSHE at our school. The Healthy Body Health Mind Hub Driver will report to the Headteacher in this task.

Staff will be assisted in their planning and delivery of the 'Curriculum for RSHE' by the Healthy Body Healthy Mind Hub who will, with support, provide lesson plans and activities for colleagues and plan INSET to meet staff needs.

Governors hold responsibility for the RSHE Policy and will be assisted in monitoring its implementation by the Healthy Body Healthy Mind Hub and Headteacher.

### **Teaching Methodologies**

RSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSHE work, in addition to those already used in the classroom.

They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information

### **Answering Questions**

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or children who have asked

the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the Healthy Body Healthy Mind Hub Driver.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to one of the DSLs in line with our Safeguarding Policy.

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## **Inclusion**

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider Special Educational Needs or Disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE Curriculum meets the needs of all:

- we will not promote one particular lifestyle over another
- we will not seek to gain consensus, but will accept and celebrate difference
- we will encourage respect and discourage abuse and exploitation
- we will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

## **Special Educational Needs or Disability**

We will review our RSHE programme to ensure that provision is made for those with additional needs and meets the expectations of the Mainstream Core Standards.

We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils

## **Resources**

For Years 1–6 we will primarily use the Twinkl based scheme. We will avoid a 'resource-led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them.

We will select resources which:

- are consistent with the Curriculum for RSHE
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSHE

### **Use of Visitors to Support RSHE**

We believe that RSHE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors regarding RSHE:

- ✓ the care and management of the pupils is the responsibility of the school at all times
- ✓ in class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff
- ✓ the school will know whether visitors hold a DBS and arrangements will be made to accompany them as appropriate
- ✓ all visitors will be made aware of the content and principles of this Policy, prior to their visit
- ✓ all lessons will be planned in direct liaison with the class teacher, taking account of the age and needs of the group and the context of the work within the RSHE programme
- ✓ visitors will be reminded that, whilst contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as staff members
- ✓ any resources which a visitor wishes to use or distribute will be discussed and agreed with the class teacher beforehand
- ✓ the contributions of visitors will be regularly monitored and evaluated

### **Confidentiality**

- staff are unable to offer absolute confidentiality
- we will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm
- children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSHE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning to work with them.

### **Safeguarding and Child Protection**

We recognise that because effective RSHE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse

may be made. All staff are aware of our Safeguarding Policy and procedures and will report the disclosure to the DSLs in school immediately.

## **Sexually Active Pupils**

It is rare for a primary-aged child, to be sexually active or contemplating sexual activity. However, if they approach an adult in our school, it will be viewed as a safeguarding issue. The designated DSL/Deputy DSLs will follow Safeguarding Procedures and seek advice from relevant agencies.

## **Staff Training**

We understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

## **Role of Governors**

This policy describes the Governors' views on how RSHE will be delivered in line with the requirements of the National Curriculum. It is the responsibility of the Governors to ensure, through consultation, that the RSHE Policy reflects the wishes of parents/cares and the views of our community. This is delegated to school staff who report back to them. It is the responsibility of Governors to ensure this policy is made available to parents/carers via our school website.

In order to facilitate this process, the RSHE Policy will appear at least every two years on the agenda of a Governors' meeting.

## **Pupil Participation**

We will involve children in the evaluation and development of their RSHE in ways appropriate to their age.

- We will refer to local/countywide/national data e.g., Health Related Behaviour Survey for our school
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes
- We will ask children to reflect on their learning and set goals for future learning
- We will consult children (e.g., through the School Council and other means) about their perception of the strengths of our RSHE programme and the areas to be further developed

## **Working with Parents/Carers and our School Community**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children may prefer to receive information about RSHE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSHE.

We will encourage this partnership by:

- Informing parents and carers of forthcoming RSHE topics via our website
- Inviting parents and carers to learn more about resources and activities used in teaching RSHE
- Informing parents and carers about the RSHE programme as their child joins the school through the school brochure/prospectus

- Providing supportive information about parents' and carers' role in RSHE
- Inviting parents and carers to discuss their views and concerns about RSHE on an informal basis

Parents and carers will be given access to this Policy via our school website and on request.

## **The Right to Withdraw**

Parents and carers have the right to withdraw their children from all or part of those elements of RSHE which are not included in the statutory National Curriculum Programmes of Study or Science. These are marked on the Scheme of Work with italicised text. They are also able to withdraw their children from those elements which fall within the non-statutory guidance for RSHE. These are also marked within the scheme of work with italicised text. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the class teacher to discuss the matter. We will enable parents and carers wishing to withdraw their children from the non-statutory elements of RSHE to access the leaflet 'RSHE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from [www.education.gov.uk](http://www.education.gov.uk)).

Parents/carers will be asked to reconfirm their decision to withdraw each time RSHE is planned for their child's class/year group.

## **Monitoring, Evaluating and Reviewing Our RSHE Policy**

Monitoring and evaluation of the Policy is the responsibility of Governing Body. Information will be gathered from the Headteacher, the Healthy Body, Healthy Mind Hub and parents and carers to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements and the provision of the 'Curriculum for RSHE'.

- We will reflect on our contribution to the provision of the Entitlements for RSHE and seek to develop this
- we will continue to work in partnership with parents and carers and members of our community to ensure the delivery of high quality RSHE for our children

## **Sensitive Issues**

### **Puberty**

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSHE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

## **Contraception**

We recognise that some primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and we will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSHE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with one of our DSL/Deputy DSLs who will follow school safeguarding procedures.

## **Termination**

We recognise that some children might be aware of termination and that they might be developing attitudes towards it. They may also ask questions about it. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

## **Sexually Transmitted Infections (STIs) and HIV/AIDS**

We will not teach directly about STIs; however, we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

## **Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure that RSHE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSHE is relevant to them and sensitive to their needs and family background. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice.

We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

## **Content and Organisation**

RSHE is delivered through planned programmes within Science, RE and PSHE. Occasionally, issues about RSHE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned RSHE curriculum and consideration must be given as parents or carers cannot withdraw their children in these circumstances.

Delivery of RSHE is through the following curriculum topics (*examples only*):

Science:

- Life and Living Processes
- Ourselves
- Healthy Living
- Growth and Health

RE:

- Friends, Family and Community
- The Natural World
- Christianity
- Ourselves and the Community

Year 6: Preparation for puberty

- RSHE

### **Focus Days and Themed Weeks**

At Birchington CE Primary School we have an annual themed week that focuses on our Mental Health and Wellbeing and a range of other themed weeks, days and activities that have a different content focus each year.

**Areas Covered: -**

**Year R**

#### **Family – Who is special?**

- Who can be part of a family?
- Different family set ups
- What are the values of a family?
- Why family is important

**Year 1**

#### **Commitment – Promises we make**

- Why is commitment important?
- What types of things do we commit to?
- Marriage as a commitment
- Baptism/Christening

**Year 2**

#### **Healthy body, Healthy mind – Looking after the whole person**

- Exercise and why it is important
- Mental health
- Managing emotions
- Zones of regulation

### **Year 3**

#### **Friendships – You’ve got a friend in me!**

- What makes a good friend?
- Loyalty
- Dealing with falling out
- End of friendship

### **Year 4**

#### **Keeping Safe**

- Stranger danger – real life
- Stranger danger – online
- Feeling vulnerable
- Empowering the self

### **Year 5**

#### **When I grow up**

- Jobs we can do
- Skills and attributes for certain jobs
- Breaking the ceiling

### **Year 6**

#### **My Impact on the World – My footprint**

- Food miles
- Global warming
- Responsible shopping
- Supporting local business
- Farming

#### **Equal Opportunities**

RSHE will be delivered in line with the school’s equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSHE will be available to all pupils regardless of gender, culture or disability.

#### **SEND**

All aspects of the RSHE curriculum are taught alongside our SEND and Disability Policy and in line with the Mainstream Core Standards.

Relationships Education, RSHE and Health Education is accessible for all pupils. High quality teaching is differentiated and personalised to ensure accessibility where needed.

## Useful Documents and Resources Recommended by the Church of England

Key references can be found below. These have been taken from “Valuing All God’s Children, Guidance for Church of England Schools in Challenging Homophobic Bullying” May 2014 pages 60-62

<https://www.churchofengland.org/media/1988293/valuing%20all%20god's%20children%20web%20final.pdf>  
[http://www.stonewall.org.uk/at\\_school/education\\_for\\_all/quick\\_links/education\\_resources/primary\\_school\\_resources/default.asp](http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/primary_school_resources/default.asp)

*Key Stage 1: Love and Sex Matters by Kate Guthrie, Verity Holloway, Katy Staples (www.salisbury.anglican.org). This includes lessons about how wonderful our bodies are and “My family - those who care for me”. These are inclusive materials that affirm all children and help to raise self-esteem.*

*Key Stage 2: Love and Sex Matters by Kate Guthrie, Verity Holloway, Katy Staples (www.salisbury.anglican.org). This includes a lesson on Christian marriage which might be taught in PSHE or RE. It also includes a lesson called ‘Firm Foundations’ which allows pupils to focus on the question of “What makes people compatible?” This is explored with reference to long-term committed relationships, and friendships. There is the possibility that children can raise for themselves the issue of gay relationships - but the focus for this lesson is compatibility and how we make sensible choices. The summary activity asks which behaviours make for life giving relationships and what makes life-limiting or destructive relationships. It is an inclusive activity that allows pupils to begin to form safe guidelines for healthy behaviours within loving and nurturing, non-exploitative relationships.*

*“Difficult Dilemmas: Sexuality” which uses a Mystery activity to explore whether Jason will have a relationship with Stuart - this dilemma reveals the differing viewpoints held by people of faith and includes the traditional Anglican teachings. There is also a lesson about social networking sites and their impact on relationships, and a lesson about how to navigate the availability of pornography.*

Reviewed by MHWB Lead & HBHM Hub

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