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|  | **All Saints C of E Primary School** | *‘In God’s hands,*  *we place ourselves*  *and with the strength He gives us,*  *we love, live and learn together.’*  *“We can do all things through Christ*  *who strengthens us”*  *Philippians 4:13* |
| Relationships, Sex and Health Education (RSHE) Policy |

Purpose

This policy contains information on how our school will meet its statutory duties, when teaching Relationships, Sex and Health Education.

**Statutory Guidance**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Whilst the guidance on Sex Education remains unchanged, in that primary schools can decide whether to teach beyond national

curriculum science; the DfE recommends that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

**Process for Policy Development**

This policy has been developed in consultation with all stakeholders, including governors,

staff, pupils and parents/carers. Policy development involved the following steps:

1. Review – the PSHE coordinator gathered all relevant information including national,

diocesan and local guidance.

1. Staff consultation – all staff were given the opportunity to look at the policy and make

recommendations.

1. Parent/stakeholder consultation – parents and any interested parties were asked to view and respond to the policy on the school website.
2. Pupil consultation – pupils in years 5 and 6 will be asked what they want to learn in RSHE lessons.
3. Ratification – once amendments were made the policy was presented to the governors and ratified.

**Definition of Relationships, Sex and Health Education in a Church School**

RSHE is about the emotional, social and physical aspects of growing up; healthy relationships; sex and human sexuality and keeping healthy.

As a church school we base our RSHE on the following two commandments: ‘You shall love

the Lord your God with all your heart, with all your soul and with all your mind.’ ‘You shall love your neighbour as yourself.’

Through RSHE at All Saints CE Primary school, pupils will have the opportunity to learn how

to ensure that they treat themselves and others with respect, based on Christian principles.

We use our specific school Christian values to underpin teaching of RSHE. (See appendix 1)

**Relationships Education**

The focus of our teaching is based on the fundamental building blocks and characteristics of

positive relationships, with particular reference to friendships, family relationships and

relationships with other children and with adults. It includes respect for others and staying

safe. (See appendix 2 which indicates what pupils should know by the end of primary

school.)

**Health Education**

Health Education is a programme of teaching about physical health and fitness, healthy

eating, mental wellbeing, drugs, alcohol and tobacco, basic first aid, internet safety and

harms, the changing adolescent body and menstruation. This content is mandatory. (See

appendix 3 for full content)

**Sex Education**

Sex Education in primary schools is not mandatory; however content from the Science

Curriculum about human body parts, growth, puberty and animal reproduction is. As a

school; in consultation with staff, governors, the county adviser for PSHE, parents and

children, we have decided that it is important to include other aspects of sex education to

protect and prepare the children in their physical, emotional and moral development. These

non-science elements are not statutory. (See appendix 4 for our full sex education

curriculum content).

**Parental Right to withdraw their child from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex

education delivered as part of RSHE lessons.

Requests for withdrawal should be put in writing and addressed to the head teacher, who

will arrange a meeting to discuss the request and take appropriate action.

Parents cannot withdraw their child from any part of the science curriculum, Relationships

or Health education, which are now statutory.

**Curriculum Delivery of RSHE**

We deliver our RSHE teaching in the Biblical context that all human beings are created in the

image of God (Genesis 1:26-7). All content is adapted and delivered in an inclusive way to meet the needs of pupils, including those with special education needs or disabilities. In addition staff deliver RSHE with an understanding that our pupils may have differing familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive or foster parents, carers/young carers etc. RSHE is taught as part of the broader PSHE curriculum, the Primary Science Curriculum, IT/Computing and RE.

Teaching is delivered by class teachers and may on occasion be supported by trained health

professionals. The school uses a range of resources to deliver effective RSHE, including online and written material, anatomically correct infant dolls, videos and visitors to school.

We anticipate that most RSHE lessons will be delivered to mixed groups of boys and girls. If we do separate older children, it is important to note that boys and girls will receive the same information. Appendices 2, 3 and 4 outline the curriculum content for the school in relation to RSHE, showing which topics are taught in each year group or key stage.

**Dealing with difficult questions and sensitive issues**

Teachers should be able to deal honestly and sensitively with children’s questions including those about sexual orientation and gender. If a teacher is asked a question that they deem inappropriate for the age of the class, they would refer the child back to their parent and speak to the parent as soon as possible after the lesson. During training, staff will have discussed the range of questions they are likely to encounter and will have thought about their responses to them.

**Child Protection / Confidentiality**

Staff are aware that in teaching RSHE, children may make disclosures of a child protection issue. In this instance the staff member will inform the Head teacher/Designated Child Protection person in line with LA procedures for child protection. Staff members cannot promise a child confidentiality if concerns exist.

**Monitoring and Evaluation**

Evaluation of RSHE is vital to assess what has been learnt, how children felt about lessons and how future work can be made more effective. The PSHE coordinator and Head teacher use a range of methods to ensure that provision meets the needs of pupils including:

* Observing lessons
* Discussions with pupils, parents, teachers and governors
* Sampling children’s work
* Professional dialogue with colleagues from other schools and outside agencies

This policy is placed on the school website for reference and forms part of the induction programme for all new members of staff.

Date Issued September 2024

Written By DK Glover - PSHE Coordinator August 2024

Next Review September 2028

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| Term | First Year | Second Year |
| Autumn 1 | Generosity  Individual Liberty | Thankfulness  Respect and tolerance |
| Autumn 2 | Trust  Rule of Law | Compassion  Respect and tolerance |
| Spring 1 | Perseverance  Individual Liberty | Courage  Individual Liberty |
| Spring 2 | Justice  Rule of law, democracy | Forgiveness  Individual liberty |
| Summer 1 | Service  Respect and tolerance | Friendship  Democracy |
| Summer 2 | Truthfulness  Rule of law | Respect  Respect and tolerance |

**Appendix 1 All Saints CE Primary school Christian and British Values**

**Appendix 2 : Relationships Education Curriculum Content**

Reception

Develop a positive sense of themselves and others; form positive relationships and develop

respect for others

Develop social skills and learn how to manage their feelings

Understand appropriate behaviour in groups and have confidence in their own abilities.

Year 1

Roles of different people; families; feeling cared for

Recognising privacy; staying safe; seeking permission

How behaviour affects others; being polite and respectful

Year 2

Making friends; feeling lonely and getting help

Managing secrets; resisting pressure and getting help; recognising hurtful behaviour

Recognising things in common and differences; playing and working cooperatively; sharing opinions

Year 3

What makes a family; features of family life

Personal boundaries; safely responding to others; the impact of hurtful behaviour

Recognising things in common and differences; playing and working cooperatively; sharing opinions

Year 4

Positive friendships, including online

Responding to hurtful behaviour; managing confidentiality; recognising risks online

Respecting differences and similarities; discussing difference sensitively

**Year 5**

Manage friendships and peer influence

Physical contact and feeling safe

Responding respectfully to a wide range of people; recognising prejudice and discrimination

**Year 6**

Attraction to others; romantic relationships; civil partnerships and marriage

Recognising and managing pressure; consent in different situations

Expressing opinions and respecting other points of view, including discussing topical issues

For more detail about this curriculum content please see Statutory Early Years Framework

for Reception; and PSHE Association ‘Sex and Relationships Education for the 21st Century’

for Years 1 – 6.

All our SRE teaching is underpinned by Blackburn Diocesan Board of Education’s ‘Primary

School Guidance relating to Relationship and Sex Education’ (September 2019)

**Appendix 3: Health Education Curriculum Content**

Reception

Healthy eating, fruits and vegetables

Hygiene handwashing, learning about germs, coughs and sneezes

What makes us feel happy/sad/worried?

Year 1

Keeping healthy; food and exercise, hygiene routines; sun safety

Recognising what makes them unique and special; feelings; managing when things go wrong

How rules and age restrictions help us; keeping safe online

Year 2

Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing

feelings and asking for help

Growing older; naming body parts; moving class or year

Safety in different environments; risk and safety at home; emergencies

Year 3

Health choices and habits; what affects feelings; expressing feelings

Personal strengths and achievements; managing and reframing setbacks

Risks and hazards; safety in the local environment and unfamiliar places

Year 4

Maintaining a balanced lifestyle; oral hygiene and dental care

Physical and emotional changes in puberty; external genitalia; personal hygiene routines;

support with puberty

Medicines and household products; drugs common to everyday life

Year 5

Healthy sleep; sun safety; medicines, vaccinations, immunisations and allergies, revisit

changes at puberty from year 4

Personal identity; recognising individuality and different qualities; mental wellbeing

Keeping safe in different situations, including responding in emergencies, first aid

Year 6

What affects mental health and ways to take care of it; managing change, loss and

bereavement; managing time online

Human reproduction and birth (non statutory/PSHE Association); increasing independence;

managing transition

Keeping personal information safe; regulations and choices; drug use and the law

Appendix 4 : Sex Education Curriculum Content

Reception

Link to science and me, myself topic

Online safety

Year 1

Recognising myself

What does my body look like?

What words do I use for my body (correct anatomical or doctors’ words)

Sorting animals…. Parents and offspring

Online safety

Year 2

Looking after my body

The difference between boys and girls

Good touches/ bad touches

Good secrets/ bad secrets

Video - Differences

Online safety

Year 3

Babies and their needs

Life cycles

Video - How Did I get here?

Online safety

Year 4

Keeping safe, who to tell and how to tell

Different rates of development, changes at puberty

My life from birth onwards

Video – Growing Up

Online safety

Year 5

Physical and emotional changes at puberty

Sexual behaviours and the law (sexting)

Differing rates of development

Video – Changes (Possibly girl Talk, if teacher deems it necessary)

Online safety

Year 6

Puberty continued

Sexual reproduction (Non statutory)

Attraction to others

Online safety

Video – Girls talk, Boys talk