ST PAUL'S CE PRIMARY SCHOOL

Relationship and Sex Education and Health Education Policy

Agreed by Governing Body on:	**22 May 2024**
Policy review date:	**May 2026**

ST PAUL'S SCHOOL VISION

St. Paul's CE School promotes the Christian faith within a warm and loving atmosphere, so that our children achieve their educational goals and fulfil their individual God given potential.

The school will provide education and worship, which promotes the arts, builds on children's talents and respects people of all faiths and cultures.
We celebrate God's love for every child in our school and encourage each child to develop a sense of belonging within the Christian journey, using the creativity and gifts God has given them.

We nurture our children's curiosity about our diverse and wonderful world and foster their sense of global citizenship. We are committed to an ethos of love and inclusion built on the teachings of Jesus Christ, in an environment which embraces everyone and supports the future of our young people, as they progress through and beyond our school.

Our Key Values
WISDOM – We encourage our children to be creative and use the gifts God has given them to grow in wisdom.

'Behold, I give you a wise and discerning mind, so that none like you has been before you and none like you shall arise after you.'" 1 Kings 3:5, 7, 9-12

HOPE - We will nurture our children's curiosity of the world and its people to have hope, as they flourish and move beyond our school.

Hope does not disappoint' Paul the Apostle Romans 5:5 (Paul the prisoner)

COMMUNITY – We will provide a warm and loving atmosphere and teach respect for all people and cultures, to create a welcoming community.

'Love they neighbour as thyself. There is no commandment greater than these' -Mark 12:31

DIGNITY – We will celebrate the unique value of each member of the school, so that all reach their God given potential.

'Be devoted to one another in love. Honour one another above yourselves'. Roman 12:10

This policy links with other school policies including the Anti-bullying Policy, Personal, Social, Health & Economic Education (PSHE) Policy, Equalities Plan, Safeguarding Policy and Health and Safety Policy. We as a school community have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010. www.legislation.gov.uk/ukpga/2010/15/contents

Relationship and Sex Education and Health Education Policy

Introduction

Relationship and Sex Education and Health Education (RSHE) became statutory in all primary schools in England in September 2021. Health education also became statutory in all state-funded schools.

This Policy has been written within the context of upholding strong Christian Family Values as being the heart of all that we do for the children and families of St Paul's CE Primary School. Through our whole school Ethos and Mission Statements to serve our families in this community, we ensure that all children are provided with and RSHE education that is accepted within the Christian Faith. By making links with baptism, confirmation and marriage celebrations in both the teaching of Religious Education (RE) and topic work, we positively promote an understanding of Christian family life. It is also important that as a Christian school, we need to be sensitive to the needs of our diverse community and show empathy and understanding to all families. Pupils also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others, thus preparing them for the responsibilities and experiences of adult life. We hope to prevent and remove prejudice. We will work towards this aim in partnership with parents/carers.

At St Paul's School, Relationship and Sex Education is an integral part of the personal, social and health education curriculum, preparing our pupils to become confident and informed young people, able to make informed choices in relationships, while maintaining the ethos of a Church Aided school. This policy is applied in line with our Equality, Anti-bullying and Child Protection Policies.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of Personal, Social, Health and Education (PSHE).

RSHE is an important part of a child's education and is designed to equip them with accurate information, essential skills and confidence to grow, learn and develop positive, healthy behaviour to manage their lives as they move through puberty towards adulthood. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

This policy is designed to prepare all pupils for the future, regardless of sexual orientation or gender identification. RSHE promotes gender equality and LGBT+ (Lesbian, Gay, Bisexual, Transgender and related communities) equality and challenges discrimination. It takes the needs and experiences of LGBT+ people into account and seeks to develop understanding that there are a variety of relationships and family patterns in the modern world.

Aims and Objectives

Relationship and Sex Education and Health Education, as part of the Science and PSHE Curriculum (including statutory health education), consists of three main strands: attitudes and values, personal and social skills, and knowledge and understanding. We teach, in accordance with The Church of England and RSHE Guidance, pupils appropriately to their age, about:

- Developing self-awareness and respect for their own bodies
- Developing communication and decision making skills
- Understanding their responsibilities within personal relationship issues
- The physical development of their bodies as they grow into adults and the emotional changes that can occur
- The way humans reproduce
- The nature of stability in relationships and its importance to family life
- The importance of positive body image and how the media can affect this
- To keep safe online
- The importance of sexual activity as part of a long-term committed relationship
- Exploring related values, attitudes and moral questions and respecting the views of other people
- What they should do if they are worried about any sexual matters

Context

We teach RSHE in the context of the school's aims and advice from the Department of Education (DFE) and Church of England. RSHE in our school means that we give pupils information about families and people who care for them, caring friendships, respectful relationships, online relationships, being safe and sexual behaviour, we do this with an awareness of the Christian ethos which underpins all our work in school. In particular, we teach RSHE in the belief that:

- Children should be taught to have respect for their own bodies
- Children should learn about their responsibility to others, and be aware of the consequences of their actions
- It is important to build positive relationships with others, involving trust, respect and commitment
- Children need to learn the importance of self-control
- Relationship and Sex education should be taught in the context of stability in relationships; Relationship and Sex education is part of a wider social, personal, spiritual and moral education process

The Organisation of RSHE

We teach RSHE through different aspects of the curriculum, including the Science and PSHE Curriculum, as well as statutory health education. This happens during a sequence of lessons which combine science and PSHE. Our RSHE curriculum is based on the Brighton and Hove PSHE curriculum and on the Brighton and Hove lesson overview. We also use Channel 4 videos and teacher booklets along side other support materials.

The scheme of work for RSHE at St Paul's Primary School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

We also teach RSHE through other subject areas (e.g. Science, Physical Education(PE) and Religious Education(RE)), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E., children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Other aspects of the curriculum may also be covered in science, PSHE and PE lessons. Generally, PSHE and science lessons discussing RSHE will be taught as a whole class, with boys and girls together. Occasionally boys and girls may be separated to discuss specific issues (particularly during some of the Year 5/6 lessons which discuss changes during puberty) but the coverage will be the same. A teacher may break the class into smaller groups within the class or speak to an individual as appropriate. However, most lessons will be taught to both boys and girls to ensure a good understanding of these areas for both genders.

From KS2, we place a particular emphasis on health education, as many children begin to experience puberty at this age. We liaise with the Local Authority about suitable teaching materials to use with our pupils in these lessons. We keep in regular contact with the Local Authority about any changes, updated information or resources to ensure children receive high quality teaching. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls understand that happy, healthy relationships take many forms, know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We also explore body image and how the media can affect this and how to keep safe online. We always teach this with due regard for the emotional development of the children.

In Early Years Foundation Stage, children learn about life cycles. Through on-going personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Year 5 we place a particular emphasis on RSHE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single gender question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

The school will also be responsive to issues and concerns that arise from pupils on a day to day basis. If appropriate, parents will be informed about such cases.

The Role of Parents and Carers

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers of the pupils at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Consult parents and carers about the school's Relationships and Sex Education policy and practice
- Inform parents and carers about the topics planned to be covered in Relationship and Sex Education, including puberty, menstruation and relationships
- All KS2 parents/carers are invited to view and discuss RSHE teaching content. There is also an opportunity for all RSHE material to be available to all parents/carers.
- Answer any questions that parents and carers may have about the Relationship and Sex Education of their child
- Take seriously any question that parents and carers may have about the Relationship and Sex Education of their child
- Support parents and carers in teaching their children about Relationship and Sex Education
- Encourage parents and carers to be involved in reviewing the school policy and making modifications to it as necessary

- Inform parents and carers about the best practice known with regard to Relationship and Sex Education, so that the teaching at school supports the key messages that parents and carers give to children at home

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Relationships Education is compulsory for all pupils receiving primary education. Parents and carers have the right to withdraw pupils from sex education but not Relationships or Health Education. If a parent wishes their child to be withdrawn from the RSHE lessons, they should discuss this with the Head teacher, making it clear which aspects of the programme they do not wish their child to participate in.

The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, a member of the Local Health Authority, such as the school nurse, gives us valuable support with our Relationship and Sex Education programme. Other people we may call on include local clergy, social workers and youth workers.

The Role of the Teacher

Teachers conduct Relationship and Sex Education lessons in a sensitive manner and in confidence but cannot offer pupils unconditional confidentiality. Teachers should inform the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead, then parents or the school nurse as appropriate over issues that may be raised. If a pupil makes a reference to being involved in, or a likelihood of involvement in, sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection following school policy. Staff will respond in a similar way if a child indicates that they may have been a victim of abuse. In these specific cases, the member of staff will refer the matter to the Designated Safeguarding Lead (DSL) or Deputy DSL if there is a genuine concern. The DSL or Deputy DSL will then deal with the matter in consultation with other professionals in accordance with our Child Protection Policy. All staff are expected to work within this policy. Teachers and other staff need to help children develop confidence in talking, listening and thinking about issues to do with Relationship and Sex Education. Teachers and other staff can use a range of strategies to help them do this, including establishing clear ground rules, introducing 'distancing' techniques, making use of discussion and drama and encouraging reflection.

The Role of the Head Teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed of our Relationships and Sex Education and Health Education Policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head teacher oversees the involvement of external agencies regarding the school Relationship and Sex Education

Programme, and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework. The Head teacher and governors monitor the effectiveness of this policy regularly.

The Role of Governors

- Governors are responsible for agreeing a whole school approach to RSHE.
- Governors are responsible for deciding at what stage to offer RSHE and ensuring any arrangements comply with the law.
- Governors must agree a written policy for RSHE which should be reviewed at least every three years by the full governing body.
- In drawing up the policy for RSHE, governors should ensure it reflects the Christian ethos of the school. This means that RSHE will reflect the Christian beliefs, values and attitudes of the school community; with an emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility. These beliefs and values should permeate the life and work of the school and the RSHE policy should also reflect the school's vision as a church school.
- Governors should ensure that the RSHE policy is linked to other relevant policies, in particular policies concerned with promoting the welfare and safeguarding of pupils.
- Governors should ensure that a copy of the RSHE policy is accessible to all parents/carers.

Special Educational Needs and Disabilities (SEND) and Vulnerable Pupils

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning needs, but we will aim to ensure that all pupils are properly included in RSHE. Some pupils with SEND may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not acceptable. A supportive, nurturing and caring environment within the classroom provides a platform to support all our pupils. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Dealing with Questions

The teaching of RSHE will have a set of ground rules providing boundaries over what is appropriate and not appropriate, and about how to respond to unexpected questions or comments from pupils in a whole class situation.

- Questions will be answered in an honest and age appropriate way which offers clarity and avoids confusion.

- Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.
- Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.
- Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.
- If the teacher decides to discuss the matter on an individual basis, they will do so with another member of staff present and a record must be kept of that discussion.
- Any safeguarding issues will be followed up with the school's safeguarding procedures.

Confidentiality

Children and young people are regularly told; in age and maturity appropriate language that school staff cannot maintain complete confidentiality and that information that discloses a child is being hurt or harmed or at risk of hurt or harm will need to be shared. School staff are provided with safeguarding training on how to manage disclosures including those made in PSHE lessons or as a result of them. Pupils are regularly reminded of sources of confidential support and advice for example.

If a child or young person discloses information which they ask not to be passed on, then we will honour the request unless:

• There is a safeguarding concern
• Information is requested for cooperation with a police investigation
• There is a need to make a referral to an external service

Pupils are reassured that if confidence has to be broken they will be informed first and will be supported as appropriate. Children and young people will be kept informed about how any information they have disclosed will be treated by the school and who will have access to it. Disclosures made by children and young people related to their sexual orientation, gender identity or HIV status are examples of disclosures which are not safeguarding issues unless there is additional evidence of harm or risk to that child or another child. This level of personal information will only be shared on a need to know basis and with the agreement of the child and or their family. Information therefore about a pupil, student or member of staff such as a pregnancy or their HIV status is not a matter for general discussion.

Monitoring and Review

The PSHE co-ordinator will monitor and review the policy and practise by observation, attending appropriate training courses, talking to pupils, parents and the wider community. The subject lead will

report back to the full governing body. Recommendations will be made at the Full Governing Body, as necessary, if the policy needs modification. The policy will be reviewed every 3 years or annually if required. The Healthy Schools Team will also be involved and give guidance to the development and review of this area. Parents will be given an opportunity to learn about the policy and how they can support the programme at home. In addition, the co-ordinator be responsible for drawing up the programme, arranging training and updates for teachers and distributing up to date resources. The co-ordinator monitors that the programme is delivered effectively through things such as book looks, learning walks, staff meetings and lesson observations.

Signed:……(Chair of Governors). Date:……..

Signed:……(Headteacher). Date:……..