



Relationships, Health and Sex Education Policy (RHSE)

Reference: WP/Curriculum and Standards/Ethos and Distinctiveness

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1. Aims

This policy will apply to all parents and carers within all of our Schools with the Academies for Character and Excellence in relation to the Relationships, Health and Sex Education curriculum.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

This policy will be reviewed every annually unless significant curriculum changes occur before the review date.

The aims of relationships and sex education (RHSE) at the schools within our Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary school within a Multi Academy Trust we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). However, parents have the right to withdraw their child from the RSE curriculum where it is not part of the science programme. Please see Appendix 6 - parent withdrawal form from sex education within RHSE form.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Stockland CE Primary Academy we teach RHSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents and involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Once amendments were made, the policy was shared with governors for comments
6. The Trust directors holding the Ethos and Distinctiveness and Curriculum and Standards portfolios were consulted with and ratified this policy before submitting to the board of directors.
7. Approval – The board of directors approve the policy once these steps have been completed.

Our approach and Rationale – Church Schools Only

Our school's approach to RSHE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

“So God created humankind in his image, in the image of God he created them” (Genesis 2:7)

“I have come in order that you might have life - life in all its fullness” (John 10:10)

The Church of England’s Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches, especially in relation to LGBTI+ people, which provide helpful context and principles for schools. Church of England schools should ensure that their RSHE curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.

In Stockland Church of England Primary Academy, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE at Stockland Church of England Primary Academy is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Our approach and Rationale – Non Church Schools Only

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE at Stockland Church of England Primary Academy is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education).

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect

This policy has been developed in accordance with –

- DfE:- RHSE guidance 2000 (Ref: DfEE 0116/2000)
- The Church Of England’s Guidance to Schools <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

- Brook/PSHE Association/Sex Ed Forum document:-Sex and Relationships Education (RHSE) for the 21st Century, March 2014 (supplementary advice)
- KCSIE-Safeguarding guidelines for schools 2020

This policy has been updated in accordance with the above documents. A new RHSE scheme of work for Reception to Y6 has been purchased and is included in the PSHE overall scheme of work. The scheme (**CWP Teaching RHSE with Confidence in Primary Schools**) is highly recommended by the PSHE association and has been used successfully in many primary schools. This policy will be reviewed every two years or as needed to reflect any changes in legislation.

4. The context for Relationships, Health and Education within the PSHE curriculum

Stockland Church of England Primary Academy's relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues. We believe that pupils have an entitlement to learn about sex and relationships as part of the wider PSHE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views. We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity.

Organisation and planning

Class teachers will deliver the sessions as set out in CWP 'Teaching RHSE with Confidence in the Primary School.' A staff meeting has been held to explore the sessions and to guide teachers to the relevant resources for the lessons. Our Ethos Committees have also contributed to this policy and considered very carefully our response to the teaching of RHSE.

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, DVD, circle time, group work, drama and role play.

Teachers should follow the plans for their year group in the new CWP scheme and deliver them over the second half of the summer term. All teaching materials required are integral to the scheme and are saved in the staff drive under 'RHSE Scheme of Work'.

Assessment should be planned as an integral part of teaching and learning. It should be active and participatory, helping pupils to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning. In general, pupils will be taught in their normal mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues.

We actively encourage staff training through our ongoing programme of continuous professional development for all areas of PSHE to ensure that teachers are confident and skilled in the effective delivery of RHSE.

We believe that the class teacher is the most appropriate person to deliver the RHSE programme. However, staff will work closely with the School Inclusion Team as necessary with support of the delivery of the programme. This is most likely in Y5/6. The Pastoral team is fully aware of and involved in the development of the RHSE programme, its aims and objectives.

To allow parents year round access to RSE information

5. Legal aspects relating to RHSE and cross referencing to other Policies

Some elements of RHSE, as set out in the National Curriculum 2014, are statutory and mandatory for all pupils.

In addition our curriculum will take into account the following government guidance:-

- Young people must learn about the nature of marriage and its importance for family life and the bringing up of pupil.
- Young people should be protected from teaching materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- Parents have the right to withdraw their pupil from the non-statutory elements of RHSE.
- All schools have a duty to ensure that pupils with special needs and learning difficulties are properly included in RHSE.
- As with all curriculum areas the PSHE curriculum will give due regard to The Equality Act 2010 and its three main aims.
- To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- To advance equality of opportunity between people who share protected characteristics and people who do not share it
- To foster good relations between people who share a protected characteristic and people who do not share it.
- Best practise in Safeguarding arrangements including taking and recording disclosures (KCSIE 2020)

6. Creating a safe environment for teaching and learning

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupils' questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate (i.e. questions about a teacher's personal life or of a sensitive nature) and will not be answered.

There are useful 'tips' from CWP as to how best approach some issues/questions within the sessions – see teachers' guide below.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child, this will include adapted learning to support children with SEND. In some instances certain questions will require parental involvement.

7. Confidentiality

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures.

Staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the pupil feels supported but not gossiped about. However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil.

For example, if a child makes reference to being involved, or likely to be involved in sexual activity, this will be dealt with through the school’s Child Protection & Safeguarding Procedures, which are in line with Safeguarding Board Procedures.

The Trust’s RHSE lead and the school’s Safeguarding lead are well trained in areas related to both policies. Staff will always challenge any inappropriate comments or any behaviours which could be seen as homophobic bullying, gender stereo typing or resulting from perceived differences.

8. Working with parents or carers

We as a school will work closely with parents and carers to raise the awareness of the breadth of RHSE, how and when it is taught in school. The policy and programme of work is available to all parents and carers upon request. We acknowledge the right of parents/carers to withdraw their child from those aspects of the RHSE programme not included in the NC science. However, we encourage all parents who have concerns to discuss these with the Head teacher or Deputy. Quite often, when parents review the materials and aims of the lessons they realise there is no need to withdraw their child from RHSE.

9. Monitoring and Evaluation

The school is committed to delivering effective RHSE for its pupils and recognises the value and importance of monitoring and evaluating the provision of RHSE and the way in which all individuals are supported. The school has established an on-going process of monitoring the RHSE programme through the work of the RHSE Co-ordinator, which includes lesson observation, and teacher, pupil, parent or carer feedback. The RHSE co-ordinator reports findings to the SLT on an annual basis in order to inform future planning.

This policy will be reviewed on an annual basis and amended according to DFE and LA guidance. Link for Sex & Relationships Education (SRE) for the 21st Century (Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) www.sexeducationforum.org.uk/media/17706/sreadvice.pdf

Appendix 1 SCARF Curriculum Overview

Appendix 2 Appendix 2: A Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and Health Education (RSHE)²

Appendix 3– Parental request to withdraw

Summary of changes

<i>September 2023</i>	
<i>Document</i>	<i>Amended logos and general formatting</i>
<i>Section 2</i>	<i>Further clarification regarding the right to withdraw your child for parents. Added sentence “.....parents have the right to withdraw their child from the RSE curriculum where it is not part of the science program”.</i>
<i>Section 4</i>	<p><i>Added text:</i></p> <p>Across our schools relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:</p> <ul style="list-style-type: none"> ➤ Families and people who care for me ➤ Caring friendships

² RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

	<ul style="list-style-type: none"> ➤ Respectful relationships ➤ Online relationships ➤ Being safe
<i>Section 6</i>	<i>Added reference to SEND pupils in the third paragraph</i>
<i>Appendix 7</i>	<i>Template letter for parents added</i>

Appendix 1: SCARF Curriculum Overview

The attached timetable shows our programme of study and which subjects are taught to each year group.

SCARF	Module 6: 'Growing and Changing'
Year Group	Learning Outcomes
R	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Explain that a baby is made by a woman and a man, and grows inside a tummy/womb. ● Name parts of the body (including reproductive parts) using the correct vocabulary. ● Explain which parts of their body are kept private and safe and why. ● Tell or ask an appropriate adult for help if they feel unsafe.
1	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts.
2	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ● Understand and describe some of the things that people are capable of at these different stages. ● Identify which parts of the human body are private; ● Explain that a person's genitals help them to make babies when they are grown up; ● Understand that humans mostly have the same body parts but that they can look different from person to person. ● Explain what privacy means; ● Know that you are not allowed to touch someone's private belongings without their permission; ● Give examples of different types of private information.
3	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that for girls, periods are a normal part of puberty.

4	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify parts of the body that males and females have in common and those that are different; ● Know the correct terminology for their genitalia; ● Understand and explain why puberty happens. ● Know the key facts of the menstrual cycle; ● Understand that periods are a normal part of puberty for girls; ● Identify some of the ways to cope better with periods.
5	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Know the correct words for the external sexual organs; ● Discuss some of the myths associated with puberty. ● Identify some products that they may need during puberty and why; ● Know what menstruation is and why it happens.
6	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; ● Suggest strategies that would help someone who felt challenged by the changes in puberty; ● Understand what FGM is and that it is an illegal practice in this country; ● Know where someone could get support if they were concerned about their own or another person's safety. ● Identify the changes that happen through puberty to allow sexual reproduction to occur; ● Know a variety of ways in which the sperm can fertilise the egg to create a baby; ● Know the legal age of consent and what it means. ● Explain how HIV affects the body's immune system; ● Understand that HIV is difficult to transmit; ● Know how a person can protect themselves from HIV.

Appendix 2: A Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and Health Education (RSHE)³

In The Academy for Character and Excellence we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act⁴ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-

³ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

⁴ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 3: Parent withdrawal form from sex education within RHSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, health and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	