



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

***We walk by faith and not by sight: 2 Corinthians 5:7***

This policy is a statement of the aims and strategies for the teaching and learning of RH(S)E. This will be reviewed on two yearly basis or as and when updates are required.

### **Aims**

The aims of relationships, health and sex education (RH(S)E) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, understanding how their bodies change and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy.
- Develop confidence and responsibility and to make the most of pupils' abilities
- Prepare pupils to play an active role as citizens

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- Enable pupils to develop a healthy, safer lifestyle
- Encourage pupils to develop good relationships and to respect the differences between people
- To provide financial education and a grasp of the value of money
- To promote modern British values across school

### **Statutory Requirements**

At St Paul's C of E Academy, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RH(S)E, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **Documents that inform the school PSHE and RH(S)E policy include: -**

- The Education Act (1996)
- Equality Act (2010)
- Keeping Children Safe in education: Statutory Safeguarding Guidance (as and when updated)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)

### **Policy Development**

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parents– have been consulted regarding the implementation of the RH(S)E curriculum.
- Ratification – this policy was ratified by governors

### **Definition**

RH(S)E is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, healthy lifestyles, diversity and personal identity. RH(S)E involves a combination of sharing information, and exploring issues and values.

### **Curriculum**

An overview of our RH(S)E curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **Delivery of RH(S)E**

### 7.1 Overview of RH(S)E

RH(S)E is taught within the personal, social, health and economic (PSHE) education curriculum as well as through RHE sessions. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional/RHSE lead who will deliver puberty and relationship talks to year 5 and 6. Parents will have a right to withdraw from these sessions.

Relationship's 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
- For more information about our RH(S)E curriculum, see Appendices 1 and 2

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances - families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster

parents/carers amongst other structures. Along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Teaching and Learning**

PSHE is embedded within our school ethos and is delivered through many cross curricular activities.

Our formal RH(S)E curriculum will be taught on a weekly basis, each lesson will have a high level of interaction giving each pupil the opportunity to share and discuss their ideas in a safe environment.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules for these sessions.

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

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## **Roles and responsibilities**

### **The Governing Board**

The governing board will approve the RH(S)E policy, and hold the principal to account for its implementation.

### **The Principal**

The Principal is responsible for ensuring that RH(S)E is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory / non-science components of RSE (see section 8).

### **Designated Safeguarding Lead**

Is responsible for checking the policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.

### **RHSE lead**

Is responsible for taking a lead in policy development and the production of Schemes of Work designed to ensure progression and continuity throughout the whole school and liaising with fellow Co-ordinators

Supporting colleagues in their development of RH(S)E and its implementation across Monitoring progress in RH(S)E and advising the Principal on any action required

Keeping up-to-date with developments in RH(S)E, attending relevant courses and disseminate information to colleagues as appropriate

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## **Staff**

Staff are responsible for:

Delivering RH(S)E in a sensitive way, modelling positive attitudes to RH(S)E and monitoring progress.

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/ non-science components of RSE

Staff do not have the right to opt out of teaching RH(S)E. Staff who have concerns about teaching RH(S)E are encouraged to discuss this with the Principal or the RH(S)E lead.

Staff members are aware that views around PSHE and RSE related issues are varied. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RH(S)E arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if needed.

## **Parents**

To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.

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### **Parents' right to withdraw**

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationships and Health Education. The biological aspects of RH(S)E are taught within the Science curriculum, where there is no parental right to withdraw.

At the end of KS2 school nurses deliver puberty and relationship talks for the children, which parents have the right to withdraw from. As a school, we would encourage parents with concerns around the content, to contact the school to discuss this further.

### **Training**

The RH(S)E lead will be responsible for the initial delivery of our RH(S)E curriculum and will indicate any professional development they feel is appropriate. Staff opportunities for development in RH(S)E are often embodied in other CPD opportunities e.g., curriculum courses, safeguarding training etc.

### **Safeguarding**

All staff receive safeguarding training. Teachers are aware that effective PSHE and RH(S)E which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should immediately follow internal safeguarding policies including informing a DSL.

Our school is committed to working towards equality, promoting positive approaches to differences and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with

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the Public-sector Duty (as set out in the Protected Characteristics guidance: equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of our school. We will ensure that all pupils will receive Relationships and Health Education and we will offer provision appropriate to the particular needs of all our students.

### **Monitoring arrangements**

RH(S)E is monitored by the RH(S)E Lead and the Senior Leadership Team through the school's monitoring and evaluation programme. Monitoring will also happen informally via displays, worships, timetable of annual events and community links

Pupils' development in RH(S)E is monitored by class teachers as part of our internal assessment systems and reported to parents annually.

**Reviewed: March 2023**

**Agreed: March 2023**

**Review Date: March 2025**



**LONG TERM PLAN**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

