

Woodchurch CE Primary School



RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

**Wonder, Commitment,
Expectation**

Jesus said:

I am the bread of life. Whoever comes to me will never hunger, and whoever believes in me will never thirst. John 6:35

"If you have faith as small as a mustard seed... nothing will be impossible for you."

Matthew 17:20

Rooted in the teachings of Jesus, the power of the Holy Spirit and our love of God, we aim to continue our long Christian history and tradition of serving our community. We will plant the seeds of faith, which will enable all to grow together as a family and as individuals, living life in all its fullness and flourishing in the world, walking in the footsteps of Jesus.

Introduction:

Woodchurch CE Primary School considers that Relationships, Health and Sex Education (RHSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe and comfortable atmosphere. The programme is underpinned by the PSHE Association's guidance and is set within a moral framework and matched to the pupils' level of maturity. As a Church School we promote the Christian concepts of the importance of marriage for family life, stable and loving relationships, respect, love and care but respect that many of our pupils will come from different family structures.

Our school's Relationship, Health and Sex Education Policy is based on the Department for Education guidance. Relationships and Sex Education (RSE) is a key part of this and is defined as 'learning about physical, moral and emotional development. It is also about the teaching of sex, sexuality, and sexual health'. It is part of the wider personal, social and health education curriculum. While we use Relationships and Sex Education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationships and Sex Education as a means of promoting any form of sexual activity or orientation.

In the teaching of Relationships and Sex Education, at Woodchurch CE Primary, we undertake to follow the principles in the Church of England Charter for Faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RHSE). (See Appendix 1). Our planned curriculum also reflects the requirements of the Equalities Act 2010 (www.legislation.gov.uk/ukpga/2010/15/contents)

Definition and Aims:

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RHSE involves a combination of sharing information, and exploring issues and values.

Within RHSE, through the teaching of RSE, we aim to help, support and prepare children through their physical, emotional and moral development.

Through our carefully planned curriculum we teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters.

In line with our school vision we teach relationship and sex education in the context of the school's aims and values framework. While relationship and sex education in our school means that we may give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school.

In particular, we teach relationship and sex education in the belief that:

- relationship and sex education should be taught in the context of marriage and family life;
- relationship and sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

Delivery:

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 2, however, this will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. Where further adaptations for children with SEND are required, a differentiated programme will be provided to enable the pupils to gain a full understanding. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

Primary relationships and sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We 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. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers. We carry out delivery of much of the RSE curriculum in PSHE lessons (see Appendix 2 for further details), however we also teach RSE through other subject areas e.g. Science, PE and 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.

Our principle resource for the teaching of RSE is the Medway Primary PSHE Education scheme, which is fully accredited by the PHSE Association. This is supported by Goodness and Mercy Guidance and resources, as well as The NSPCC Stay Safe, Speak out Campaign and Pants campaign and the Betty website. Additional resources written by the PHSE Association may also be used linking to positive relationships, FGM and well-being.

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.

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. To support this, we begin to teach the children about the parts of their body in Year 2 and this is then further developed as they move through KS2. We explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and where appropriate, there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we aim to ensure that both boys and girls know how babies are born, how their

bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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

For more information about our RSE curriculum, see Appendices 2 and 3. 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).

Roles and Responsibilities:

The Governing body

The governing body are fully engaged in the consultation for RSE and will continue to monitor the delivery of the RSE curriculum through the Learning and Teaching Committee.

The Head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The PSHE Lead

- Monitors and evaluates the effectiveness of the RSE curriculum to ensure that it meets the needs of the pupils.
- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory components of RSE.

At Woodchurch CE Primary, class teachers are responsible for teaching RSE. 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. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Subject Lead and/or head teacher. Questions which teachers feel uncertain about answering should be discussed with the PSHE Lead.

Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
 - Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- inform parents about the best practice known with regard to relationship and sex education, so that the teaching in 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.

- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, by working in partnership with parents in recognising the importance of this aspect of their child's education we hope that all children will engage fully with the RSE curriculum.
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

Other members of the community:

Where and if appropriate, we welcome and 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, members of the Local Health Authority, such as the school nursing service or other health professionals. Other people that we may call on include local clergy, social workers and youth workers.

Parental Right to Withdraw:

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Requests for withdrawal should be put in writing outlining the reasons for the request to withdraw, and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education and alternative supervision arrangements will be made for that child for the duration of the lesson.

Confidentiality:

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection as a matter of urgency.

Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL). Legally, the school cannot offer or guarantee absolute confidentiality.

We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed and supported by a designated member of staff throughout the whole process.

Monitoring:

The delivery of RSE is monitored by the Subject Leader and SLT. Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the PSHE/RSE lead annually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

Further policies:

In conjunction with this policy, please also see:

- Behaviour Policy
- Safeguarding and Child Protection policy
- Anti-bullying Policy
- Mental health and wellbeing policy
- Online safety policy

Member of staff responsible	Mrs Julie Davies/ Mrs Beverly Cartwright
Date Policy adopted	September 2022
Review Date	September 2023
Head Teacher signature	
Chair of Governors Signature	

Appendix 1

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In Woodchurch CE Primary School 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 Act² 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.

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.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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-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 2
Long Term Plan 2022-23 PSHE
Woodchurch CE Primary School

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

Bold – RSE strands

Appendix 3

Woodchurch CE Primary School

SRE Curriculum Coverage 2022-23

This plan is supported by Goodness and Mercy Resources and information

Year Group/ Term	Theme	POS – key objectives	Resources	Additional Notes
Year 1 How can we look after each other and the World?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'	
Year 2 Summer 1 How do we recognise our feelings when we are growing and changing?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up- our bodies PoS refs: H11, H12, H13, H14, H15, H16,	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their 	'Sameness and difference' Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body' NSPCC – The underwear rule resources (PANTS) PSHE Association – Mental health and wellbeing lessons (KS1)	Medway Resources – Lesson 3. Key vocabulary – term vulva not to be used.

	H17, H18, H19, H20, H27 R13, R23	<p>behaviour</p> <ul style="list-style-type: none"> ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<p>Goodness and Mercy Lesson Activities (Lesson 5 Feelings – Activities Plan Health Education)</p>	
<p>Year 5 Summer 1 How will we grow and change?</p>	<p>Health and wellbeing</p> <p>Growing and changing; Puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty – It's perfectly natural</p> <p>Goodness and mercy sex education progression statement</p> <p>Goodness and Mercy Sex Education knowledge organiser /activity suggestion</p>	<p>Medway Lesson 2 – key vocabulary – do not use terms vulva, labia or clitoris</p>
<p>Summer Term What will change as we become more independent? How do</p>	<p>Relationships</p> <p>Different relationships, changing and growing, adulthood,</p>	<ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed 	<p>Medway Public Health Directorate - Primary RSE lessons</p> <p>Betty – It's perfectly natural</p>	

<p>Friendships change as we grow?</p>	<p>independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<p>relationship or not, including marriage or civil partnership</p> <ul style="list-style-type: none"> • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this <p>how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p>	<p>City to Sea – rethink periods</p> <p>(Y6) NSPCC – Making sense of relationships (KS2)</p> <p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</p> <p>Rise Above – Transition to secondary school</p>	
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All objectives relate directly to the Relationships and Healthy Living strands and into Science.

There are no non –statutory Sex Education objectives being taught in any year group.