

## The King's CofE Primary Academy

### Relationships and Sex and Health Education Policy

This policy is rooted firmly in our desire to fulfil our Vision to enable us to continue  
**'Living Well Together'**

#### Vision Statement

Growing confident and aspirational children who believe in themselves and contribute positively to their community and the wider world.

#### Mission

Our Mission is to ensure that:

- All children develop the **knowledge, skills and character** to live happy, healthy and successful lives
- All children are respected and treated with **equity**
- All children are taught to be **resilient** and **aspirational**, encouraging them all to achieve their full potential
- All children know that they have a positive role to play in the world and that their contributions are valued in the **community**
- All children are encouraged in their **personal, moral and spiritual** development within a Christian framework.

#### Our Core Values

##### Kindness

Learning respectfully alongside each other, helping each other to grow through our acts of kindness.

*"Do for other people the same things you want them to do for you."* **Matthew 7 v 12**

##### Friendship

United as a family we bring light to our community and the wider world.

*"A sweet friendship refreshes the soul."* **Proverbs 27 v 9**

##### Faith

Aspiring to learn with courage and faith, believing in God, ourselves and each other so that we can live life in all its fullness

*"Faith can move mountains".* **Matthew 17 v 20**

These core values enable us to support the Church of England's Vision for education: Wisdom, Hope, Community and Dignity. As such, we undertake to follow the principles in

the Church of England 'Charter for Faith and Inclusive relationships and Sex and Health education. (RSHE)

In the writing of this policy, we have made reference to the Equalities Act of 2010 and links closely with our Safeguarding Policy, our Anti-Bullying Policy and we have referred to our Equality and Information Objectives Policy. These are available on the school website.

RSHE will be delivered within an ethos of honesty, trust, respect and care. We appreciate that whilst values cannot be imposed, children can be equipped with the skills necessary to consider other people's values whilst developing their own.

RSHE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued.

### **Purpose of the Relationships and Sex Education (RSHE) Policy**

It is a statutory responsibility of the Governing Body to have an up-to-date RSHE policy which sets out the content, organisation and approach to teaching RSHE at The King's Church of England Primary Academy.

The purpose of this policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSHE
- Give information to parents and carers about what is taught and when and how they can be involved
- Give a clear statement about what the academy aims to achieve by teaching RSHE and why it thinks RSHE is important

### **Development and review of this policy**

This policy was originally developed by the school staff in consultation with the Diocese of Southwell and Nottingham and all parents were consulted before it was ratified by the Governing Body.

Key changes and a summary of the policy were shared with all parents and their comments have been taken into account. This policy has also been ratified by the whole Governing Body.

The following documents have supported the writing of this policy:

- Relationships Education, Relationships and Sex Education (RSHE) and Health Education – draft statutory guidance (DfE, February 2019)
- Changes to the teaching of Relationships and Sex Education and PSHE: Church of England Education Office response, (Church of England Education Office, February 2018)
- Faith and relationships: A guide to support faith-inclusive Relationships, Sex and Health Education (RSHE) in Nottingham School

## **Definition of RSHE**

The Church of England Education Office document (2018) sets out the following definitions: 'We understand relationships education to be that pertaining to the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. We understand sex education to be that pertaining to the development of pupils' understanding of sex, sexual health and human sexuality.'

The DfE guidance states that Relationships Education and Relationships and Sex Education at primary school should 'put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online' (p4).

At The King's Church of England Primary Academy, we believe that Relationships and Sex Education is about learning about growing up, changes, reproduction and the physical aspects of personal relationships. It is also about encouraging self-awareness, self-esteem and a sense of moral responsibility and the development of social and communication skills essential for making informed decisions about our own health and well-being, feeling good about ourselves and making and maintaining positive personal relationships.

## **Aims of Relationships and Sex Education at The King's**

'Relationships Education, Relationships and Sex Education (RSHE) and Health Education (RSHE) in Church of England Schools' states

"RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express

their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.”

In our academy we have a responsibility and opportunity to help children towards mature and understanding attitudes in these important areas of life. RSHE is part of a child’s broad, balanced curriculum, integral to the basic curriculum of the school and part of the child’s all round development. This links directly to our vision of inspiring life in all its fullness for all which includes the aims of developing strong, positive and loving relationships and the promotion of respect and compassions for ourselves and all others.

### **RSHE aims:**

- to meet the school’s safeguarding obligations
- to ensure children feel prepared for the physical and emotional aspects of pubertal change
- to develop children’s communication and social skills so that they can develop positive relationships and friendships with others
- to generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment and to develop pupils’ confidence to talk, listen and think about their feelings and relationships
- to help pupils to recognise the value of different types of family life, the implications of parenthood and the needs of the very young
- to encourage children to recognise the value of intimacy in loving and caring relationships
- to provide opportunities for pupils to examine their own values and those of other people
- to encourage effective communication about relationships and sexual matters between children, their parents/carers, family and friends
- to set the physical aspects of relationships and sex education within a moral, values-based framework
- to teach children how to recognise and report the feeling of being unsafe; having the vocabulary and confidence to go to the right people to get support.
- to cover the statutory section of the Science National Curriculum which stipulates teaching about the biological aspects of puberty and reproduction, providing factual information and using correct vocabulary
- to present facts in an objective and balanced manner so as to enable pupils to comprehend a range of sexual behaviour in society and to understand the influence of the media

- to challenge discrimination and prejudice in society and to promote equal opportunities
- to develop children's awareness of the law as it relates to sexual behaviour and their knowledge of sources of help
- to ensure that children leave school with an awareness of their sexuality appropriate to their maturity
- to lay the foundations for continuing RSHE/SRE at secondary school
- to give children essential skills to keep themselves safe online and offline and to recognise when something is risky or unsafe

### **Organisation of RSHE at The King's Church of England Primary Academy**

RSHE is taught through both the PSHE and Science curricula at The King's, covering both the biological and emotional and social aspects.

RSHE is taught by the class teacher, who may be supported by other adults in the school or by visitors such as a school nurse. Other adults who support RSHE teaching will be given this policy to read and will work within the confines of this policy. They will plan their teaching together with the class teacher and the class teacher or teaching assistant will be present throughout. RSHE is, in general, taught in mixed classes. Occasionally, however, single sex groups may be more appropriate to the needs of the pupils for certain topics – e.g. changes at puberty. However, the same information will always be taught to both girls and boys. If at all possible a female member of staff will be asked to support the male class teacher or vice versa during the single sex group teaching session.

The RSHE reflects and is in line with our equal opportunities policies and the school ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils. Where needed, RSHE will be differentiated to meet the needs of children with SEND.

A range of teaching methods will be used, as in any lesson or curriculum area. These may include group discussion, class discussion, circle time, brainstorming, problem solving, role play, research, visiting speakers, using children's books, and watching DVDs/other resources.

Clear expectations should be set with the class and the class reminded of these expectations before each lesson. These might include:

- no personal or private questions or information
- respect for each other's point of view
- listening to each other
- supporting each other

- let each other talk without being interrupted
- if a child doesn't want to say something, they don't have to

Children will be given opportunities to discuss the topics discussed with their peers in their classroom.

### **Content of RSHE at The King's Church of England Primary Academy**

All RSHE covers 3 elements:

1. Knowledge and Understanding including; growing and changing, puberty; reproduction, pregnancy and birth, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed.
2. Personal and Social Skills including; talking and listening to others, managing emotions, forming and maintaining loving and caring relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
3. Attitudes and values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage, for bringing up children.

The content of the RSHE curriculum is taught within our PSHE and Science lessons throughout the school. In addition, in Year 5 and 6, there is a separate RSHE topic with set resources and plans.

Some of the topics covered in each year group are:

#### **Reception**

- Keeping safe – dangers I might encounter,
- Awareness of being able to say 'no'
- My body and other people's bodies – similarities and differences
- The beginning of life – me, animals, plants
- Life cycles
- Differences between what I can do now and what I can do when I was a baby
- Caring for a baby – invite in a new mum to talk about caring for their baby
- Ageing – how do we know things are alive or dead, young or old
- Being a kind friend
- Feelings

### Key Stage 1 - Relationships Education

- Our school believes that you are loved and welcomed into the family of God.
- Families are places where people grow and can be safe and are given love.
- People in my school have different kinds of families who look after them.
- My school is another kind of family where I am safe and am given love.
- If I do not feel happy or safe in my home family or school family there is someone to go to for help.
- Why friendships are good for us.
- How we can be a good friend.
- How we can show respect to other people who might be different to us.
- What bullying is and some of the different ways people bully each other.
- How to get help if you feel you are being bullied.
- What is right to keep private and what are bad secrets.
- That our bodies belong to us and that there is safe and unsafe touching.
- How to ask for help if I feel unsafe or feel bad about any adult

### Key Stage 1 - Health Education

- We all have emotions that are usual.
- Physical exercise and being outdoors and helping other people can make us happy.
- Taking time to be still, pray or meditate can help us.
- Having hobbies and interests can be good for us.
- People who we can turn to for help if we are unhappy or worried.
- The internet can be a useful and good thing.
- Spending too much time online or watching screens is not good for us.
- Sometimes people on the internet can be nasty, lying and unkind.
- Some games and websites and apps are not right for children to be able to use.
- I am special and my school believes I am loved and made by God.

### Year 3 and 4 Relationships Education

- Through the love, care and nurturing of those we live with many people are given security through the gift of family.
- There are many different types of happy, caring families where children have good childhoods.
- Relationships can bring us joy and give us meaning; are good for us; we learn who we are and how to be less selfish.
- For most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.
- If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help.

- What the characteristics of good friendship are.
- It is good to be kind in our friendships and to not leave people out or feeling lonely.
- Friendships have ups and downs and we can learn from these but it is never right to be violent.
- How to know who to trust in our relationships, how to work out what to do when we are uncomfortable or unhappy, how to solve conflicts and how to seek help.
- There are different types of bullying, and reasons why people bully others.
- How we can protect ourselves and others from bullying.
- What stereotypes are and how they can be unfair and hurt people.
- The importance of asking permission and giving in friendships.
- How to create safe boundaries around our bodies; knowing what is private and public and what appropriate and inappropriate contact is.
- How to recognise and report the feeling of being unsafe; having the vocabulary and confidence to go to the right people to get support.
- **Our school believes that, through all the ups and downs of life, God never stops loving you.**

### **Year 3 and 4 Health Education**

- Keeping healthy – exercise, diet, the immune system , reducing spreading of disease
- Different families
- Feelings in families (e.g. love, jealousy)
- How the outdoors can help us to feel better
- How our responses to our feelings can affect others
- Keeping safe – Looking after others / co-operation
- How to plan a healthy diet and the risks of a poor one.
- Good sleep, rest **and some kind of spiritual practice** can help us have good health.
- Making time to be still, pray or meditate can help us.
- It is good for us to have friends and hobbies.
- Who we can turn to for help if we are unhappy or worried.
- How to create good rules that keep us safe online.
- **We are all special and my school believes everyone is loved and made by God.**
- How to ask for help if I need it.

### **Year 3 and 4 Sex Education**

Having a baby can be a wonderful event in people's life and is a huge responsibility.

### **Year 5 and 6 Relationships Education**

- Marriage is a legal commitment intended to be lifelong.
- If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help.
- How not to be a bystander and how to get help.
- There are different types of bullying, and reasons why people bully others.
- How we can protect ourselves and others from bullying.
- How to create safe boundaries around our bodies; knowing what is private and public and what appropriate and inappropriate contact is.
- How to recognise and report the feeling of being unsafe; having the vocabulary and confidence to go to the right people to get support.
- **Our school believes that, through all the ups and downs of life, God never stops loving you.**

### **Year 5 and 6 Health Education**

- The facts about smoking alcohol and drug-taking.
- Basic First Aid, how to make an emergency call and deal with some common injuries.
- Good sleep, rest **and some kind of spiritual practice** can help us have good health.
- Self-care for protection and hygiene are important.
- Helping others and volunteering or campaigning for a better world is good for us.
- The ways that people use the internet for bad purposes and how to avoid harm.
- **We are all special and my school believes everyone is loved and made by God.**
- What puberty is and how bodies change.
- How to ask for help if I need it.

### **Year 5 and 6 Sex Education**

- How people choose to have babies and how to choose the right time.
- How most babies are made.
- What happens in sexual intercourse between a man and a woman?
- The names of the body parts involved in sexual intercourse.
- **Sexual intercourse can be a delightful and spiritual union between two people. This ultimate closeness can affect people physically and emotionally.**
- What the law is on the age of consent for sex.

- Some people believe the best context for this level of closeness is in a long-term, faithful relationship such as marriage.
- Some people prefer to be celibate (not have sexual intercourse with anyone).
- What happens at conception?
- What happens between conception and birth? (Science)

Having a baby can be a wonderful event in people's life and is a huge responsibility.

### **Sexuality At The King's Church of England Primary Academy**

We believe it is important to foster an environment in which issues such as sexuality and gender identity can be discussed in an objective and unemotional way, should the need arise and at the discretion of the teacher. Where appropriate and relevant, we will always take the opportunity to challenge prejudice and homophobia. The teacher will be best placed to judge the maturity levels of the children within their class.

### **Sexually Transmitted Infections (STIs), including HIV/AIDS**

Many issues to do with health and hygiene will arise during the course of discussions with children and they will be dealt with sensitively and factually in accordance with the maturity level of the pupils. STIs, including HIV/AIDS, will be dealt with as part of children's learning about how to protect themselves and others from the spread of a range of infections. These discussions may also form an opportunity to foster tolerance and acceptance of all others.

### **Contraception and Abortion**

Although these topics do not form part of our RSHE teaching programme it will be necessary to explain to children that not all sexual intercourse results in a pregnancy. Teachers may think it appropriate, depending on the maturity of the children, to explain that there are many different contraceptive methods. Children's questions about abortion should, if it is felt appropriate to answer them in school, be dealt with in a balanced way and always with reference to the related legal issues.

### **Resources and training/support for staff**

Class teachers will have access to relevant training and continuing professional development in order to deliver the RSHE curriculum. This may include in-school training and support from colleagues and LA training courses. This will help staff to feel confident, supported and prepared to deliver RSHE.

Teachers use the Church of England schools Resource – **Goodness and Mercy**.

<https://goodnessandmercy.co.uk/>

They also use resources that are part of our curriculum for areas that overlap with science. **Heartsmart** is also used for relationships, resilience and wellbeing development throughout the whole school. <https://church.heartsmart.school/>

### **Setting class expectations**

It is important to create the right atmosphere in the classroom, to enable pupils to ask questions and discuss issues without feeling embarrassed or being disruptive. Setting clear and agreed expectations can help establish clear boundaries and a positive learning environment for SRE and also prevent inappropriate questions and personal disclosures.

### **Answering children's questions**

In all areas of the curriculum we encourage children to actively advance their understanding by means of asking questions. It must be recognised that questions about sex do provide a challenge for teachers since special sensitivities are involved.

Possible strategies to use in dealing with sensitive questions include answering referring to material already used, gaining thinking time ('what do you mean by...?' 'can you tell me why you want to know....?'), balancing controversial issues ('some people think...and some would not agree, When you are older you will have to make your own mind up') and referring to others ('I'm not sure about the correct answer to that but we could find it out by asking...'). In Years 5 and Year 6 one of the teaching methods used will be the provision of a question box for children's anonymous questions, the answers to which may form part of the following teaching session.

Questions raised in a lesson do not have to be answered directly and can be addressed individually later on. We believe that individual teachers should use their discretion and skill in these situations and refer to the head teacher if they are concerned. Children can be referred to their parents if the teacher feels they would be in a more appropriate position to answer the question. Parents are encouraged to communicate with school to let us know if there are certain sensitive issues that they prefer to discuss with their child themselves. This will be respected.

Staff are aware of the procedures if a pupil discloses information where it is felt that this is a child protection issue and that the child's welfare is at risk or they are in danger. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for reporting and recording disclosures.

### **Assessment and monitoring**

Assessment in RSHE will include assessments made from children's questions, answers and contributions in class discussion, marking their work or quizzes and tests at the end of each unit of work. The PSHE and Science subject leaders, along with the Senior Leadership Team, are responsible for monitoring the implementation of the RSHE scheme of work in line with this policy; monitoring may include work sampling, planning monitoring or lesson observations. Children in year 6 will also carry out an end of unit questionnaire to inform future planning and organisation of RSHE lessons.

### **Involvement of parents/carers**

RSHE is the joint responsibility of school, parents, carers and communities and is an important element of children's development. It is part of lifelong learning, starting early in childhood and continuing throughout life. The involvement of parents/carers in their children's RSHE will contribute to children's learning in this important topic, to their continuing ability to ask questions and receive answers from a reliable source and to their ability to develop positive relationships.

At The King's Church of England Primary Academy we will enable a partnership between parents/carers and school staff in RSHE teaching by:

- informing parents of all topics to be taught at each Key Stage
- holding a Year 5/6 parents workshop before the teaching of RSHE in Years 5 and 6 to share our policy, teaching methods and resources and to answer any questions from parents
- letting Year 5 and Year 6 parents know when the RSHE unit will begin so that discussion about the different topics in RSHE can be continued at home.
- making this policy and the resources we use available to all parents if they wish to see them
- inviting parents to talk about pregnancy and their experience of looking after a new born baby and being a parent
- welcoming any comments from parents on our policy
- involving parents in the review of this policy, in particular through their involvement on the Governing Body

### **Right to withdraw/Right to be excused**

Parents have the right to withdraw their children from some elements of the RSHE teaching programme. However, we would encourage all parents to include their children in all aspects of the RSHE teaching and learning, in the interest of all children experiencing the full, broad curriculum we have on offer at school. You cannot withdraw your child from

Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Policy ratified by the Governing Body:

To be reviewed: