



Relationship, Sex, Health Education (RSHE) Policy

‘You shall love your neighbour as yourself.’ Matt 22v39

Our School’s Vision

“With God’s help, together, we aspire, achieve and believe.”

Vision for RSHE

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St John with St Augustine Church of England Primary School our relationship education seeks to live out this command and explore how we can ‘love our neighbour’ through what we say and do.

Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Intent for PSHE Education

At St John with St Augustine we intend to deliver a personalised PSHE curriculum which is accessible to all. It ensures that each of our pupils know more, remember more and understand more about what it means to play a positive and successful role in our society. Our spiral curriculum is planned and sequenced to support children in becoming healthy, independent and responsible human beings, helping them to prepare for future learning and employment. PSHE Education will be taught with the aim for all our children to understand how they are developing personally and socially, and give them the knowledge and confidence to tackle many of the moral, social and cultural issues that are part of growing up. At St John with St Augustine, PSHE will provide a range of opportunities to develop our children’s cultural capital and teach them the knowledge of rights and responsibilities to guide our children to be well rounded, culturally diverse human beings.

Aims

The aims of relationship, sex and health education at St John with St Augustine CE Primary School are:

- To ensure relationship, sex and health Education 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.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

St John with St Augustine CE complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education. Our school chooses to teach content beyond what is required by statutory Health Education and Science.

Policy Development and Review

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

1. Review – The PSHE Lead will gather all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation- Governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting (or respond to a questionnaire) about the policy
5. Pupil consultation
6. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every 2 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships and sexual health.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy).

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Curriculum Delivery of RSE

The relationships, sex and healthy curriculum will be delivered as part of our PSHE Education curriculum. Appendix 1 outlines the curriculum overview for the school in relation to RSHE showing which topics are taught in which years. The school ensures that all teaching and materials are appropriate for the ages of pupils, their religious backgrounds, their developmental stages and is adapted to meet the needs of pupils with special educational needs or disabilities. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging opened through discussion activities and group work.

RSHE will be planned and taught by class teachers. In the event a class teacher is not in, something else should be planned to take its place.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship, Sex and Health Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive

or controversial topics (see below) over which some staff, parents and governors have reasonable concerns.

Our school has decided not to teach about or answer questions on:

- **Rape**
- **Oral sex**
- **Exploitative or violent sexual practices**
- **Incest**
- **Abortion**
- **Prostitution**
- **Contraception**
- **Masturbation**
- **Sexual intercourse involving homosexual practices or foreplay**
- **AIDS/HIV**

If a child asks a question on any topic listed in the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as possible.

Teachers will, however, alert DSL about any suspicious of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.

- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.
- Reporting any concerns using the correct safeguarding procedure.

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 headteacher.

Pupils

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

Monitoring

The Subject Leader, Miss Middleton, will monitor the impact of teaching and learning of the RSE and PSHE curriculum through pupil questioning, talking to staff and monitoring lesson plans.

Working with External Experts

External experts may be invited to assist with the delivery of our RSHE curriculum. Experts will be expected to comply with this policy and school will ensure that all visitor credentials are checked before they are able to participate in delivery of the curriculum. We will ensure that the teaching and delivery will fit with the planned curriculum.

Our school will agree with the expert the procedure for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with our Child Protection and Safeguarding Policy.

PSHE Subject Leader: Miss L.J. Middleton

February 2022

Appendix 1:

Relationship and Sex Education progression of skills

Key Stage One	
Year One	Year Two
<i>The children will be taught:</i> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • about how the different people in their family/those that love and care for them; what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/enjoy together • that it is important to tell someone they trust (i.e. their teacher) if something about their family makes them feel unhappy or worried • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others and the importance of keeping on asking for support until they are heard • how they are similar or different to others, and what they have in common that parts of bodies are covered with their underwear are private	<i>The children will be taught:</i> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable; how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Lower Key Stage Two	
Year Three	Year Four
<i>The children will be taught:</i> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded	<i>The children will be taught:</i> • how people's behaviour affects themselves and others, including online

• how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe • how to be respectful towards people who may live differently to them	• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • that everyone should feel included, respected and not discriminated against; • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues -interwoven through oracy not taught as an individual lesson • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to report concerns, including about inappropriate online content and contact
Upper Key Stage Two	
Year Five	Year Six
<i>The children will be taught:</i> • how to recognise and respect similarities and differences between people and what they have in common with others • about the different types of relationships people have in their lives • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; • how to respond if a friendship is making them feel worried,	<i>The children will be taught:</i> • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to discuss and debate what influences people's decisions, taking into consideration different viewpoints

unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	• 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 relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people • how friendships may change as they grow and how to manage this
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Health Education Progression of Knowledge and Skills

EYFS	
<i>The children will learn:</i> • work and play cooperatively and take turns with others • form positive attachments to adults and friendships with peers • show sensitivity to their own and to others' needs	
Key Stage One	
Year One	Year Two
<i>The children will be taught:</i> • how to manage change when moving to a new year group • the responsibilities they have in and out of the classroom • how people grow and change and how people's needs changes as they grow from young to old • what being healthy means; things that people put into or onto their bodies can affect how they feel • who helps help them to stay healthy (i.e. parent, dentist doctor) • how medicines (including vaccination and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy	<i>The children will be taught:</i> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health

• why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis (i.e. brushing teeth and hair, hand washing) • that people have different roles in the community to help them (and other) keep safe – the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • what they like and are good at • what they dislike and need to work on • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • to use the correct names for the main parts of the body, including external genitalia • how to manage change when moving to a new year group	• how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun • 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) (transition into KS2) • how feelings can affect people in their bodies and their behaviour • 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
Lower Key Stage Two	
Year Three	Year Four
<i>The children will be taught:</i> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist	<i>The children will be taught:</i> • to recognise personal qualities and individuality • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings

• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried	• 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 • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
Upper Key Stage Two	
Year Five	Year Six
<i>The children will be taught:</i> • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help * • how to predict, assess and manage risk in different situations • about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services • how drugs common to everyday life (including smoking/vaping nicotine, alcohol, caffeine and medicines) can affect health and wellbeing	<i>The children will be taught:</i> • how mental and physical health are linked • how to make choices that support a healthy, balanced lifestyle including: ○ how to plan a healthy meal ○ how to stay physically active ○ how to maintain good dental health, including oral hygiene, food and drink choices ○ how to benefit from and stay safe in the sun ○ how and why to balance time spent online with other activities ○ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep ○ how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one

- that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- how laws surrounding the use of drugs exist to protect them and others
- why people choose to use or not use different drugs and how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break
- how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use and how to ask for help from a trusted adult if they have any worries or concerns about drugs

**for head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.*

- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
 - that mental health difficulties can usually be resolved or managed with the right strategies and support
 - 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
 - how growing up and becoming more independent comes with increased opportunities and responsibilities
 - 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