

**“Learning and achieving together in a caring community”**  
**‘Do to others what you want them to do to you’ Matthew 7:12**

**Ann Edwards Church of England  
Primary School**



**Relationships, Sex and Health Education (RSHE) Policy**

**February 2021**

Please read in conjunction with the below policies which can be requested via the main office/found on our website:

Safeguarding /Child Protection  
Accessibility  
Behaviour  
Acceptable User  
Medical Needs  
Offsite visits  
Special Educational Needs Disabilities  
Equality Act

Reviewed & Ratified: April 2021  
Next review: April 2022  
Governing Body: Headteacher

## Introduction:

At Ann Edwards Church of England Primary School, we seek to provide Relationships, Sex and Health Education which will enable all pupils to flourish. In line with the National Curriculum, RSHE is taught within subjects such as Science, Personal, Social and Health Education (PSHE) and Religious Education (RE), as well as, where necessary, age-appropriate specific lessons. The school's curriculum plan is carefully matched to children's developmental stages and informed by legislation, staff training and collaboration with Gloucestershire Healthy Living and Learning.

### **We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers throughout the stages of policy development as well as sharing the RSHE objectives that will be delivered in each Key Stage through termly topic webs and letters, which highlight key vocabulary appropriate to each age group. 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 (Personal, Social and Health Education).** It will be led, resourced and reported to parents and carers 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. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's 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 Act 2010 and will be sensitive to the faith and beliefs of those in the wider school community. 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 promote healthy resilient relationships set in the context of loving and caring for others.** 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.
5. **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.
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, sex and health 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.

### **Curriculum Statement of Intent**

At Ann Edwards C of E Primary School, we are committed to offering learning opportunities and experiences that enable our pupils to grow and develop as individuals and as valuable members of families and communities. The RSHE programme, alongside our school values, help children to empathise with others, develop healthy relationships and support their emotional and physical well-being. RSHE provides children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It gives children and young people the skills to reflect on and analyse their own values and equips them to face difficult and sometimes conflicting attitudes they may face in the future.

### **RSHE**

Relationships, Sex and Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSHE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their health, sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSHE at Ann Edwards C of E Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

Research has shown that a comprehensive RSHE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2019 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RSHE curriculum at Ann Edwards C of E Primary School is key to this provision. This curriculum plays an important preventative role.

## **Health Education**

We aim to equip children with knowledge to make good choices in the future around mental health and wellbeing, internet safety and harms, physical health and fitness, healthy eating and drugs, alcohol and tobacco. It will equip them to be responsible about their own health and to understand and manage changes during adolescence.

## **Implementation**

The statutory Relationships and Sex Education and the Health Education guidance released in September 2019 is used to inform our planning and objectives are taken from the Gloucestershire PINK (People in the Know) Safeguarding Curriculum.

At Ann Edwards, RSHE. is taught in single and mixed age groups (EYFS, KS1, LKS2 and UKS2). This ensures good coverage of topics and means that the children are able to access knowledge and understanding at an appropriate depth and that there is clear progression of knowledge and skills across the school. As a result of mixed-age learning, RSHE content is generally taught on a two-year rolling programme unless the topic is not deemed age appropriate.

Alongside theoretical and practical lessons in the classroom, we utilise a range of visitors and outside agencies to support learning such as Schoolbeat officers and the NSPCC.

The school has an age appropriate scheme of work for the delivery of our drugs and alcohol education, again from the Gloucestershire Safeguarding curriculum. This is also delivered on a two-year cycle.

In addition, the National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships and Health Education compulsory in all primary schools from September 2020.

## **Relationships and Sex Education**

Our RSHE policy has been developed in accordance with national and county guidance, including specific considerations around our responsibilities as a Church of England school laid out in the Church of England RSHE Principles and Charter (Appendix B). As a Church of England school we approach RSHE in a faith-sensitive and inclusive way. Age appropriate lessons are delivered on a two-year rolling programme from Reception up to Year Six and links are made to the Science curriculum where appropriate.

The key elements of Relationship Education have been divided into five sections:

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

The key element of Sex Education is:

- ▶ Human life-cycle from conception to birth

### **Health Education**

Health education is a skills and knowledge based curriculum embedding life skills to help children make good choices about how they live their lives. The key elements of the Physical Health and Mental Wellbeing curriculum have been divided into eight sections:

- ▶ Mental Health and Wellbeing
- ▶ Internet Safety and Harms
- ▶ Physical Health and Fitness
- ▶ Healthy Eating
- ▶ Drugs, Alcohol and Tobacco
- ▶ Health and Prevention
- ▶ Basic First Aid
- ▶ Changing Adolescent body

### **Ground rules**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.
- We can disagree without being disagreeable, showing respect for each other's opinions.
- *Please see Appendix A for classroom ground rules*

### **Answering difficult questions**

When delivering the RSHE objectives teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Ann Edwards C of E Primary School, we believe that individual teachers must use their skill and discretion in these situations and could refer to the RSHE subject leader, S. Seymour, or the Designated Safeguarding Lead, I. Moore

### **Dealing with questions – reordered**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate. Should an anonymous question cause concern, the teacher, PSHE Lead and Designated Safeguarding Lead will discuss how best to address any issue raised, including reminding all children to share concerns with a known adult or the NSPCC's ChildLine (0800 11 11) as well as considering more targeted support.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised, as well as teaching that Christians believe that marriage should form the foundation of such relationships.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Designated/Deputy Safeguarding Lead should be informed and the usual safeguarding/child protection procedures followed.

### **Impact**

- Our children have the necessary knowledge about drugs, alcohol, healthy diet, sleep and other areas to help them begin to make healthy life choices.
- Children have the skills, knowledge and understanding to develop healthy, fulfilling relationships.
- They all have a basic understanding of First Aid.
- They have the skills and knowledge to become successful citizens in the future and to contribute fully to their communities.

### **Progression**

The RSHE curriculum is delivered in a progressive and age appropriate manner. Key aspects such as forming positive friendships and staying safe online will be revisited over time to ensure that the approach is progressive and appropriate for those children at that point in time. There is a clear pathway of progression across the school to ensure that skills are built on and constantly further developed.

## **Inclusion**

### **Differentiation and Additional Educational Needs**

RSHE will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. For pupils with SEND the task will be adjusted or pupils may be given extra support, be this academic or pastoral. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### **Equality of Opportunity**

All children have equal access to the RSHE curriculum. All staff at Ann Edwards C of E Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum. Where appropriate, work will be differentiated to meet the needs of all pupils providing extra support where necessary. Gender, physical and cultural differences will be reflected positively in the teaching materials used. All children have equal access to the RSHE Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance and understanding throughout the school to ensure that there is no disparity between groups.

## **Assessment and Feedback**

### **Assessment**

Throughout the school, when appropriate, teachers will assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content.

### **Marking**

Much of the work done in RSHE lessons is of a practical or oral nature and, as such, recording will take many varied forms thus meaning feedback will vary. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work. Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus move their learning on.

Whatever form the assessment takes, teachers will utilise this to ascertain whether a child is working below, at or above age-related expectations and use the information gleaned to inform next steps and address misconceptions.

## **Subject Monitoring**

### **Role of the Subject Leader**

RSHE will be led by the Subject Leader, S. Seymour, who will monitor progression and impact through:

- monitoring and evaluation of pupils' work
- lesson observations
- discussions with the children
- use of end of year attainment

Standards of teaching and learning will be monitored using work sampling, observations, learning walks and data review.

The policy will be amended and renewed by the subject lead as appropriate, shared and reviewed during a staff meeting and also with the governors' Ethos committee.

**Resources**

The subject coordinator holds a bank of teachers' books and frequently used resources. The PINK curriculum and other GHLL resources are available to download from the GHLL website. [www.ghll.org.uk](http://www.ghll.org.uk)

**Right of Withdrawal:**

Parents have the right to withdraw their children from sex education beyond the national curriculum for Science.

Any parent wishing to discuss this aspect of the curriculum in more detail should contact the RSHE Coordinator for more information in the first instance, progressing to the Deputy Headteacher or Headteacher if necessary.

## **Appendix A:**

### Ground Rules for RSHE

- 1) *No one will be expected to answer a personal question.*
- 2) *No one will be forced to take part in a discussion; everyone has the right to opt out.*
- 3) *Only the correct names for body parts will be used.*
- 4) *The meanings of words will be explained in a sensible and factual way.*
- 5) *Everyone will listen and respect each other.*
- 6) *Other people's secrets are not ours to share.*
- 7) *We can disagree without being disagreeable, showing respect for each other's opinions.*

Appendix B: [RSHE Principles and Charter\\_0.pdf \(churchofengland.org\)](#)