



## HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

**“I can do all things through Christ who strengthens me.”**

Philippians 4:13

**To be the best we can be, for ourselves, for others and for God.**

# Relationships, Sex and Health Education Policy

## March 2022

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

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## Contents

Introduction	3
Legal Context	3
What is RSHE?	3
Key Objectives	4
The RSHE Curriculum	5
The Organisation of RSHE	5
Co-ordination	5
Staffing	6
Role of Governors	6
Training and Development Needs	6
Curriculum Delivery	6
Delivering the RSHE Curriculum	7
Teaching and learning methodology	7
Difference, Diversity and Inclusion	7
Sexual Orientation	8
Religion and Ethnicity	8
Specific Issues related to teaching RSE	8
Dealing with questions	8
Confidentiality	9
Liaison with Parents and Carers	9
Implementation of Policy	10
Policy Monitoring and Review	10
Appendix 1	11
Appendix 2	12

## Introduction

This policy outlines Hildenborough CE Primary School's commitment to provide effective Relationships, Sex and Health Education (RSHE) for all pupils.

## Legal Context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- 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.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* (Appendix 1). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010*.
- *The Education Act 1996*.
- *Statutory guidance, Keeping Children Safe in Education 2020*.

The following policies are also relevant to this Relationships and Health Education policy: Behaviour policy, Anti-Bullying Policy, Safeguarding policy, Equalities Policy, Online Safety Policy and the Health and Safety policy.

## What is RSHE?

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

In primary school, we are building the foundations of skills and knowledge that will be developed further at secondary level. The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The children will also learn about their bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. This learning lays the foundation for future work on sexual and reproductive health and so helps to prepare children for adulthood.

RSHE learning at Hildenborough CE Primary School has three broad elements:

- acquisition of accessible, relevant and age-appropriate information;
- development of personal and social skills for developing healthy and safe relationships;
- clarification and development of attitudes and values that support self-esteem and are positive to health and well-being.

RSHE is not a stand-alone subject but firmly rooted in our school's Personal, Social and Health Education (PSHE) Curriculum and is also delivered as part of other curriculum areas, such as Science and Computing. The PSHE Curriculum further compliments RSHE by helping children to understand and manage feelings and develop positive friendships and relationships, including how to maintain safe and healthy relationships online.

### Key Objectives

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at Hildenborough CE Primary School, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

The key objectives of our RSHE programme are to:

- Build confidence and self-esteem.
- Develop knowledge and understanding of positive and healthy relationships.
- Enable the development of social and relationship skills.
- Make pupils aware of their rights, especially in relation to their bodies.
- Prepare children for the physical and emotional changes of puberty.
- Develop understanding of reproduction and birth within the context of loving and caring relationships.
- Explore attitudes and values around sex, relationships and identity.
- Ensure children are able to make informed choices.
- Ensure children know how and where to access appropriate support.

### The RSHE Curriculum

At Hildenborough CE Primary School, RSHE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSHE, the values under-pinning it, and to deliver an effective programme that meets the needs of all our pupils. RSHE will be taught in each

year group throughout the school at an age-appropriate level. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

Some elements of the RSE curriculum are taught within the statutory Science curriculum.

### **National Curriculum Science**

#### **Key Stage 1**

- 1 b) That animals, including humans, move, feed, grow, use their senses and reproduce.
- 2 a) To recognise and compare the main external parts of the bodies of human.
  - f) That humans and animals can produce offspring and these grow into adults.
- 4 a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

#### **Key Stage 2**

- 1 a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
- 2 f) About the main stages of the human life cycle.

The school has chosen to use the *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all the statutory content, for each year group.

Our programme provides a gentle introduction to some key RSHE themes in Years 1, 2 and 3. Children are introduced to the scientific terms 'penis' and 'vagina' to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene. From Year 4, we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in Year 5, and in Year 6 the children are taught about conception and birth.

For our full RSHE scheme of work, see Appendix 2.

### **The organisation of RSHE**

#### **Co-ordination**

RSHE is co-ordinated by the PSHE Subject Leader (Rachel Forward). She is responsible for the overall planning, implementation and review of the programme. She monitors the planning and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of RSHE.

The PSHE Subject Leader, in line with other curriculum areas, will endeavour to keep up-to-date with materials and guidance for RSHE. They may lead, organise or inform staff and the wider school community of training and current issues.

#### **Staffing**

Class teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver RSHE. Therefore, it is our aim that all teachers will be able to deliver RSHE within their classes with support and training. Support staff and Teaching Assistants will receive appropriate support from their class teacher so they can work with teachers effectively. The School Nurse from the Kent School Health team may also provide support or deliver some sessions of RSHE, with the support of class teachers, where appropriate.

### Role of Governors

The governors have been consulted on this policy and scheme of work and have ratified it. The governor for PSHE (Hannah Denny) supports the PSHE Subject Leader in monitoring the implementation of this policy.

### Training and Development Needs

We will provide appropriate training for all staff and governors when appropriate in order to ensure effective teaching of RSHE.

### Curriculum Delivery

Curriculum planning for RSHE is part of the whole school planning process for PSHE and is informed by the National Curriculum for Science.

### ***The content of the RSE programme will be delivered in a variety of ways:***

- **Designated RSE curriculum times:** focused opportunities for raising specific issues in a safe and structured session.
- **Cross-curricular links:** when appropriate, RSE will also be delivered in Science, RE, Computing, Humanities and English.
- **PSHE lessons:** weekly PSHE lessons may also be used to cover some of the RSE programme.
- There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the RSHE programme, but these **one-off events** will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from certain aspects RSHE. For example, they will be able to participate in a lesson in another class.

### Delivering the RSHE Curriculum

#### Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver RSHE but will focus on active learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about Relationships, Sex and Health.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe learning environment.

- Spend time exploring the meaning of confidentiality and guide children about what is appropriate to share.
- Reflect on the needs of vulnerable children in these lessons and discuss with parents/carers and SENCO (if appropriate) before the module begins. Arrange 'get outs' from the lessons if the material is too sensitive for some children.
- Be clear about school policy on child safeguarding (child protection) in case a child makes a disclosure in these lessons.
- Knowing how to deal with unexpected questions or comments from pupils.

All resources are selected to ensure that they are consistent with the school's ethos and values and support the RSHE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy.

The materials are available for parents/carers to view on request to the PSHE Subject Leader or class teacher. Resources are shared at RSHE parent and governor consultation sessions and when the policy is reviewed.

### *Difference, Diversity and Inclusion*

At Hildenborough CE Primary School, we are committed to working towards equality of opportunity in all aspects of school life. The RSHE policy reflects and is in line with the schools' equal opportunities policy and we will make sure that our RSHE programme is inclusive and considers the needs of all pupils, including those with SEN and disabilities, in the planning and delivery of our programme.

Generally, RSHE will be taught in mixed groups so that boys and girls are encouraged to work with each other. We will explore gender stereotyping in mixed classes and try to explore attitudes with pupils that contribute to teasing and bullying when a girl or boy is perceived not to fit in with the gender norm. It is important that both boys and girls know about the experience of puberty for the opposite gender.

There will be planned opportunities for single gender question and answer sessions for pupils in Year 5 and Year 6. These will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions. We will also endeavour to provide male role models in the delivery of our RSHE programme e.g. have a male class teacher to facilitate the single question and answer sessions for boys.

### *Sexual Orientation*

Many different types of family will be represented in our school and we will ensure that the RSHE programme is sensitive to these, including families with lesbian, gay, bisexual or transgender parents. When delivering the curriculum, we strive not to make assumptions about the sexual orientation of pupils or their family members.

### *Religion and Ethnicity*

The teaching of RSHE is underpinned by our Christian values, including love. We accept that pupils and adults in our school may hold very different religious and cultural beliefs about RSHE. We will

encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our RSHE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from sex education outside National Curriculum Science.

### Specific Issues related to teaching RSHE

We recognise that some aspects of RSHE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community. However, personal beliefs and attitudes will not influence the teaching of RSHE. Teachers and all those contributing to RSHE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Subject Leader, the Senior Leadership Team, outside agencies and the school nurse.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected. In all cases, pupils are encouraged to speak to parents in the first instance.

### Dealing with questions

Having a set of ground rules provides boundaries over what is and is not appropriate, and about how to respond to unexpected, 'embarrassing' questions or comments from pupils in a whole-class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: 'no one has to answer personal questions'.
- Question boxes will be used, when appropriate, to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- The teacher could respond to a question by checking out what the pupil already knows, why they asked the question or by asking for further clarification.
- Colleagues or the PSHE Subject Leader can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.



- Lengthy or complicated responses are not usually necessary; a simple and concrete piece of information offers clarity and may avoid confusion.
- Recognise different views are held, for example, about contraception.
- Place within the context of the schools RSHE curriculum past and in the future. “At the moment we are looking at ‘X’, in year 4 you will look at ‘Y’ in more detail”.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis. It maybe appropriate (having agreed with the pupil) to liaise with parents/carers.
- If a pupil needs further support, s/he could be referred to the school nurse or an outside agency.
- If you have concerns about sexual abuse, follow the school’s child protection procedures.

### Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. RSHE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSHE lessons.

Teachers and support staff are aware that teaching RSHE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of RSHE are also clear that they cannot offer or give unconditional confidentiality to children in the school. If the member of staff believes that a pupil is at risk or in danger or has concerns about any information disclosed, s/he will talk to the named Designated Safeguarding Lead who will take action as set out in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

### Liaison with Parents and Carers

Our school shares responsibility with parents and carers in the delivery of RSHE. We are confident that good communication and sharing our philosophy, aims and the purpose of RSHE will and does enable parents/carers to support our RSHE programme.

We invite all parents and carers to planned consultation meetings regarding the content of the RSHE programme. In this meeting, parents and carers will be given opportunities to; discuss their own experiences of Relationships, Sex and Health Education, explore their attitudes, view the policy, the scheme of work and corresponding resources (including teaching videos), ask questions and be informed of their right to withdraw.

We also give parents/carers the option of discussing any concerns with their class teacher or PSHE Subject Leaders and will do our best to support parents in talking to their children about RSHE.

Parents and carers have the right to withdraw their children from Sex Education provided at school, except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the class teacher, the PSHE Subject Leader or the

Headteacher. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

### **Implementation of Policy**

This policy, including the supporting guidance, will be implemented and delivered by all staff. It will be available for parents and carers on the school website.

### **Policy Monitoring and Review**

The review and monitoring of this policy will be the responsibility of the PSHE Subject Leader and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

## **Appendix 1**

For further information, please see the DFE's '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' statutory guidance for schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

**Appendix 2**

The units that are highlighted in yellow are those that include RSHE.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Theme</b>	<b>Relationships</b>  Unit: Family and Relationships	<b>Living in the Wider World</b>  Unit: Citizenship	<b>Living in the Wider World</b>  Unit: Economic wellbeing	<b>Health and Wellbeing</b>  Unit: Health and Wellbeing	<b>Health and Wellbeing</b> Unit: Safety and the Changing Body  <b>Transition</b> Unit: Transition	
<b>R</b>	<p>The statutory framework for the early years foundation stage recognises that children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. PSED is inter-connected with the other areas of development, as set out in the framework, and is embedded within all learning. Throughout Year R, pupils will be taught how to:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions;                         <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;                                 <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> </ul> </li> </ul> </li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;                         <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;                                 <ul style="list-style-type: none"> <li>• Show sensitivity to their own and to others’ needs.</li> </ul> </li> </ul> </li> </ul>					

To be the best we can be, for ourselves, for others and for God.

1	Exploring how families can be different; exploring the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Learning about the importance of rules and consequences of not following them; how to care for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from; how to keep cash safe, the function of banks and building societies; spending and saving and some of jobs roles in schools.	Exploring personal qualities and strategies to manage feelings; understanding the impact of sleep and relaxation on physical and mental wellbeing; learning the importance of washing hands and sun protection; identifying and dealing with allergic reactions; awareness of people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.  Helping Year 1 pupils with the transition to a new year and the changes that come with it.
2	Learning that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.	Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions; setting goals and developing a growth mind-set and understanding dental hygiene.	Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.  Helping Year 2 pupils with the transition to a new year and the changes that come with it.

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<p><b>3</b></p>	<p>Learning how to resolve relationship problems, effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.</p>	<p>Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.</p>	<p>Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money and the ethics of spending. Thinking about potential jobs and careers.</p>	<p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.</p>	<p>Learning how to call emergency services; responding to bites and stings; becoming a responsible digital citizen; learning about cyberbullying and identifying unsafe digital content; exploring influences and making independent choices; developing awareness of road safety.</p> <p>Helping Year 3 pupils with the transition to a new year and the changes that come with it.</p>
<p><b>4</b></p>	<p>Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement.</p>	<p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>Exploring: choices associated spending, what makes something good value for money, career aspirations and what influences career choices.</p>	<p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mind-set; identifying calming and relaxing activities; developing independence in dental hygiene.</p>	<p>Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma.</p> <p>Helping Year 4 pupils with the transition to a new year and the changes, challenges and opportunities this brings.</p>

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5	<p>Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing with issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.</p>	<p>An introduction to the justice system; how parliament works and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.</p>	<p>Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.</p>	<p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p>	<p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p> <p>Helping Year 5 pupils with the transition to Year 6 and the opportunities and responsibilities this brings.</p>
6	<p>Learning to resolve conflict through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.</p>	<p>Learning about human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.</p>	<p>Exploring attitudes to money, how to keep money safe, career paths and the variety of different jobs available.</p>	<p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>	<p>Learning about the reliability of online information; the changes experienced during puberty and how a baby is conceived and develops; the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p> <p><b>Also include the unit: Identity</b> Three lessons on the theme of personal identity, gender identity and body image. Helping Year 6 pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.</p>

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