St Aldhelm's VA Church Primary School

Relationships, Health and Sex Education Policy 2021

Learning together for Life in all its fullness – John 10:10

Approved by:	St Aldhelm's VA Church Primary School Full Governing Body	Date: 24th March 2021
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Contents

1. Aims

The aims of relationships, health and sex education (RHSE) at our school are to:

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

These aims are fully supported by our school vision, ethos and curriculum intent:

Our School Vision

At St Aldhelm's, we seek to help all our children achieve their full potential. We aim to instil a love of learning and encourage children to value themselves and each other as unique individuals. Christian values underpin our daily life in school in an atmosphere that is safe and welcoming, where children learn to be reflective and considerate to others. We work together so that all our children are the best that they can be.

Our School Ethos

St Aldhelm's is a warm, welcoming and inclusive school with a strong Christian ethos and a positive partnership with our local church. We are committed to excellence for all the children in our care.

Our Intent for Curriculum

Learning together:

> Provide an environment for children to become resilient, independent, collaborative, accurate and reflective, and be confident and excited for their next challenge.

> Create a supportive, inclusive culture where all staff and all children thrive and ambition is nurtured.

> Strengthen the positive partnership between school, parents, church and community.

> Continue strong governance and robust leadership throughout the school.

For life in all its fullness:

> Make learning inspiring and challenging by offering a broad, exciting, relevant and outward-looking curriculum where reading is at the heart of everything.

> Ensure children progress, succeed and achieve to meet expectations and beyond.

> Understand and live a full life through the Christian values of creativity, friendship and community, service, thankfulness, perseverance and truthfulness within our distinctively Christian setting.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At St Aldhelm's, we teach RHSE as set out in this policy.

3. Policy development

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

1. Review – members of SLT staff pulled together all relevant information including relevant national and local guidance

2. Staff and Governor consultation – school staff and governors were given the opportunity to look at the policy and make observations and recommendations

3. The policy has been shared with parents. It has not been necessary to invite parents to attend a meeting about the policy as we are only covering statutory content

4. Throughout the development of the policy, pupil voice has been considered and incorporated

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

> Preparing boys and girls for the changes that adolescence brings
> How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

> Families and people who care for me
> Caring friendships
> Respectful relationships

> Online relationships

> Being safe

For more information about our RHSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school.

7.3 Staff

All teaching staff are responsible for:

> Teaching the agreed curriculum for RHSE

> Delivering RHSE in a sensitive way

> Modelling positive attitudes to RHSE

> Monitoring progress

> Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RHSE. Training will be available for staff on an individual or group basis. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RHSE. This is any component in addition to the elements of sex education contained in the science curriculum.

However, this will not be applicable at St Aldhelm's as we will not be delivering any additional elements of sex education. Children cannot be withdrawn from this curriculum.

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHSE.

10. Monitoring arrangements

The delivery of RHSE is monitored by the headteacher and deputy headteacher through our standard monitoring arrangements:

- planning scrutinies
- learning walks
- children's books and learning scrutinies
- pupil voice

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the full governing board.

Relationships, Health and Sex Education Curriculum Map

See Relationships, Health and Sex Education Curriculum Map for a detailed year by year progression - separate document

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources