

Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy

Hawkesley Church Primary Academy

Issued: April 2023

Next review due: April 2026



Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy

BDMAT Vision and Values

The Birmingham Diocesan Multi-Academy Trust (BDMAT) recognises that the future for schools lies in formal collaborations; schools working together, in partnership to offer life in all its fullness for the young people who attend them. Church schools have a very distinctive purpose: Education is taught in an environment where there is a set of values and ways of behaving that stem from, and express, the Christian foundation of the school. Our schools are about providing an education within a Christian framework for children of the local community of any faith or none; Our Trust seeks to provide a place where church schools and non-church schools who support our philosophy can continue to provide high quality education, knowing that their distinctive ethos will be protected into the future.

When determining this policy, a number of documents were referenced including:

- Valuing All God's Children
- Deeply Christian, Serving the Common Good
- The Church of England's carter for faith sensitive and inclusive relationships education, relationships and sex education and health education.

<https://www.churchofengland.org/more/education-and-schools/education-publications>

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Our mission is:

To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good life / work balance and are fulfilled in their roles.

Our School's Christian Context

At Hawkesley Church Primary Academy, we say to our pupils 'let your light shine' Matthew 5:16. As staff, our role is to create a school, and deliver a curriculum, which equips our children, staff and community to thrive and experience life in all its fullness (John 10:10). We believe that the Relationship, Health and Sex Education policy is key to ensuring that our children develop and proactive in ensuring personal safety and dignity.

As a school, we have adopted the Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Healthy Education (RSHE) guidance from the Church of England. As such, we commit to:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. 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.** It will be led, resourced and reported to parents 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 and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools 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 Act¹ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. 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 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.

¹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** 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.
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 and sex 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.

Our School's RHSE Rationale

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society. Our school uses

Jigsaw, as this a professionally produced document with the sole purpose of equipping children to safely navigate their lives.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education in primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

In addition to the requirements of the National Curriculum in Science, the school teaches Sex Education in year 5 and 6 and information about the contents these specific lessons and your right to withdraw your child from them can be found below)

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Policy Development and Consultation

The policy has been developed through consultation with BDMAT Executive Team, our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

To ensure that consultation was thorough and meaningful we consulted with parents through carrying out group conversations and questionnaires to develop and refine the school's practice.

Relationships and Health Education

At Hawkesley Church Primary Academy understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the school's policy on that subject is explained further below).

In devising our programme for effective relationship and health education, we have sought to ensure that we:

- Provide guidance for parents, staff and governors in relation to programme progression and delivery;
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually;
- Provides a foundation for further work at secondary school;
- Help young people to respect themselves and others;
- Support pupils through their physical, emotional and moral development;
- Develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene;
- Help pupils understand the significance of marriage and stable relationships and its importance for family life;
- Help pupils move more confidently and responsibly into and through adolescence;
- Help pupils to understand a range of views and beliefs about relationships;
- Help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs; and

We achieve this this by utilising the Jigsaw scheme to ensure that by the end of Year 6 our pupils leave us with a secure understanding in the following concepts:

Relationship Education

(R1) that families are important for children growing up because they can give love, security and stability.

(R2) 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.

(R3) 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.

(R4) 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.

(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends.

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

(R10) 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.

(R11) 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.

(R12) 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

(R13) practical steps they can take in a range of different contexts to improve or support respectful interactions with others

(R14) the conventions of courtesy and manners

(R15) the importance of self-respect and how this links to their own happiness

(R16) 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

(R17) 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

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19) the importance of permission- seeking and giving in relationships with friends, peers and adults

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) 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

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

(R24) how information and data is shared and used online

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R26) 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

(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources

Health Education

(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

(H11) that for most people the internet is an integral part of life and has many benefits

(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

(H14) why social media, some computer games and online gaming, for example, are age restricted

(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted

(H17) where and how to report concerns and get support with issues online

(H18) the characteristics and mental and physical benefits of an active lifestyle

(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

(H20) the risks associated with an inactive lifestyle (including obesity)

(H21) how and when to seek support including which adults to speak to in school if they are worried about their health

(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)

(H23) the principles of planning and preparing a range of healthy meals

(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist

(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

(H31) the facts and science relating to allergies, immunisation and vaccination

(H32) how to make a clear and efficient call to emergency services if necessary

(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries

(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

(H35) about menstrual wellbeing including the key facts about the menstrual cycle

Our Relationship and Health Education programme is taken from the Jigsaw Curriculum and is delivered weekly. For more information about how this is delivered and how this progresses through the school, then please refer to the following links:

1. https://www.hawkesley.bham.sch.uk/docs/Curriculum/1.%20curriculum/Rationales/PHSCE_Rationale.pdf
2. https://www.hawkesley.bham.sch.uk/docs/Curriculum/A_Progression_maps/Progression_Map_PSH.E.pdf

Sex Education

The school believes that to further the aims and objectives outlined above it is necessary to provide children with sex education lessons. We define Sex Education as being the process of supporting children and young people to maintain independent, healthy and respectful choices regarding their emotional and physical health. At Hawkesley, sex education is focused around preparing pupils for their next stage of education.

In devising our programme for effective sex education, we have sought to ensure that by the time pupils leave our school they have understanding of:

- Growing and changing being a natural part of development
- Correct names for body parts
- Similarities and differences within gender
- Puberty
- Reproduction and conception

Parents will be notified in writing before these lessons take place so that they can notify the school that they would like to withdraw their child from these specific lessons.

There will also be the opportunity for parents of children in these year groups to view the teaching materials that will be used.

Content taught:

<p>Growing and changing being a natural part of development</p>	<p>In Reception and Year 1, the children learn that they are changing. They have grown from babies to infants.</p> <p>In Year 3 and year 4, we introduce the concept of pregnancy and the changes that happen for a pregnant woman.</p>
<p>Correct names for body parts</p>	<p>As part of best safeguarding practice, we refer to body parts using the correct names. This is standard practice within most British primary schools and occurs throughout Key Stage 1 and Key Stage 2.</p>
<p>Similarities and differences within gender</p>	<p>In Key Stage 1, the children naturally become aware of differences between gender. We teach children in Year 2 which parts of their bodies are private. This is reinforced throughout the school where appropriate.</p>
<p>Puberty</p>	<p>In Year 4, some of our children experience menstruation. In the summer term, we talk to children about the definition of menstruation and direct pupils to support within their families and school.</p> <p>In Year 5, the NHS, followed by class teachers, provide children with an understanding of the changes experienced during puberty. In Year 6, we build upon this to explore the physical and emotional changes and how they can affect our wellbeing.</p>
<p>Reproduction and conception</p>	<p>This is delivered by NHS professionals. The NHS deliver to pupils in Years 5 and 6 the story of pregnancy and birth. Familiar, well-trained school staff, then provide pupils with the opportunity to ask questions and share individual reflections.</p>

Organisation And Methods Of Teaching Relationship & Health Education (RHE) and Sex Education

Relationship & Health Education

- Our Relationship & Health Education will be taught by class teachers, supported by classroom teaching assistants if applicable.

- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school;
- In addition to the main curriculum, girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated; and
- Relationship and Health Education is taught weekly as part of our school's commitment to broad and balanced curriculum offer

Sex Education

- The sex education programme is delivered in the following ways:
 - In Reception, the children are taught by **class teachers** about growing up from babies to infants.
 - In Year 3 and 4, the children are taught about the impact of pregnancy for woman by their **classroom teacher**.
 - In Key Stage 1 and 2, all **adults working directly with students** would use correct terms for pupils' bodies as part of safeguarding best practice
 - In Year 2, **classroom teachers** would deliver content about similarities and differences between gender.
 - In Year 4, **classroom teachers** would deliver content about menstruation
 - In Year 5, our **NHS School Practitioner, followed by class teachers**, provide children with an understanding of the changes experienced during puberty.
 - In Year 5 and 6, **NHS practitioners** share the story of pregnancy and birth. **Familiar, well-trained school teachers or leaders**, then provide pupils with the opportunity to ask questions and share individual reflections.

Areas Of Responsibility:

Head Teacher and Governors

- Ensure the framework is followed and monitored;
- Ensure that this policy is made available to parents;
- Teaching Staff:
 - Implement this policy with the guidance of senior leaders in the school;
 - Ensure that the policy is followed in applied practice;
 - Liaise with the governors on the teaching of RHE and (Sex Education) in school as required;
- Ensure that the SENDCO and/or PSHE lead are adequately trained to support delivery in ALL aspects of the RSE 2020 guidance;
- Liaise with parents and feedback any concerns, following the school's usual procedures; and
- Respond to the needs of pupils, following the school's usual procedures.

Specific Issues

Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

Changing Facilities for Physical Education; Upper Key Stage 2

In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem.

Answering Difficult Questions

If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.

- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery;
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents;
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles;
- Teachers will focus heavily on the importance of healthy relationships; and

- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

Working with Parents

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationships Education, Relationships and Sex Education and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with one of the Assistant Headteachers, or the Headteacher.

Parent Withdrawal

Parents have a right to withdraw their child from sex education lesson(s) that are additional to that covered in science but not from Relationships and Health Education lessons.

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project, but this would be discussed on an individual basis.

Any complaints will be addressed through the school's complaints procedure.

Provision for Menstruation

Samantha Evans will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the school bathrooms.

Other related documents & policies

- Education Act 2002
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019

- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

Equal Opportunities/Inclusivity

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

Monitoring And Evaluation

This policy will be managed by the *PSHCE and Assistant Headteacher* and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

Dissemination Of The Policy

A summary of this policy will appear on the website. Parents will be supplied with a full copy on request. The policy will be communicated to all staff and governors.