



# Hesketh-with-Becconsall All Saints Church of England Primary School

*'What you are is God's gift to you, what you become is your gift to God'*

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## **RSE and Health Education Policy** (Relationship and Sex Education)

***'You shall love your neighbour as yourself.'***

**Matthew 22:39**

Hesketh-with-Becconsall All Saints Church of England Primary is a welcoming and caring Christian school, where everyone can learn and grow as part of God's family. Inspiring all to respect themselves and others, living life in its fullness; dedicated to delivering engaging learning in collaboration with our church, our families and the community.

### **Aims and Objectives**

The aims and objectives of Health and Relationship Education (HRE) at Hesketh with Becconsall All Saints Church of England Primary are:

- To understand the qualities of healthy relationships based on Christian principles, including the importance of marriage
- Develop confidence in talking, listening and thinking about feelings and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Be prepared for puberty and understand the basic changes that happen during puberty
- Understand how to keep their bodies healthy and clean
- Help pupils develop feeling of self-respect, confidence and empathy
- Help pupils recognise healthy friendships
- Provide a framework in which sensitive discussions can take place
- Foster respect for the views of other people
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy
- Create a positive culture around relationships
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values
- To know how to 'love your neighbour' even when we might disagree

**Definition:**

The following policy refers to Health Relationships Education at Hesketh-with-Becconsall All Saints Church of England Primary.

We define Health Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Health Relationships Education (HRE) as well as aspects of sex education being covered in the National Science Curriculum (see appendix 2). Sex education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Health Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. HRE is therefore a tool to safeguard children.

Health Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Health Relationships Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment. The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Hesketh-with-Becconsall All Saints Church of England Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain positive relationships.

**Relationships Education and Ofsted:**

The 2019 Ofsted framework states 'that pupils should be able to recognise online and offline risks to their well-being – for example domestic abuse, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.'

Many elements of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. 'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education' (DfE). Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

**Statutory Requirements**

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships & Sex Education (RSE) and Health Education.

## **Policy Development and Review**

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

1. Review – a member of staff or working group gathers all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. In addition, staff were consulted through an online HRE Staff survey which then informed the policy development and also informed additional support needed to enhance the delivery of HRE.
3. Parent/stakeholder consultation
4. Governor consultation - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance and were then invited to comment on the policy and make suggestions/amendments.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

As part of the development of this policy, advice has been sought from the diocese, all teaching staff and Scarf Coram. This policy will be reviewed every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

## **Equal Opportunities**

Hesketh with Becconsall All Saints Church of England Primary believes that HRE should meet the needs of all pupils. Our school is committed to the provision of HRE to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of HRE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

## **Curriculum delivery**

Hesketh with Becconsall All Saints Church of England primary follows the SCARF (Safety, Caring, Achievement, Resilience, Friendship) Programme of Study, the content of which has been informed by the PSHE Association's programme of study. SCARF is designed as a spiral curriculum, meaning that the same key themes are taught each year, allowing children to apply their learning to age related scenarios. The class teacher will be responsible for the delivery of the PSHE/RSE programme. This will be mostly through discrete PSHE sessions with some aspects taught through links made in other areas, such as science.

A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 1 and 2

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (See appendix 1) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiralling approach to keeping safe.

**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

The above points are covered in an age-appropriate way from EYFS to Year 6 (see appendix 2 for more detail). 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 (acknowledging families can be structured in a variety of ways in modern Britain) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).

**Difficult Questions & Sensitive Issues in Relation to Sex Education**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We will always encourage children to discuss any questions they may have with parents.

**Right to be excused from Sex Education**

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see appendix 2)

Parents have the right to withdraw their children from the non-statutory components of sex education within Relationships Education (see appendix 1). Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are open incorrect and unreliable and can expose children to information which is not appropriate for their age.

## **Roles and responsibilities**

### **The Governing Board**

The Governing Board will approve the RSE policy and hold the headteacher to account for its implementation.

### **The Headteacher**

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

### **Staff**

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school
- Delivering RSE with sensitivity
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from Sex Education

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **Pupils**

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

### **Training**

Staff have received training on the delivery of RSE from the Subject Leader, school nursing and other healthcare professionals.

The Headteacher may invite visitors, such as school nurses or health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

## **Monitoring Arrangements**

The delivery of RSE is monitored through:

Monitoring by the Subject Leader, including discussions with pupils, reviewing planning, lesson observations and scrutiny of classwork in Class Reflection Books.

### **Links to other policies:**

- PHSE Policy
- Anti-bullying policy
- Behaviour policy
- Online Safety policy
- RE policy

*Policy written June 2024 and sent out for consultation 11/06/24 to 11/07/24 – No objections or comments received.*

*Policy to be ratified by Governors at their Autumn Meeting following consultation and further review if required.*

*Policy due for review May 2026 however if the DfE policy changes then the policy will be updated/reviewed sooner.*

## **Appendix 1 HRE Curriculum**

EYS	Year 1	Year 2	Year 3
Cycles Life stages Girls and boys – similarities and difference	Getting help Becoming independent My body parts Taking care of self and others	Life cycles Dealing with loss Being supportive Growing and changing Privacy	Relationships Changing bodies Keeping safe Safe and unsafe secrets

Year 4	Year 5	Year 6
Body changes during puberty Managing difficult feelings Relationships including marriage	Managing difficult feelings Managing change How my feelings help keeping safe Getting help	Coping with changes Keeping safe Body Image Self-esteem

## **Appendix 2 Science Curriculum**

### **Key Stage 1 (age 5-7years)**

Year 1 pupils should be taught to:

Identify, name, draw and label the basic parts of the human body and say which part the body is associated with each sense.

### **Year 2 pupils should be taught to:**

Notice that animals, including humans, have offspring which grow into adults

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **Key Stage 2 (age 7-11years)**

Year 5 pupils should be taught to:

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

### **Year 6 pupils should be taught to:**

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.