



St Pauls CE (C) Primary School
Learning and growing together in God's love

St. Paul's C.E Primary School



Relationships and Health Education Policy

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NB. This policy has been created in line with the 'Relationships Education, Relationships and Sex Education, and Health Education' 2019 guidance and reflects valuing God's children.

Statement of intent

At St. Paul's C.E. Primary, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

In line with Church of England vision:

Relationships and sex are good gifts of God and should bring joy. In our experience, young people most desire to learn about (and have modelled for them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of being in relationship with other people. Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. RSE should give pupils accurate information to equip them for life in the modern world and to make sure they are not influenced by unrealistic dangerous materials.

In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

RSE should teach the diversity of healthy relationships, lifestyle choices and beliefs and schools must be given the flexibility to reflect their own ethos and values as well as that of their local context. This must include their context of belief, faith and religion. In Church schools RSE must be culturally and community sensitive as well as encompass the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice as well as the understanding of abstinence and celibacy as positive life choices.

Relationships education and RSE must be inclusive and meet the needs of all pupils. Schools should be supported through guidance and training so that they can provide relationships education and RSE that is suitable for pupils with different needs, including pupils who are particularly vulnerable and pupils with learning disabilities.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Information Policy
- Equalities Information and Objectives

2. Roles and responsibilities

2.1. The LAC is responsible for:

- Strategic implementation of RSHE
- Ensuring policy and practise
- Ensuring Christian values are upheld
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

2.2. The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Academy Committee on the effectiveness of this policy.
- Reviewing this policy on a bi-annual basis.

2.3. The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the academy meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Principal.

2.4. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

2.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.
- 3.8. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- 3.9. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

- 4.1. The school understands the important role parents play in enhancing their children’s understanding of relationships, sex and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.
- 4.2. Parents are provided with the following information:
 - The content of the relationships, sex and health curriculum
 - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subjects
 - The resources that will be used to support the curriculum
- 4.3. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- 4.4. Parents are encouraged to provide their views at any time.

5. Sex education

Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

- 5.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 5.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 5.3. At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum.

6. Delivery of the curriculum

- 6.1. The relationships, sex and health curriculum will be delivered as part of our PSHE_curriculum.
- 6.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 6.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 6.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 6.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
- 6.6. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

- 6.7. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 6.8. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 6.9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 6.10. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 6.11. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 6.12. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 6.13. 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.
- 6.14. Teachers will focus heavily on healthy relationships and marriage, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 6.15. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 6.16. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 6.17. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 6.18. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 6.19. At all points of delivery of this programme, parents will be consulted, and their views will be valued.
- 6.20. Whilst there are no formal examinations for the relationships, sex and health curriculum, the academy will undertake informal assessments to determine pupil progress.

7. Equality and accessibility

- 7.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their: (9 protected characteristics)
- Age
 - Gender/Sex
 - Sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- 7.2. The academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 7.3. The academy understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 7.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 7.5. Provisions under the Equality Act 2010 allow our academy to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic
- 7.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 7.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the academy implements a robust **Behavioural Policy**, as well as a **Child Protection and Safeguarding Policy**, which set out expectations of pupils.

8. Curriculum links

- 8.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 8.2. Relationships, sex and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

9. Withdrawing from the subjects

- 9.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 9.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- 9.3. The Principal will discuss any withdrawal requests with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 9.4. The Principal will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 9.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 9.6. A parent who wishes to withdraw their child from sex education must make this request in writing. The parent will be informed in writing of the Principal's decision.
- 9.7. Where a pupil is withdrawn from sex education, the Principal will ensure that the pupil receives appropriate alternative education.

10. Behaviour

- 10.1. The academy has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 10.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 10.3. These incidents will be dealt with following the processes in our Behavioural Policy.

11. Confidentiality

- 11.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

- 11.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the academy Safeguarding Policy.
- 11.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 11.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the **Designated Safeguarding Leader** and handled in accordance with the Safeguarding Policy.

12. Monitoring quality

- 12.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 12.2. The relationships, sex and health education subject leader will create an annual subject position statement and action plan for the Principal.

13. Monitoring and review

- 13.1. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and Head teacher. The next scheduled review date for this policy is Autumn 2024.
- 13.2. This policy will also be reviewed in light of any changes to statutory guidance, or C of E response, feedback from parents, staff or pupils, and issues in the academy or local area that may need addressing.
- 13.3. The IEB is responsible for approving this policy.
- 13.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Approved by the IEB on 19.07.23