

# Relationships, Sex and Health Education Policy

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## Relationships, Sex and Health Education Policy

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## Relationships, Sex and Health Education Policy

### 1. Introduction

This policy covers our school's approach to Relationship, Sex and Health education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

In this policy the Trustees and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships, sex and health education in the school.

The following groups have been consulted in the writing of this policy:

- pupil focus groups;
- questionnaires to parents / carers;
- review of RSHE curriculum content with staff and pupils;
- consultation with wider school community e.g. the other two schools in the Foundation;
- consultation with school trustees.

It will be reviewed annually to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance and recommendations from the Diocese, Government and the DfES but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available for all staff to refer to by being posted on the school's portal and to Parents on request.

This policy reflects our schools overarching aims and objectives for our pupils:

**Mission Statement:** The aim of the school is to care for and nurture each individual child, based upon sound, Christian principles. We believe in developing each child to their full potential during their time with us. The Christian Principles of being loved and valued permeate every day, creating secure environment for purposeful and effective teaching and learning. We place Christ at the centre of our lives, sharing core values that instill dignity and respect.

**Ethos Statement:** Following the teaching and examples of Jesus we celebrate everybody, every day, creating a safe school family where we love, learn and grow."

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children 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.* We understand that *high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.*

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and*

*physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...*

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSHE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally, it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information (using age appropriate materials) on matters such as naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gender stereotypes and equality and building and maintaining healthy relationships. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

## **2. Defining Comprehensive Relationship, Sex and Health Education**

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should 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.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

### **Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSHE go further.

### **Rationale**

*‘I have come that you might have life and have it to the full’ (Jn.10.10)*

Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift. RSHE, therefore, will be placed firmly within the context of relationships as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government), RSHE will be firmly embedded in the PSHECE

framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of the family and that all pupils have a fundamental right to have their lives respected. It will also prepare pupils for life in modern Britain.

### **Values and Virtues needs checking and brought in line with our school virtues**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes Crackley Hall's virtues which are: Grateful & Generous, Attentive & Discerning, Compassionate & Loving, Faith-filled & Hopeful, Eloquent & Truthful, Learned & Wise

### **3. Aim of RSHE**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>1</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### **Objectives**

To develop the following **attitudes**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being;
- joy in the goodness of the created world and their bodies;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of healthy relationships

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<sup>1</sup> *Gravissimum Educationis*

To develop the following **personal and social skills**:

- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

**To know and understand:**

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- To develop knowledge, understanding and respect for different family units and all relationships.
- To equip pupils with the knowledge to make informed decisions about their wellbeing, health and relationships
- To provide children with age appropriate information and an understanding of their support network.
- To equip pupils with the knowledge to use social media safely.

#### **4. Subject Content**

##### **Inclusion and Differentiated Learning**

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

The Relationships, Sex and Health Education policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Management Policy
- Drugs and Alcohol Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policies
- Equality, Inclusion and Diversity Policy
- RE Policy
- PSHECE Policy
- Safeguarding Policy
- Special Educational Needs and Disability Policy

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge,

understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

### **Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### **Broad Content of RSHE**

In school we meet the learning objectives as set out in the The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. Across all year groups, we deliver both the Protective Behaviours: Taking Care Programme as recommended by Warwickshire's Safeguarding Children's Board and the Catholic Education Service's Ten Ten Resources. Both programmes are based on a spiral curriculum beginning in reception, building on key messages through to year 6.

There are three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills which will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

We believe it is important that this material is delivered by the form teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our form teachers cover all other aspects of the curriculum. We believe it is important that all staff are able to deliver this material to their class also. Furthermore, our form teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

Our programme will cover:

### **Programme/Resources**

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

### **Protective Behaviours:**

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings

(Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

There are two themes. Theme 1: We all have the right to feel safe all the time and Theme 2: we can talk with someone about anything, even if it feels awful or small.

Protective Behaviours using a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with. Protective Behaviours is delivered across the entire school from Reception to year 6. There are four lessons in each year group. Lessons are delivered over 2-4 weeks. As a school, Protective Behaviours is delivered in the Michaelmas term, across all year groups.

An overview of what is covered in the Protective Behaviours and Ten Ten programmes can be found in Appendices 1 and 2.

### **Balanced Curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **Responsibility for Teaching the Programme**

Responsibility for the specific relationships and sex education programme lays primarily with the form tutors and Teaching Assistants. However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **5. Monitoring & Evaluation:**

The children's work is collated into their Protective Behaviours. These act as evidence of the work the children have been involved in and document their learning experiences.

In addition, as a school we ensure staff feel confident to deliver relationship and sex education by providing regular INSET where appropriate including all those teachers new to the school.



The RSHE Co-ordinator and Senior Leadership Team will monitor the provision of the various dimensions of the programme by for example, examining plans, schemes of work, samples of pupils work at regular intervals, Learning Walks, lesson observations, teacher observations etc. The programme will be evaluated biennially by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Trustees will consider all such evaluations and suggestions before amending the policy. Trustees remain ultimately responsible for the policy

## **6. Parents and Carers**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is initially approved by the Trustees. They will be consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education elements except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance, page 17, for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## **7. Other Roles and Responsibilities Regarding RSHE**

### **Trustees**

- Approve the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link Trustee to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHECE.

### **Head**

The Head takes overall delegated responsibility for the implementation of this policy and for liaison with the Trustees, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

### **PSHECE/RSHE Co-Ordinator**

The Co-ordinator, with the Head, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. (They may be supported by the Deputy Head or Assistant Head for Academics and the member of staff with responsibility for child protection).

### **All Staff**

RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All teaching staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **8. Children's Questions**

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

There is likely to be sensitive or controversial issues in the field of RSHE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The Trustees believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSHE) and Health Education, Managing difficult questions, Page 23, for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## **9. Safeguarding Children**

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

### **Confidentiality and Advice**

All Trustees, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

We recognise that for children who may be vulnerable due to past, or present abuse, or changes in family situations - there may be a need to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.