



**St John's C of E
Primary School**

**Relationships, Sex and Health
Education Policy**

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| School Policy based on Diocesan guidelines | Subject Leader 2023 Emma Samuel |
| School Staff were consulted on this document | Autumn 2024 |
| It was reviewed by the Full Governing Body | Autumn 2024 |
| To be reviewed | Autumn 2027 |

St. John's C of E Primary

Relationships, Sex and Health Education (RSHE education) Policy

Our Vision

Learn Together • Achieve Together • Celebrate Together
“and let your light shine” Matthew 5:16

Our Mission Statement

To enable all children to achieve their true potential in a caring Christian community.

Our Values

Respect • Responsibility • Kindness • Truthfulness • Perseverance

1. Introduction

It is mandatory for Relationships, Sex and Health Education (RSHE) to be taught in all schools. It is part of the Primary National Curriculum to teach relationships and health to primary age pupils and where appropriate sex education.

Our school's approach to RSHE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

“So God created humankind in his image, in the image of God he created them”

(Genesis 2:7)

“I have come in order that you might have life - life in all its fullness”

(John 10:10)

At St John's Church of England Primary School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE at St John's Church of England Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

This policy is written in conjunction with the science, computing and physical activity policies.

This policy has been written after consultations with staff and parents along with the community and has considered the religious backgrounds of families within the community.

2. Definitions

2.1 Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

2.2 Defining Sex Education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation.

The children in upper Key Stage 2 will learn how babies are conceived before they transfer on to secondary school.

2.3 Defining Health Education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

3. The RSHE Curriculum

To support our RSHE curriculum we subscribe to Espresso.

3.1 How will RSHE be taught in our school?

RSHE will be delivered professionally and as an identifiable part of (Personal, Social, Health and Economic) PSHE education. 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. An overview of the topics taught can be found on the school's website. Each year group shows the topics to be covered and a brief description of what is taught. EYFS will follow the topics and objectives from the EYFS framework.

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 Act 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.

RSHE is embedded in all curriculum areas but mainly Science, Computing and Physical Education. RSHE is taught in mixed gender groups other than when it is deemed more appropriate for certain topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

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 the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

The core values of the school will be at the heart of the RSHE curriculum. However, these are not exclusive values to this curriculum as others, such as: honesty, integrity, self-control, courage, humility, forgiveness, generosity and a sense of justice, to name a few, will also be discussed through the teachings of the RSHE curriculum.

At St John's Church of England Primary School RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid, dentists, school nurse etc.). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

3.2 Equal Opportunities Statement

The school is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions when pupils with Special Educational Needs are given extra support from SEND staff.

4. Roles and responsibilities

4.1 The governing body

The governing body will hold the headteacher to account for the implementation of this policy.

4.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE (see section 4.4).

4.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Only answering appropriate age related questions covering the topics discussed
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSHE

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

4.4 Parents

Parents do have the right to excuse their children from part or all of the Sex Education aspect of RSHE, but do not have the right to excuse for the Relationships or Health Education aspect. They request their child to be excused by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

The school will document this process to ensure a record is kept.

4.5 Pupils

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

5. Safeguarding and Child Protection

The school has a separate Safeguarding and Child Protection Policy. Effective RSHE may bring about disclosures of child protection issues and staff must be aware of the procedures for reporting their concerns. All staff are trained how to deal with a disclosure from a pupil.

6. RSHE will be monitored and evaluated

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

7. Policy Review

This policy has been produced by consultation with the Diocese of Chelmsford, governors, teachers and the school council.

It has also been produced in consultation with parents and will be reviewed in consultation with parents. 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.