



## **St Anne's C of E (A) Primary**

**Relationships Education, Relationships and Sex Education (RSHE) and Health Education Policy**

***'Let all that you do be done in Love' 1 Corinthians 16:14***

**St Anne's strives to *'develop the whole child, spiritually, mentally and physically* by helping pupils to:**

**Love God**

**Love learning and**

**Love themselves and others**

**in a caring, Christian environment through close links to the Church and community.**

## NCC Policy

### Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)

November 2024

#### Introduction

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. RSHE continues to be compulsory in independent settings.

At St Anne's C of E (A) Primary School, children come first. The school seeks to maximise the potential of children placed in its care, within a Christian atmosphere and environment. In biblical tradition children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image, and are intrinsically valuable. Our vision, 'Let all that you do, be done in love' ensures that the children have opportunity to do just that. Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. As a Church school we strive to undertake and follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education, and health education, (RSHE).

At St Anne's, we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age. By teaching quality RSHE, our children will grow into well-rounded global citizens who have a respect for their school and their local, national and global communities. As such, the RSHE curriculum promotes the teaching of British values and challenges stereotypes, promoting empathy, tolerance and acceptance of diversity in all forms.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

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 our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

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

#### **Intent**

As a Church of England school, SRE will be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness. SRE will be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God. SRE teaching will be sensitive to the circumstances of all pupils and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values

regarding relationships and marriage. The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

These documents stipulate the expectations which inform the intent of our curriculum, ensuring a high ambition for all.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

The teaching of specific sex and relationship units is taught through these materials and supplemented with other resources such as: Love & Sex Matters KS1 & 2, External visits from specialist organisations. RSHE is normally delivered by class teachers in mixed gender groups. Active learning methods which involve children's full participation are used. Any external input to RSHE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. Evaluation of the RSHE programme is carried out by the RSHE Coordinator.

## Implementation

The RSHE curriculum is delivered through an enquiry approach.

RSHE will not be delivered in isolation but firmly embedded in all curriculum areas as part of the children's PSHE, RE and science work. At times, some sessions will be taught in isolation during our curriculum weeks between themes. In Year 6, some additional SRE lessons will be taught. The lessons take shape through the overarching units within the Jigsaw Curriculum.

RSHE can be delivered as an enhancer to an enquiry (when this enables children to answer the enquiry question to its fullest), but when this is not possible, PSHE is taught discretely.

We use a range of varied teaching strategies to deliver PSHE lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We draw on experiences from across the curriculum and try to immerse children into their wider work, developing skills to be used later in life. We encourage children to ask, as well as answer questions.

### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At St Anne's, we allocate one lesson to RSHE each week in order to teach the RSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

### **Relationships Education**

*What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?*

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Health Education**

*What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?*

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every

lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At St Anne's, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction. We intend to teach Sex Education as part of PSHE through the use of Jigsaw PSHE programme, which teaches things in an age appropriate manner. The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence.

In addition, our school works with BigTalk Education, an award-winning team of specialist RSE facilitators led by Lynnette Smith, who is the Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award.

The BigTalk team then deliver to each class within school in the summer term.

Our teaching staff observe the BigTalk Education RE and RSE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At St Anne's, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The class teacher will inform parents of the content of these lessons in Summer 1, the term before they are due to be taught. If parents wish to withdraw their child from these lessons, then they can request to do so, at which point they will have a meeting with the Headteacher to discuss any concerns.

## Impact

Our carefully planned curriculum is the model of progression in RSHE. We strive for our children to know, remember and understand more of what they have been taught.

PSHE is planned and taught from Jigsaw however, bespoke RSHE is also implemented and taught alongside other subjects. The teaching of British Values, protected characteristics and personal development is also a key priority in the RSHE curriculum.

### **Policy Development**

This policy has been developed to reflect the most recent Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_and_sex_education_-_RSE_and_health_education_-_GOV.UK_(www.gov.uk).pdf),

This policy is available:

- On the school website
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

### **Roles, Responsibilities and Staff Training**

At St Anne's, the RSHE programme will be led by the Deputy Head teacher. The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review
- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum
- Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings
- Ensure parents/carers are aware of what is being taught, by whom and when
- Staff and/or Governor Training – RSHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

### **Children with special educational needs and/or disabilities (SEND)**

At our school we teach PSHE to all children. PSHE forms part of the school curriculum to provide a broad and balanced education to all children. We want all our children to access an ambitious PSHE curriculum.

Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff. Teaching and resources will be adapted as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex education. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken

into consideration in designing and teaching these subjects. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

### **Confidentiality, Safeguarding and Child Protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead pupils to share their worries and concerns with staff (verbally and/or non-verbally). We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil's disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to the Designated Safeguarding Lead (DSL) or their Deputy without delay. The DSL or their Deputy will deal with these disclosures or concerns in line with the school's policies and procedures.

Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) and their deputies in our school are Clare Middleton, Sarah Camish and Stephanie Robinson.

The nominated Governor with responsibility for RSHE is Tony Gray.

### **Parental Rights to Withdraw**

At St Anne's, we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing (Appendix 1) to Mrs Middleton, the Headteacher. They will be invited to discuss their concerns but if they still wish to withdraw their child(ren) we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. 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.

### **Managing Difficult Questions**

It is inevitable that controversial issues may occur as part of RSHE, such as divorce, rape, abortion, pornography etc. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed.

### **Breaches / Complaints:**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

## Links with other policies

You may find it helpful to read this RSHE Policy alongside the other following school policies:

<b>Policy</b>	<b>How it may link</b>
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Child-on-Child Policy	Includes details about how to recognise, report and respond to all forms of child-on-child abuse
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying / cyberbullying
Science Policy	Within the Science Curriculum, a range of RSE objectives are taught. In Key Stage 1, we teach the children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life style, in greater depth.
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

**Further information and support can be found through the following links:**

- Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

## Monitoring, Evaluation and Review

To ensure our RSHE programme is effective, is meeting the needs of our pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: November 2024

Date to be reviewed: November 2025

Appendix 1 Parent/ carer form: withdrawal from sex education within RHSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/Carers	