

Potters Gate CE Primary School and St Andrew's CE Infant School Relationship Sex and Health Education (RSHE) Policy

Review Period:	Three years
Next Review Due:	2027
Governor Lead:	Safeguarding
Staff Lead:	PHSE Co-Ordinator
Statutory policy for the website Y/N:	Y

“I have come that you may have life - life in all its fullness,” John 10:10

Developing in our children the ability to find joy in life, the natural world, finding moral and spiritual strength for their own lives.

We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family and share the abundance of what we have with all.

Introduction

At Potters Gate C of E Primary School and St. Andrew's C of E Infant School, we have based our school's Relationships and Sex (RSHE) and health education policy on the DfE guidance document guidance 'Plan your relationships, sex and health curriculum', published 24 September 2020 and 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education' published June 2019. These documents state that RSHE teaching is important because today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.

Legislation (statutory regulations and guidance)

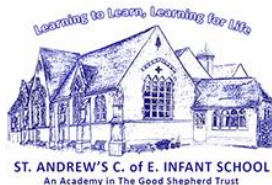
Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships and health education (in primary schools).

RSHE is taught as part of the personal, social, health and economic education (PSHE) curriculum in our school. While we use RSHE to inform children about sexual issues, we do this with regards to matters of morality and individual responsibility, and in a way, that allows children to ask and explore moral questions. We do not use RSHE as a means of promoting any form of sexual orientation.

“Church of England schools are inclusive, safe spaces where pupils learn to respect diversity of all kinds. Potters Gate C of E Primary School and St. Andrew's C of E Infant School will comply with the legal requirements of the Equalities Act 2010. Among other things, this requires the school to accept the wishes of children and their families with regards to gender identity. It would be unlawful for any of our schools to do otherwise.”
Our vision is deeply Christian, with the promise by Jesus of ‘life in all its fullness’ at the heart of our school.

Rationale and Ethos

The purpose of RSHE teaching at Potters Gate and St Andrews is for children to learn about their physical, moral and emotional development. It is about understanding and valuing the importance of faithfulness as the underpinning and backdrop for healthy relationships importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.



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.

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.

Our Christian Vision

At the heart of our school the children's well-being and safety is centered on a creative and aspirational curriculum, exposing children to the wonders of the natural world, with everyone motivated to succeed and fulfill their unique destiny. Our nurturing school community encourages children to find joy in life, their faith and learning, finding moral strength and discovering a spiritual depth. This is achieved through our Christian Values of:

[Fellowship](#), [Justice](#), [Resilience](#) and [Trust](#).

RSHE and Inclusion

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and

disabilities (SEND) by carefully evaluating the effectiveness and accessibility of teaching materials and resources and adapting these appropriately to the emotional maturity of the children in the class. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Our RSHE lessons are inclusive in terms of gender identity, sexual orientation, disability, ethnicity, culture, age, religion or belief and life experiences.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents/carers are informed about our RSHE policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

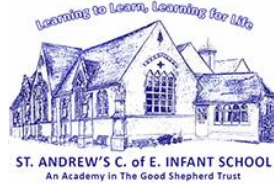
The Head Teacher liaises with external agencies regarding the school RSHE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Aims and objectives

In RSHE we teach children about: -

- the physical development of their bodies as they grow into adults;
- teach pupils the correct vocabulary to describe themselves and their bodies.
- the way humans reproduce;
- to have respect for their own bodies
- the importance of a healthy family life;
- moral questions;
- the importance of healthy relationships;



- to have respect for the views of other people;
- how and where to get help if needed;
- appropriate intimate contact and
- and the importance of sexual activity as part of a committed, long-term, and loving relationship.

Context

We teach RSHE in the context of the school's aims and values framework. While RSHE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSHE in the belief that: -

- RSHE should be taught in the context of marriage and family life;
- RSHE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- RSHE is taught in the context of positive relationships, based on mutual respect not ones based on control or abuse.
- children need to learn the importance of self-control.

The Surrey Healthy School Standard

We have achieved Bronze standard in the Surrey Healthy School scheme, which promotes positive health education, a broad PSHE curriculum, healthy eating, physical activity, positive emotional and well-being.

RSHE Curriculum at Potters Gate and St Andrews

Our RSHE programme is an integral part of our whole school PSHE education provision. Each key stage follows the school Wellbeing Curriculum which was developed by another school within the Good Shepherd Trust and is adapted to suit our school environment. This ensures consistency, balance, and a development of skills for life.

This curriculum has 6 key areas: Economic, Spiritual, Environmental, Mental and Emotional, Social and Physical and Sensory Wellbeing. Within these RSHE is taught within the **Social Wellbeing part**, this being everything to do with having healthy and happy relationships and positive interactions with the people around them.

The Relationship curriculum content covered in each key stage:

An overview of the learning in each year group can be found on the termly curriculum maps on the schools' websites.

Reception

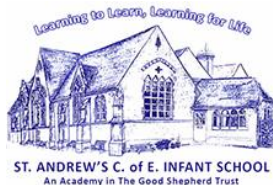
Relationships education is an integral and embedded part of the **PSED** (Personal and Social, Emotional Development) area of the Early Years Foundation Stage curriculum.

Each prime area is divided into early learning goals, for PSED these are:

Self-confidence and self-awareness - children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.

Managing feelings and behaviour - children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships - children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive



relationships with adults and other children.

The 'Social Wellbeing Objectives' covered during Year R:

I know who is in my family and why they are important.

I understand that love and stability are important in a family.

I know how friendships can make us feel happy.

I understand that there is a limit to the amount of time I should play online.

KS1

Use the Jigsaw scheme of work for guidance, planning ideas and content. This is adapted to suit the cognitive ages of the children within the year group. RSHE is taught within the 'Relationships' (special people, feelings, conflicts, positive problem solving) and 'Changing me' (similarities and differences in boys and girls bodies, correct/appropriate terminology for body parts, respecting our bodies, respecting others privacy) aspects of this guidance.

The 'Social Wellbeing Objectives' covered during KS1:

I understand that all families are different and that they all deserve respect.

I know how people choose and make friends.

I understand the importance of permission-seeking.

I know the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.

I can say 'no' when I do not want to do something.

I understand the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes me feel uncomfortable or afraid.

I know that there are lots of different relationships in my family and how they are important to me.

I know the characteristics of a good friend, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with difficulties.

I understand the importance of self-respect and how this links to my own happiness.

I can judge what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond. Including the NSPCC PANTS campaign.

KS2

The 'Social Wellbeing Objectives' covered during KS2:

I know what to do if a family member is making me feel unsafe or unhappy.

I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

I understand the responsibility of bystanders to help prevent bullying.

I know that people sometimes behave differently online, including by pretending to be someone they are not.

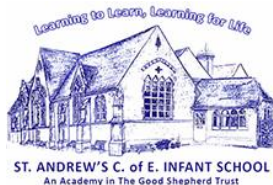
I understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

I am able to recognise who to trust and who not to trust and can judge when a friendship is making me feel unhappy or uncomfortable.

I understand the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

I understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

I understand that marriage and civil partnerships are a public demonstration of the commitment made by two people who love and care for each other and want to spend their lives together and are of the legal age to.



I know how to critically consider online friendships and sources of information including awareness of the risks associated with people I have never met.

I have strategies to manage conflict situations and know how to seek help or advice from others, if needed.

I know about, understand, and accept a wide range of family arrangements.

I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.

The Sex Education curriculum content covered in each key stage.

KS1 – Covered in Science lessons (Statutory)-

I understand that humans and animals reproduce and have offspring.

I know that baby offspring will grow into adults.

KS2 – Covered in Science lessons (Statutory) –

I know the main external body parts.

I understand how a baby is born and conceived.

I understand how the human body grows from birth to old age.

I know what happens to male and female bodies as they go through puberty.

I understand what happens during the sexual reproduction of some plants and animals.

Covered in Year 6 RSHE lessons (Not statutory)

Potters Gate have decided to teach these aspects of Sex Education in addition to our science lessons to ensure that the children are prepared for the changes that adolescence brings.

I understand that sex is a healthy part of a loving relationship for people who are old enough.

I understand what sex is and why people have sex.

We are mindful of the age, physical and emotional maturity of the children when planning sex education lessons.

The lessons are taught by the class teacher with guidance from the PSHE lead. Each year the content and resources for the lessons are evaluated. Prior to these lessons parents/carers will receive a letter to explain the programme and objectives and to give links to the materials the school plans to use in its teaching.

This has been decided through consultation with class teachers, members of the SLT, Governors and the results of a parent survey.

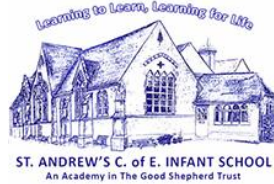
The role of parents/carers

We are committed to working in partnership with parents and carers to ensure that they are aware of what we are teaching their child and that they feel empowered and equipped to support their child with this learning.

The school is aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we: -

- inform parents/carers about the school's RSHE policy and practice;
- inform parents/carers of our RSHE curriculum;
- answer any questions that parents/carers may have about the RSHE of their child;
- take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSHE in the school;
- encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary;

Parent/Carer survey



With this in mind, a survey was conducted (accessible to all parents/carers) to find out parents/carers understanding of their child's RSHE education. The summary of this is:

- 69% were not aware that Health and Relationships are compulsory from September 2020 – in response to this a document was emailed out with information and further links.
- 96% did not have concerns about their child's PSHE or RSHE lessons.
- 33% would like support with talking to their child about health, growing up, sex and relationships and 68% would like more information about what we teach in PSHE and RSHE lessons. In response to this we aim to communicate with parents/carers any further support, links or resources they can use to when we teach specific subjects and continue to communicate what objectives are taught in each year group through our curriculum maps.
- 93% felt they could talk to their child's teacher if they had concerns or needed to support to talk to their child.

We aim to inform parents/carers about the best practices known with regards to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents and carers will be made aware of what aspects of RSHE are being taught each term through the Year group curriculum maps which are produced and uploaded to the schools' websites. We will signpost them to resources and further support throughout the year so that they are empowered to follow-up and support RSHE work at home.

Right to be excused from sex education

Parents and carers have the right to request that their child be withdrawn from some or all of the non-statutory sex education delivered as part of the RSHE curriculum. If they wish their child to be withdrawn from RSHE lessons, they should discuss this with the Head Teacher. They should make it clear which aspects of the programme they do not wish their child to participate in so that this can be discussed and explored. The school respects the right of parents/carers to withdraw their child and will comply with their wishes in this regard.

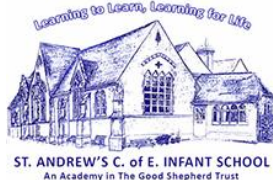
Organisation – how RSHE is taught

We teach RSHE through different aspects of the curriculum. While we carry out the main RSHE teaching in our personal, social, health and economic education (PSHE) curriculum, we also teach some RSHE through other subject areas (for example, science and P.E), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

We follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Class Teachers will use schemes of work to support and guide their lessons (see RSHE Curriculum at Potters Gate and St Andrews section) but are responsible for adapting these materials and evaluating their effectiveness. If the teacher feels a lesson will be more effectively taught as an active lesson, then they will adapt this accordingly and the evidence for this will then be captured in the class Floor books. We feel that the skills learnt during RSHE lessons are not taught in isolation and be transferred to many other areas of learning.



For example, we teach many of the life skills within this area in Forest School sessions. The teachers will liaise with the Forest school leaders who will adapt their sessions to give the children the opportunity to put these skills into real life practice, for example resilience, teamwork and problem solving.

Managing difficult questions

Teachers will encourage and model how to ask appropriate questions in RSHE lessons and will answer them with sensitivity and care. If teachers are teaching a particularly sensitive subject, they may give children the option to ask anonymous questions. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Safe and Effective practice

Our vision is for our RSHE lessons to be inclusive and effective environments in which the children learn together how to believe in themselves, make good choices, develop resilience and positivity. They learn about their environment, how to nurture this and to lead happy and healthy lives.

We will do this by establishing ground rules at the beginning of the year, in consultation between the pupils and the teacher, to ensure all pupils feel comfortable and safe and are able to communicate effectively during PSHE sessions. These ground rules may state simply that each pupil listens to others, values others' comments and does not use personal names when discussing sensitive situations.

Safeguarding

In RSHE our aim is for our school child protection, safeguarding and confidentiality protocols to support safe and effective RSHE practice. Teachers are aware of the children in their class who are considered vulnerable or 'at risk' and their responsibility to those children. The teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this should occur, they are aware of the school protocol in dealing, identifying and signposting their concerns to a DSL (Designated Safeguard Lead).

Engaging stakeholders

The school will work in partnership with local committee

How will they be involved in the design, implementation and review of the RSHE policy? How will they be kept updated of new developments?

The Local Committee will be informed of the RSHE policy and curriculum through curriculum updates.

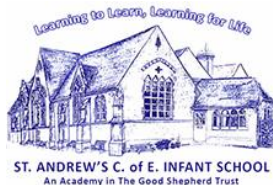
The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to their relationship and health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSHE programme. Other people that we call on include local clergy, social workers and youth workers.

Prior to anyone visiting the school site, visitors and external agencies will be briefed regarding our school's safeguarding protocols and our school's values. We will also communicate the aims and objectives for our RSHE lessons so that they can support and enhance these. After their visit we will evaluate the effectiveness of their contributions.

Confidentiality

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has



concerns, they will draw their concerns to the attention of the Head Teacher. The Head Teacher will then deal with the matter in consultation with health care professionals. (See also safeguarding Policy.)

Confidentiality is addressed when agreeing ground rules, to promote a safe learning environment and also minimise the risk of inappropriate or unplanned disclosure in the classroom. However, there are implications of disclosure for child protection and all staff are aware of procedures in the event of a child protection issue arising. Staff and adults working with children should make it very clear to pupils that they cannot promise total confidentiality and must not try to investigate any issues themselves. They should contact the DSL Designated Safeguarding Lead if an issue arises.

Monitoring and review of teaching

Class teachers are responsible for adapting teaching materials and evaluating their effectiveness, assessing the children's learning linked to lesson objectives, updating curriculum maps and communicating and sharing links and resources with parents/carers about any sensitive teaching areas. They are also responsible for being mindful and aware of their safeguarding responsibilities during their lessons, liaising with the PSHE lead if they feel they need support, identifying and signposting needs and reporting any concerns they have of the children that may arise during lessons.

The PSHE lead has a responsibility to support class teachers as needed with curriculum areas, listen and respond to to pupil voice, monitor PSHE lessons, lead discussions in staff meetings to share good practice, keep up to date with and share recent government guidance/regulations and give feedback to staff from monitoring. The PSHE lead will make links with local and feeder schools, support networks and the Surrey PSHE and Wellbeing Lead, so that the latest local data can be used to inform the priorities for our PSHE program.

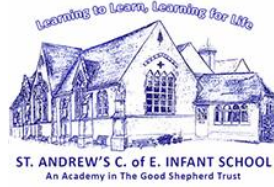
The pupils have PSHE books to record written PSHE work which are passed throughout the school from year to year. However, when PSHE is part of another subject such as Geography, Computing or Science, it will be recorded in those books. Each class will also have a Floor book to record and capture outdoor learning, theme days/weeks and lesson that do not lend themselves to written work.

Monitoring and review of the policy

The Local Committee of the governing body monitors our RSHE policy on a three year plan. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Local committee gives serious consideration to any comments from parents/carers about the RSHE programme, and makes a record of all such comments. Governors require the Head Teacher to keep a written record, giving details of the content and delivery of the RSHE programme that we teach in our school.

This RSHE policy supports and complements the following policies...

- Anti-bullying
- Safeguarding
- Equalities
- SMSC
- Young Carers
- PSHE



- Drug and Alcohol

Documents that inform the school's RSHE policy include:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)