



Relationships, Sex and Health education (RSHE) Policy

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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

INTRODUCTION

Relationships, Sex and Health Education (RSHE) is learning about our bodies, health and relationships, with a particular focus on puberty and growing up, sexual health, intimacy, dealing with emotions and managing personal relationships. It also helps develop the skills needed to make safe and responsible choices and explore moral questions.

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) and 'I have come in order that you might have life - life in all its fullness' (John 10:10).

Other policies relevant to Relationships, Sex and Health Education in our school:

- Inclusion;
- Child Protection;
- Safeguarding;
- Behaviour and Anti-bullying;
- Confidentiality.

DEFINING WHAT WE MEAN BY RELATIONSHIPS, SEX AND HEALTH EDUCATION

In this school, Relationships Education refers to

- i. The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing;
- ii. The development of skills and strategies children need to keep themselves safe, happy and well both online and in the real world;
- iii. Teaching the characteristics of positive relationships;
- iv. Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity;
- v. Teaching about healthy, respectful, non-exploitative and non-coercive behaviours;
- vi. Developing an understanding of gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including
 - Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
 - Gender identity
 - *Home background (e.g. different family make-up)*
 - Ethnicity
 - Gender
 - Special educational needs and disability.
- vii. Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services.

In this school, Sex Education refers to

- viii. Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born, ensuring access to up to date and correct factual information.

In this school, Health Education is learning about physical health and mental wellbeing so that children can make wise choices to ensure their own flourishing and the flourishing of others.

AIMS

- To enable children to grow up to enjoy the positive benefits of loving, rewarding and responsible relationships.
- To ensure that children are informed and comfortable with the changes during puberty, and are sexually and emotionally safe.
- To provide a safe place for children to make sense of the information they have picked up from the media, playground myths and other sources.
- To teach children to develop values and attitudes, whilst respecting those of others.
- To learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.
- To enable children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing and that of others.
- To build the vocabulary and confidence in children to enable them to talk openly and positively about emotions, relationships and their bodies.

RSHE at The Manor 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.

GUIDELINES

- In school, RSHE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.
- RSHE will be based on factually accurate information which is age appropriate.
- RSHE will be sensitive to all faith and cultural perspectives; promote equality, inclusion and acceptance of diversity.
- Children will be taught the cultural and religious differences about matters of sexuality. At all times in school, teachers to be aware of signs and possibilities of FGM (Female Genital Mutilation) and act accordingly.
- RSHE will be set in the context of clear and inclusive values that reflect those of the school and its Christian ethos, including the value of marriage, all loving, stable and responsible relationships and family life with particular regard to bringing up children.
- RSHE will be accessible to all children including those with Special Educational Needs (SEN).
- RSHE will be taught within the statutory requirements of the National Curriculum for Science and the currently non-statutory national curriculum framework for Personal, Social, Health and Economic (PSHE) education.
- Social and Emotional skills will be taught through the school's Christian Values.
- Cross-curricular links will be made within the context of our School curriculum.
- In recognising the important role of parents in RSHE, the school will consult and advise parents of the scheme of work, resources and policy prior to the commencing of the topic.
- Parents have a unique emotional relationship with their child and knowledge of their maturity and can therefore respond to their questions about relationships more spontaneously as they arise.

- The 'Changing Me' sessions (which incorporate Sex Education) will generally be taught in Term 6 of each academic year; by that point teachers should be very familiar with all children in their class and therefore able to teach this sensitively and appropriately.
- Teaching staff will be encouraged to take up opportunities for Continued Professional Development (CPD) and support in the teaching of RSHE.

CONTEXT

As a Church of England school, RSHE will be consistent with the school's Christian ethos and values:

- RSHE should emphasise respect, compassion, loving care and forgiveness.
- RSHE should be taught in the light of belief in the absolute worth of all people and the unconditional infinite love of God.
- RSHE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture. RSHE should 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.
- It will value the importance of faithfulness as the underpinning and backdrop for relationships.
- It will encourage children to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- RSHE will seek to build resilience in our children 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 (values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice).
- All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

RESOURCES & CURRICULUM

We have a whole school approach to RSHE as follows:

- i. Children will receive 1 lesson or more per week. These can be delivered through timetabled PSHE, through focus/off timetable days and through science.
- ii. We will also cover elements of our content through changes to other curriculum subjects.
- iii. We have developed our lesson plans and schemes of work based on the Jigsaw PSHE scheme. This scheme and resources are informed by existing DfE guidance, preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).
- iv. Lessons are age appropriate with content that is inclusive and relevant to the needs and lived experiences of all children, their families, and the wider community. Content is taught through an engaging range of active learning methods that differentiate materials and resources to ensure all children are able to access the learning.

- v. There is confident and consistent use of the correct terminology to describe, for example, female and male body parts etc. – whilst being mindful of the need to, where appropriate, accept the language adopted by children so as to ensure content remains accessible.
- vi. Those fulfilling in-class support roles also receiving training so as to ensure they can help facilitate the access of those children they are specifically supporting.
- vii. Have a proactive and planned approach to involving external professionals (e.g. school health nurse) in supporting the delivery and development.

Visitors and other professionals/agencies will enhance but not replace our teacher-led programme. Teachers will always be present during these sessions. We select visitors very carefully in line with our values and school ethos and ensure that their input is evidence-based, accurate and not misleading.

Parents/carers will be notified in advance of when the 'Changing Me' unit will be taught.

Boys and girls will be taught the 'Changing Me' lessons together but when appropriate, they may be split up afterwards for separate follow-up discussion.

PROCEDURES FOR WITHDRAWAL FROM RSHE

The Manor believes that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, relationships, sex and health education balances the feelings, wishes and concerns of parents with the needs and concerns of children and staff.

We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following

i. As set out in national statutory guidance, there is no right for parents to withdraw their children from Relationships Education or Health Education;

ii. As a school that chooses to teach sex education, we allow parents a right to withdraw their children from sex education, other than as part of the science curriculum.

If a parent wishes to withdraw their child from sex education, they must contact the school. Parents should make it clear which aspects of the programme they do not want their child to participate in. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

iii. As a school, we will encourage (and support where possible) parents to deliver sex education to their child at home instead.

iv. If a child is excused from sex education, the school will ensure that the child receives appropriate, purposeful education during the period of withdrawal. The child will be temporarily moved to an alternative class during this lesson.

QUESTIONS

Children inevitably ask questions. Classes will have an anonymous 'Questions box', during and for a period of time after the RSHE teaching period, where children can ask questions without the fear of embarrassment. Children are also given chances through the teaching to ask questions publicly. As a school, we aim to answer these factually and clearly, in an age appropriate manner. If there are questions asked which the school feels unable to answer, the school will gain the permission of the child to refer the question home and contact parents in advance.

CONFIDENTIALITY AND SAFEGUARDING CHILDREN PROCEDURES

We ensure that ground rules are established before lessons are delivered and that children are reminded not to discuss personal experiences and issues in class as a general rule. We provide a safe, respectful and open learning environment in which children have an opportunity to gain factually accurate information whilst being encouraged to ask questions and enabled to develop their skills, experience and resilience. Children are made aware of how to access confidential information and support after the lesson, should they need it. If a child discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep children informed about how the disclosure is treated and who will have access to the information. Under no circumstances do staff offer unconditional confidentiality to any child.

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 he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in line with the Child Protection Policy.

MONITORING AND EVALUATION

The school will review this policy in line with its review cycle in order to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

SLT overseeing all aspects of the development, delivery and evaluation have a proactive, open and inclusive approach to involving parents and carers in the development, delivery and evaluation and make a commitment to work with parents who have chosen to withdraw their children from 'sex' education to ensure their needs can be effectively met outside the school environment.

The PSHE coordinator is responsible for the development of the programme, staff training and development, liaison with external professionals and effective monitoring and evaluation. There is an identified 'lead Governor' for PSHE (and RSHE).

We monitor children's knowledge, skills and understanding by various means including: self-assessment / peer assessment / pupil conferencing / teacher observations / quizzes and questionnaires / the LA Health and Well-being Online Pupil Survey etc. Children and staff have opportunities each term to evaluate lessons and approaches by means of self-reflection/review, pupil conferencing, learning walks, team teaching, etc.