

Hall Orchard Barrow C. of E. Primary School (Academy)

Relationship, Sex and Health Education Policy

'Let us be concerned for one another, to help one another to show love and to do good.'

Hebrews 10:24

Hall Orchard CE Primary School is a proud Church of England Academy with a clear vision, rooted in Christian values. Our whole school ethos *'Let us be concerned for one another, to help one another to show love and to do good.'* from Hebrews 10:24 is illustrated through the parable of the Good Samaritan and is regularly referenced in our acts of Collective Worship.

Legal Context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The National Curriculum for Science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the National Curriculum for Science and Relationships Education.

There is no equivalent requirement for a Health Education policy but, in line with best practice, this RSHE policy also covers Health Education.

This RSHE policy also supports legal requirements relating to the following:

- The Equality Act 2010.
- The Education Act 1996.
- Statutory guidance, Keeping Children Safe in Education 2023.

The following policies are also relevant to this Relationships and Health Education policy:

Anti-bullying * Child on Child Abuse * Safe-guarding * Managing drug-related incidents * Promoting Positive Relationships and Behaviour * Spiritual, moral, social and cultural development

Church School Context

RSHE teaching is placed within the context of seven values (or virtues) which will help ensure a moral basis for RSHE teaching. These values (honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice) will fit well with the Christian values promoted by our school

This policy takes into account the religious backgrounds of all our pupils.

We are concerned with ensuring that our children are given the knowledge and skills they need to navigate and to flourish in loving relationships built on honour and respect. To do this they first need to develop self-worth and resilience to some of the negative images of our media-driven world.

In line with the Church of England ideology, we encourage that relationships and sex education is placed in a context of Christian teaching and spiritual development, with sexual relationships being understood in the context of loving, faithful relationships.

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Rationale

Relationships within the school community are characterised by Christian care and love for each other, through a focus on our core values. Our ethos embodies British Values which are reflected in our day-to-day practice.

At Hall Orchard CE Primary School, we believe in 'Living our Values'. Our core values incorporate the 15 Christian values, and are taught, promoted and celebrated throughout every aspect of the school's provision.

Our core values are;

- Community
- Respect
- Resilience
- Friendship
- Aspiration

At Hall Orchard CE Primary School, we recognise that children and staff value clear and consistent expectations. These help the smooth and successful running of the school day and support wellbeing and academic progress.

Pupils are supported to manage their emotions and feelings, understand the impact of their actions on the wider school community and to have high aspirations for their learning and achievement.

Integral to the aims of the school is the significant emphasis on supporting children to be aware of how, through their consistent positive behaviour choices, they can make a difference;

- In their work
- In their relationships
- In their community
- To the world around them.

Policy Aims and Objectives

At Hall Orchard Primary School, RSE reflects the school's vision for our children to be confident, ambitious learners who demonstrate the personal values and skills necessary to make a positive contribution to the global community. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development. Hall Orchard Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupil's self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision-making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

Organisation and Delivery of RSE Programme

The PSHE subject leader and head teacher are responsible for the organisation of RSHE at Hall Orchard Primary School. RSHE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, PSHE and through assemblies. Where RSHE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed-gender class.

Visiting speakers from the community, e.g. health promotion specialists, make a valuable contribution to the RSHE curriculum. Their input is carefully planned and monitored to fit into, and complement, the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSHE curriculum. Whilst many aspects of RSHE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Gender
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school will consider the needs of those with Special Educational Needs and Disabilities (SEND). The chosen RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Long term planning

The school has chosen to use the KAPOW Primary RSHE condensed scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group. Teachers will select any additional resources carefully, and the subject leader will oversee the selection to ensure that they are:

Up-to-date * Relevant to children * Consistent with the aims and values of the school.

RSHE lessons are taught on a weekly basis. The guidance provides that lessons should be of sufficient length to allow children to explore topics and reflect on their learning, with the suggestion that:

For KS1 – lessons should be 40 – 45 minutes long and for KS2 – lessons should be 50 – 60 minutes long.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

Establishing clear ground rules in consultation with children * Ground rules should include confidentiality * Respect for others, privacy and boundaries * Using distancing techniques including de-personalised discussions and role play * Using clear language to avoid misunderstandings * Avoiding prejudice and assumptions about children's abilities, desires, background and experiences * Dealing sensitively with unexpected questions and comments * Assessing and building on existing knowledge and experiences * Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving * Providing a range

of opportunities to learn, practice and demonstrate knowledge, skills and attitudes * Allowing time for reflection * Providing differentiated learning * Using a variety of groupings to enhance learning.

Right to withdraw from sex education.

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationship education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The suggested KAPOW Primary lessons that are deemed to be sex education are:

Year 6: Safety and the Changing Body, Lesson 5: Conception

Year 6: Safety and the Changing Body, Lesson 6: Pregnancy and birth

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The PSHE lead will discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson.

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment to minimise any anxiety or embarrassment during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead will be informed. No adult should ever promise confidentiality to a child, as per the school's Child Protection Policy.

Review, Assessment and Evaluation

Monitoring of the RSHE Policy is the responsibility of the head teacher, governors and PSHE/RSHE lead. The school will assess the effectiveness of the aims, content and methods in promoting student's learning by lesson observations, pupil voice and feedback from parents. The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.

Review: Summer 2026