

BY BROOK VALLEY CE PRIMARY SCHOOL

Relationships Sex and Health Education (RSHE) Policy



Last Review Date: March 2024

Ratified By Governors Date: March 2024

Next Review Date: March 2025

Equal opportunities lie at the heart of all that we do at By Brook Valley Primary CE School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Roots to grow, wings to fly

"They will soar on wings like eagles" Isaiah 40:31

Registered Address: By Brook Valley Academy Trust, The Street, Yatton Keynell, Wiltshire,

SN14 7BA

Registered in England and Wales

Company Registration No. 8020467

This policy is designed to meet the needs of all pupils. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

Our Vision

Roots to grow, wings to fly

“They will soar on wings like eagles.” Isaiah 40:31

The roots of our school community, based on our Christian values, nurture, help and support us to grow to be the best versions of ourselves. The wings of faith allow us to soar freely and flourish now and in the future

At By Brook Valley we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This policy should be read and understood from this perspective.

Equality Impact Assessment (EIA) Part 1: EIA Screening

| | | | |
|--|-------------------|-------------------------|---------------|
| Policies, Procedures or Practices | RSHE | Date | April 2022 |
| EIA CARRIED OUT BY: | Jaclyn Cross, F&E | EIA APPROVED BY: | F&E Committee |

Groups that may be affected:

| Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes) | Existing or potential adverse impact | Existing or potential for positive impact |
|---|--------------------------------------|--|
| Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion) | | Curriculum is designed to be age appropriate |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication). | | Curriculum is designed to be accessible to all |

| | | |
|--|--|---|
| | | including differentiation where appropriate |
| Gender Reassignment (transsexual) | | Curriculum aims to give pupils the opportunity to ask questions and have discussions in a sensitive environment |
| Marriage and civil partnership | n/a | n/a |
| Pregnancy and maternity | n/a | n/a |
| Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers) | Families from different racial groups may be uncomfortable with the way RSHE is taught | Curriculum clearly set out and parental questions/discussion are welcomed |
| Religion or belief (practices of worship, religious or cultural observance, including non-belief) | Families from different religions may be uncomfortable with the way RSHE is taught | Curriculum is clearly set out so that parents are aware of what is being taught. Wide consultation has taken place. |
| Gender (male, female) | | Curriculum is designed to ensure boys and girls are equally prepared for changes of adolescence |
| Sexual orientation (gay, lesbian, bisexual; actual or perceived) | Children may feel "different" | Curriculum is taught in context of acknowledging that family life may take different forms and structures, and encourages questions and discussion. |

Any adverse impacts are explored in a Full Impact Assessment.

1. AIMS & INTRODUCTION

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound choices and decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The aims of relationships, health and sex education (RHSE) at By Brook Valley CE Primary School are:

- To ensure pupils are well- informed to make wise and sensible choices, now and in the future
- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To give pupils the opportunity to learn about physical and emotional development
- To help pupils develop feelings of self-respect, confidence and empathy
- To help pupils develop positive relationships with others, involving trust and respect
- Have respect for their own and other people's bodies
- To teach pupils the correct vocabulary to describe themselves and their bodies
- Be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others
- To know how to protect themselves and ask for help and support, when needed

In addition, as a church school

- To inform pupils that the sanctity of marriage is an important belief in Christian teaching and practice
- To teach pupils about the significance of strong partnerships, relationships and families as key building blocks of community and society
- Make pupils aware of God's forgiveness and that there is always a way back.

2. STATUTORY REQUIREMENTS

As a maintained primary school we must provide relationships and health education to all pupils as per section 34 and 35 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

Department of Education Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

At By Brook Valley CE Primary School we teach RSHE as set out in this policy.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their comments or questions.
4. Pupil consultation – discussion with pupils about the RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. DEFINITION

RELATIONSHIP EDUCATION

The focus at By Brook Valley CE Primary School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with others.

Learning focuses on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

SEX EDUCATION

Sex education is teaching about relationships and health, including puberty. It is not about the promotion of sexual orientation or sexual activity. The national curriculum for science also 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. We believe the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. We aim to 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.

Learning focuses on:

- The main external body parts
- The human life- cycle as the human body as it grows from birth to old age (including puberty)
- The human life- cycle to explain how a baby is conceived and born
- Reproduction in some plants and animals.

HEALTH EDUCATION

The aim of physical health and mental wellbeing is to give pupils the information they need to make informed decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. We promote pupils' self-control and ability to self-regulate, and strategies for doing so, enabling them to become confident in their ability to achieve well and persevere even when they encounter setbacks or challenges.

Learning focuses on:

- Mental Wellbeing
- Internet safety & harms
- Health & prevention
- Healthy eating
- Drugs, alcohol & tobacco
- Physical health & fitness
- Changing adolescent bodies
- Basic first aid

5. CURRICULUM

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our whole school RSHE curriculum map. The curriculum will be adapted depending on the needs of the pupils, where necessary.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. DELIVERY OF RSHE curriculum

RSHE is taught within the personal, social, health education (PSHE) curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE), PE, computing and citizenship.

To meet the objectives within the curriculum, the school follows a graduated, age- appropriate programme. Previous learning will be revised, consolidated and built upon.

The school's RSHE education programme is tailored to the age and the physical and emotional maturity of the pupils within each cohort.

The school will ensure that the teaching and materials are appropriate having regard to the age and religious backgrounds of the pupils. The school also recognises the significance of other factors, such as special educational needs or disabilities of the pupils.

Pupils with special educational needs will follow the same education programme as all other students. However, careful consideration is given concerning the level of differentiation needed, and, in some cases, the content or delivery will be adapted if deemed necessary.

Any confidential disclosure by pupils will be dealt with using the procedure laid down in the school's Safeguarding and Child Protection Policy.

7. ROLES AND RESPONSIBILITIES

7.1 The governing board

- The governing board will approve the RSHE policy, and hold the Head Teacher to account for its implementation.
- The governing board has delegated the approval of this policy to the Foundation and Ethos sub-committee.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 8).

As well as fulfilling their legal obligations, the Head Teacher should ensure that:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.3 Staff

Staff are responsible for:

- Teaching and learning RSHE in a sensitive way;
- Modelling positive attitudes to RSHE;
- Monitoring progress and attainment;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE.

All teachers are responsible for teaching RSHE at By Brook Valley CE Primary School.

Staff do not have the right to opt out of teaching RSHE. However, if Staff have concerns about teaching RSHE they are encouraged to discuss this with the Head Teacher.

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 and safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher and/or the designated teacher for child protection and safeguarding.

7.4 Pupils

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

8. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from relationships and health education.

However, parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head Teacher.

Before granting any such request, the Head Teacher will meet with the parents to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The school will share the perceived benefits of receiving this important education and any detrimental

Alternative work will be given to pupils who are withdrawn from sex education.

9. CPD (Continued Professional Development)

Staff are trained on the delivery of RSHE.

10. MONITORING ARRANGEMENTS

The delivery of RSHE is monitored by the PSHE lead & Head Teacher through:

- Scrutiny of Planning
- Learning walks
- Pupil conferencing
- Work sampling
- Discussion with teaching staff & parents

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

By Brook Valley Primary School has the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. The curriculum is designed to build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons are planned to ensure that pupils of differing abilities, including the most- able, are suitably challenged and where some pupils need additional scaffold and support that is provided

This policy will be reviewed by the PSHE leader and the Head Teacher every two years. At every review, the policy will be approved by the governing body through the Foundation and Ethos sub-committee.

The RSHE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social, health and cultural development, including:

Equality Information Objectives
Special Educational Needs Policy
Drugs Education Policy
Behaviour Policy
SMSC Policy
RE Policy
Online Safety Policy
Anti –Bullying Policy
Safeguarding /Child Protection Policy

Appendix 1: By the end of primary school pupils should have been taught.

| | RELATIONSHIP EDUCATION |
|---------------------------------------|---|
| TOPIC | PUPILS SHOULD KNOW |
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| | RELATIONSHIP EDUCATION |
|--------------------------|---|
| TOPIC | PUPILS SHOULD KNOW |
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

| | HEALTH EDUCATION |
|---------------------------|---|
| TOPIC | PUPILS SHOULD KNOW |
| Mental Wellbeing | <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough |
| Internet safety and harms | <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online |

| | HEALTH EDUCATION |
|-----------------------------|---|
| TOPIC | PUPILS SHOULD KNOW |
| Physical health and fitness | <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example: walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they're worried about their health |
| Healthy eating | <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) |
| Drugs, alcohol & tobacco | <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |
| Health & prevention | <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing • The facts and science relating to immunisation and vaccination |
| Basic first aid | <ul style="list-style-type: none"> • How to make a clear and efficient call to the emergency services • Concepts of basic first aid, for example dealing with common injuries, including head injuries |
| Changing adolescent bodies | <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle |

Appendix 2: Parent form: withdrawal from sex education within RSHE

| TO BE COMPLETED BY PARENTS | | | |
|---|--|-------|--|
| Name of child: | | Class | |
| Name of parent: | | Date | |
| Reason for withdrawing from sex education within relationships, sex, health 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 | |
| | |