

# Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



## Relationship, Sex and Health Education Policy

Document Control			
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Prepared by:	Ellie Manaton (PSHE Lead), Headteacher and Staff		
Reviewed by:	Standards and Curriculum Committee	Date:	May 2022
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Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love**, **Joyfulness**, **Respect**, **Forgiveness**, **Perseverance**, **Fairness**) as a Church School, with a particular focus on the promotion of equality.

### Background

As a Church of England Primary School, our approach to Relationship, Sex and Health Education (RHSE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive, in-line with the Equality Act 2010. This area of our comprehensive Personal, Social, Health and Economic (PSHE) curriculum is underpinned by two key Bible verses:

*"So God created humankind in his image, in the image of God he created them"*  
(Genesis 1:27, NRSV)

*"I have come in order that you might have life – life in all its fullness"*  
(John 10:10, GNB)

At Bathwick St Mary Church School, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where difference of lifestyle and opinion (within that which is permissible under UK law) are treated with respect; where bullying of all kinds is eliminated and where they are free to be themselves and fulfil their potential without fear. Our school Safeguarding Policy states that "Safeguarding and promoting the welfare of children refers to the process of...ensuring that children ...have optimum life chances and enter adulthood successfully", which can be seen through our teaching of RSHE.

The latest guidance from the DfE (Department for Education) is 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. This includes the 2020 statutory changes, which "make Relationships Education compulsory for all pupils receiving primary education". They also "make Health Education compulsory in all schools except independent schools." This change has been driven by the desire to support children and young people as they grow up in an increasingly complex world and to enable

them to “know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”.

Sex education forms a statutory part of the National Curriculum for Science and as such all children have an entitlement to some basic sex education. The understanding of oneself - physically, mentally and spiritually - and of one's role in society, is a continuous process throughout life. While Sex Education is non-compulsory for Primary Schools under the 2020 statutory changes, we believe when taught with the maturity and age of pupils in mind, it helps to develop a positive sense of self and encourages a growing awareness and emphasis on respect for, and responsibility towards, the feelings and sensitivities of others.

Our school seeks to ensure that the RHSE curriculum protects, informs and nurtures all pupils. It clearly distinguishes between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values. We recognise that the distinction can easily be blurred and that there needs to be discernment about the manner in which this is taught. We teach RHSE within the moral framework of our Christian Values of love, joyfulness, respect, forgiveness, perseverance and fairness.

### **Definition of Relationships Education (Statutory)**

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.

### **Definition of Sex Education (Non-statutory – See ‘The right to withdrawal from sex education’)**

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

At Bathwick St Mary Church School we have decided that it is important to include Sex Education to educate the children in our community for adulthood (and for secondary school) in their last year(s) of primary school. This aspect of our RSHE curriculum covers areas such as how babies are conceived, why people might choose to have children and the implications of this, and the UK Law surrounding having sexual intercourse.

### **The right to withdrawal from sex education**

Parents do have the right to excuse their children from the Sex Education aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. 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.

The school will document this process to ensure a record is kept.

### Definition of Health Education (Statutory)

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

### The RHSE Curriculum:

The below grid shows some of the key themes taught across each year group as well as the means through which RSE will be delivered. Aspects of the RSHE curriculum are covered within other subjects, such as science and Religious Education.

Year Group	Content	How it is taught	Who it is taught by
EYFS	<p><i>Health and Wellbeing:</i></p> <ul style="list-style-type: none"> <li>- Knowing the importance of play and when to take a break from screens.</li> <li>- What helps us to feel good?</li> <li>- What makes us special?</li> </ul> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> <li>- Who we love and care for.</li> <li>- What kind and unkind behaviour is.</li> <li>- To listen to and play with others.</li> <li>- Knowing the importance of 'keeping our hands to ourselves'.</li> </ul>	<ul style="list-style-type: none"> <li>- Circle Time</li> <li>- Guest Speakers</li> <li>- Discovery time</li> <li>- Through Playtimes.</li> <li>- Use of NSPCC PANTS and Pantosaurus</li> </ul>	EYFS Practitioners
Year 1	<p><i>Health and Wellbeing:</i></p> <ul style="list-style-type: none"> <li>- Keeping healthy including what we eat, exercise and dental care.</li> <li>- How to stay safe in the sun.</li> <li>- Talk about feelings (such as happy, sad, angry or afraid) and when these are helpful and how we can manage our big feelings.</li> <li>- What makes us unique?</li> </ul> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> <li>- Making friends, good friendships and why it is good to be kind.</li> <li>- What should be kept private, including the parts of their bodies covered by underwear.</li> <li>- How to treat ourselves and others with respect.</li> <li>- Learning what personal space is and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>- Circle time.</li> <li>- Class discussions.</li> <li>- Educational resources in lessons.</li> <li>- Guest speakers.</li> <li>- Trips and visits.</li> <li>- Use of NSPCC PANTS and Pantosaurus.</li> </ul>	Class Teachers
Year 2	<p><i>Health and Wellbeing:</i></p> <ul style="list-style-type: none"> <li>- Simple hygiene, how to stop germs spreading and how medicines keep us healthy.</li> <li>- The importance of sleep and rest.</li> <li>- Feelings and how they can change the way we behave.</li> <li>- Growing and changing from young to old, including transition to KS2</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Circle time.</li> <li>- Class discussions.</li> <li>- Educational resources in lessons.</li> <li>- Guest speakers.</li> <li>- Trips and visits.</li> </ul>	Class Teachers

	<ul style="list-style-type: none"> <li>- Staying safe at home around electrical appliances and fires and how to get help in an emergency (dialing 999).</li> </ul> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> <li>- Showing kindness and resolving disputes.</li> <li>- What to do if they feel worried, upset or unsafe.</li> <li>- What bullying is and why it is hurtful.</li> <li>- Responding to unknown adults.</li> <li>- That they have a choice when letting someone into their personal space (e.g. having a hug).</li> </ul>	<ul style="list-style-type: none"> <li>- Cross-curricular link with science.</li> <li>- Use of NSPCC PANTS and Pantosaurus.</li> </ul>	
Year 3	<p><i>Health and Wellbeing:</i></p> <ul style="list-style-type: none"> <li>- Choices that support a healthy lifestyle including regular exercise and sleep.</li> <li>- How to stay safe in the sun.</li> <li>- Talk about how we express emotions.</li> <li>- Self-worth - our skills, achievements and interests.</li> <li>- Assessing the risk of different situations to avoid harm.</li> </ul> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> <li>- The joy in relationships and thanking those who care for us.</li> <li>- Healthy, positive friendships and how this helps wellbeing.</li> <li>- What right and wrong touching is and that some area of our body are private.</li> <li>- To know that they have a choice over whether they want to share their personal space with others and how to communicate this.</li> </ul>	<ul style="list-style-type: none"> <li>- Circle time.</li> <li>- Class discussions.</li> <li>- Educational resources in lessons.</li> <li>- Guest speakers.</li> <li>- Trips and visits.</li> <li>- Technology (e.g. computers).</li> <li>- Use of NSPCC PANTS and Pantosaurus.</li> </ul>	Class Teachers
Year 4	<p><i>Health and Wellbeing:</i></p> <ul style="list-style-type: none"> <li>- Staying healthy with a good diet and to know if we are feeling ill.</li> <li>- How feelings change over time.</li> <li>- What can help mental health including exercise, reflective or spiritual time.</li> <li>- Personal identity and what contributes to who we are. For some people, gender identity does not correspond with their biological sex.</li> </ul> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> <li>- Marriage and civil partnerships.</li> <li>- Features of a positive family life and the different types of family structures.</li> <li>- Managing disputes in a positive way.</li> <li>- Types of bullying including cyberbullying.</li> <li>- Respecting people from a wide range of backgrounds.</li> <li>- To know that they have a choice over whether they want to share their personal space with others and how to communicate this. To be aware of why it might affect others to enter personal space uninvited.</li> </ul>	<ul style="list-style-type: none"> <li>- Circle time.</li> <li>- Class discussions.</li> <li>- Educational resources in lessons.</li> <li>- Guest speakers.</li> <li>- Trips and visits.</li> <li>- Technology (e.g. computers).</li> <li>- Cross-curricular link with RE.</li> <li>- Use of NSPCC PANTS and Pantosaurus.</li> </ul>	Class Teachers

Year 5	<p><i>Health and Wellbeing:</i></p> <ul style="list-style-type: none"> <li>- Positive and negatives that our habits have on our lifestyle.</li> <li>- Having healthy internet habits.</li> <li>- Effects of sun damage.</li> <li>- Change, loss and bereavement.</li> <li>- Managing set-backs and failures.</li> <li>- Developing good hygiene routines during puberty.</li> <li>- To know that puberty relates to human reproduction and that this is part of the human life-cycle.</li> </ul> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> <li>- Benefits of strong life-long relationships and their physical, emotional and spiritual effects.</li> <li>- Online relationships and their differences to face-to-face relationships.</li> <li>- Managing peer influence and a desire for peer approval.</li> <li>- What stereotyping is and how it can be hurtful.</li> <li>- Privacy and personal boundaries.</li> <li>- To know that they have a choice over whether they want to share their personal space with others and how to communicate this. To be aware of why it might affect others to enter personal space uninvited.</li> <li>- To act with respect to others, including online.</li> </ul> <p><i>Sexual Intercourse and the Law:</i></p> <ul style="list-style-type: none"> <li>- Physical and emotional changes during puberty including menstruation.</li> <li>- To know how puberty might change how someone wants to share their personal space with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Circle time.</li> <li>- Class discussions.</li> <li>- Educational resources in lessons.</li> <li>- Guest speakers.</li> <li>- Trips and visits.</li> <li>- Technology (e.g. computers).</li> <li>- Cross-curricular link with science.</li> <li>- Use of NSPCC PANTS</li> </ul>	Class Teachers School Nurse
Year 6	<p><i>Health and Wellbeing:</i></p> <ul style="list-style-type: none"> <li>- Dealing with emotions, changes and secondary school transition.</li> <li>- What mental health is and how it changes.</li> <li>- Independence and its responsibilities.</li> <li>- Staying safe in unfamiliar places.</li> <li>- Responding to an emergency (999) and basic first aid.</li> <li>- Effects of bacteria and viruses on health and the role of medicines.</li> <li>- The risks and effects of drugs, alcohol and smoking.</li> </ul> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> <li>- Types of relationships and that people may be attracted to someone emotionally, romantically and sexually.</li> <li>- Positive impact of changing friendships.</li> <li>- How to respond to adults they do not know, including online encounters.</li> <li>- Peer pressure and how to manage it.</li> <li>- Debate topical issues with respect for all.</li> </ul>	<ul style="list-style-type: none"> <li>- Circle time.</li> <li>- Class discussions.</li> <li>- Educational resources in lessons.</li> <li>- Guest speakers.</li> <li>- Trips and visits.</li> <li>- Use of NSPCC PANTS</li> </ul>	Class Teachers School Nurse

	<p><i>Sexual Intercourse and the Law:</i></p> <ul style="list-style-type: none"> <li>- Why and when people might choose to have a baby.</li> <li>- What happens at conception and the journey from pregnancy to birth.</li> <li>- Name the reproductive organs in male and females and the external genitalia.</li> <li>- Female genital mutilation (FGM) is against British Law and who to tell if they are worried about it.</li> <li>- It is unlawful to have sex until you are 16 in the UK.</li> <li>- That some people argue that the best time for sexual intercourse is within a long-term, faithful and committed relationship, such as marriage.</li> <li>- That some people chose not to have sexual intercourse with anyone and that this another positive choice.</li> <li>- To know that they have a choice over whether they want to share their personal space with others. This will include sexual physical touch.</li> </ul>		
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### **Delivery of RSHE in school**

RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

Our RSHE curriculum is taught in a way that affords dignity and shows respect to all who make up our diverse community. In order to deal effectively with sensitive and difficult issues, teachers will bear in mind the various differing points of view arising from different cultural and ethnic perspectives. All teaching will uphold the school's Christian Values of Love, Joyfulness, Respect, Forgiveness, Perseverance and Fairness.

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. RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms. We are aware that RSHE can be a sensitive subject to some pupils and staff approach the teaching of this topic respectful of the needs of the class. We aim to create a 'safe space' for RSHE lessons where pupils feel confident and able to share ideas and seek help when necessary.

Children will be taught RSHE in the supportive environment of the classroom, predominantly by their class teacher. On occasion, other professional agencies will be involved such as the School Nurse. If appropriate, other outside visitors may be invited at the discretion of the Head Teacher. On these occasions the visitor will work in a team-teaching situation with a regular member of staff. When a School Nurse is in his/her professional role and are in discussion with an individual pupil, they should follow their own professional codes of conduct.

Teachers delivering RSHE lessons or overseeing a guest speaker will all hold up-to-date safeguarding training and be aware of the protocol to follow should a disclosure be made by a child or if they feel there is a safeguarding concern. The DSL will be made aware of any visitors who will be in school to assist with an RSHE lesson.

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. Teachers will establish what is appropriate for one-to-one and whole class settings, and alter their teaching of the programme accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly but avoid answering personal questions. Where a child misses a particular element of sex and relationship education, teachers will consider the most suitable way of catching up with the learning.

Teachers will understand that they may need to be more explicit and adapt their planning of work to appropriately deliver the programme to pupils with SEND. There are several teaching strategies that have been highlighted as supporting the delivery of the programme. These include: i) establishing ground rules with pupils; ii) using 'distancing' (depersonalizing) techniques; iii) knowing how to deal with unexpected questions; iv) using discussion and project learning methods and appropriate materials; and v) encouraging reflection.

The sex education videos provided by the School Nurse Team will form part of the programme for Year 5 and Year 6. These and other resources will be available in school and parents are encouraged to make use of opportunities provided to view them. Changes to the body during puberty and menstruation will be taught in Year 5 and will be revised in Year 6. However, we are mindful that there may be children in Year 3 and 4 who experience these changes at an earlier stage. In such an instance, we will support the children and the families through this. Further information about starting periods and the teaching of the menstrual cycle can be found on the NHS website here: <https://www.nhs.uk/conditions/periods/starting-periods/>. Across the year groups, the importance of private parts of their body will be taught using the NSPCC PANTS programme. This will also include talking to children about personal boundaries and that everyone has a choice over when to let others into their personal space. This will include empowering the children to know the power of their voice and specifically the 'power of no'.

Where issues of abuse of a sexual nature arise, they will be dealt with in an appropriate and immediate manner. If a pupil discloses something of a personal nature, teachers will follow the procedure outlined in our school's Safeguarding and Child Protection Policy.

Across all year groups, pupils are reminded of trusted adults that they can speak to, should they be worried or concerned about anything. This is aided by regular teaching for the children in all year groups using the NSPCC 'Speak Up Stay Safe' scheme. Phone numbers for Childline can be found on posters throughout the school and pupils are regularly reminded of this. There are also many useful links for support and help on our school website: <https://bathwickstmary.org/safeguarding-information/>

We will monitor pupils' knowledge, skills and understanding by various means including: self-assessment, peer assessment, teacher observations, quizzes and questionnaires and the Health and well-being Survey (SHUE).

### **Inclusion and equalities**

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following:

- Sexuality / sexual orientation
- Gender identity
- Home background (e.g. family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

We work closely with the School Nurse and other external agencies who may be involved in the school from time to time, to select appropriate approaches and resources.

Where there is a child in a class with SEND (Special Educational Needs and Disabilities) the class teacher will work closely with the SEND Coordinator (SENDCo) and the child's parents or guardians to ensure that RHSE lessons are delivered in the best way for them. For example, this may be through adapting resources for a child who is visually impaired. Resources can be made available to parents prior to the lesson if they feel their child would benefit from pre-teaching on a particular topic. In the same way, teachers can provide resources for individual parents who feel their child is physically developing ahead of the rest of the class and who would benefit from additional knowledge in an area. There are also many accessible leaflets and resources available at [www.easyhealth.org.uk](http://www.easyhealth.org.uk).

**RSHE will be monitored and evaluated**

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.