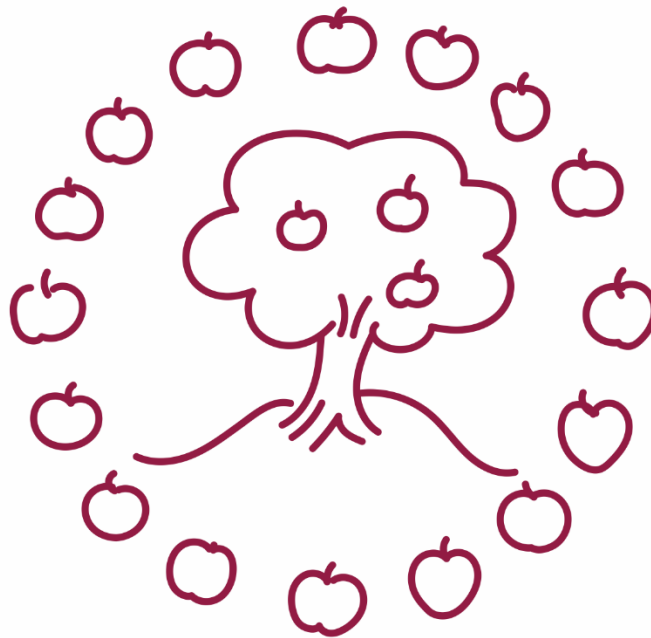


Kingsbury Episcopi Primary School

Relationship Sex and Health Education (RSHE) Policy



Success Through Teamwork

Approved by the Governing Body of Kingsbury Episcopi Primary School	
Chair of Governors	Simon Faull
Signature	Simon Faull
Date:	Monday 5 th June 2023
Review Date:	June 2025

Version information: Policy Review.

Review cycle	Date of current policy	Author(s) of current policy	Review Date
Every three years, or in line with action indicated by the school development plan	2023	PSHCE Lead	February 2025

Policy ratification:

Role	Name	Signature	Date
Chair of governors	Mr Simon Faull		5.6.23

Details of policy updates:

Date	Details
Version 2019-2020	
Version 2021-2022	Updated to reflect DfE guidance
Version 2023-2026	Updated after one year review

Rationale

At Kingsbury Episcopi Primary School (KEPS), we believe that effective Relationship Sex and Health Education (RSHE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

We understand that there is a statutory requirement for us to have in place a RSHE policy compiled by the School Governors.

At KEPS we believe RSHE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme (PSHCE), supplemented by Science and other subjects of our taught curriculum.

RSHE needs to be sensitive to the different needs of individual children.

Whilst as a school, we are aware of the need to be mindful and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential for young people still to have access to the learning they need to stay safe, healthy and understand their rights as an individual. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, the variety of family structures, gender equality, civil partnerships and views about themselves.

1. Statutory requirements

As a maintained primary school we recognize we have a legal responsibility under The Relationships Education, Relationship and Sex Education and Health Education regulation 2019 made under sections 34 and 35 of the [Children and Social work act 2017](#). to provide Relationship Education and Health Education for all pupils receiving primary education.

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.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The Framework for RSHE

Our approach to RSHE is informed by:

- a) The ethos of the school, which encourages children to respect themselves and each other, take responsibilities for their own decisions and actions and take responsibility for their family, friends, school and the wider community
- b) The National Curriculum Science Programme of Study, which embeds aspects of Sex Education into the school curriculum
- c) The statutory 'Relationships Education, Relationships and Sex Education and Health Education guidance 2019' which makes Relationships Education compulsory in all state schools. It also recommends that all primary schools should teach sex education, tailored to the age and the physical and emotional maturity of children.
- d) The views of the whole school community; the role of parents in the development of their children's understanding about relationships is vital and we will provide opportunities for them to understand the purpose and content of RSHE and be involved in its development.

We inform parents through termly curriculum letters and the school website when aspects of RSHE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Governors and staff also contribute to the development of RSHE and feedback from children informs content and the approach to teaching.

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 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. Ratification – once amendments were made, the policy was shared with governors and ratified
4. On-going feedback from Pupils and parents about current RSHE provision

Definition of Sex and Relationship Education

Relationship, Sex and Health Education is lifelong learning about physical, moral, emotional social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical. Our teaching of RSHE is applicable to all children and may include issues about sexuality and sexual health, in response to children's questions and what is appropriate.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

RSHE seeks to enable young people to feel positive about themselves, manage relationships, feel able to talk about themselves and their identity and access the infrastructure of support available.

We believe relationship education is designed to help children to develop skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and help children understand and make sense of the world that they are growing up in. Children should recognise the differences and similarities between their peers and their families, to understand the fact that every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is amazing and belongs to them.

It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body. By teaching them the scientific terms for their private parts, children are proven to be safer from abuse.

Aims and Objectives

At Kingsbury Episcopi Primary School we aim to provide our pupils with an age appropriate RSHE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three

main elements to our programme.

- ***attitudes and values***

learning to care about other people and being sensitive towards their needs and views;

learning the importance of values, and individual conscience and moral considerations;

accepting the differences between people and learning not to exploit them;

learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

- ***personal and social skills***

learning to manage emotions and relationships confidently and sensitively;

developing self-respect and empathy for others;

learning to make choices based on an understanding of difference and with an absence of prejudice;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how to recognise and avoid exploitation and abuse.

- ***knowledge and understanding***

learning and understanding physical development at appropriate stages;

understanding human sexuality, reproduction, sexual health, emotions and relationships;

learning the reasons for delaying sexual activity and the benefits to be gained from such delay;

the avoidance of unplanned pregnancy, and the use of contraception.

We believe that RSHE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; where they are happy to discuss what they learn; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Although The Relationships Education, Relationship and Sex Education and Health Education (England) regulations 2019 made Relationship Education compulsory in all primary schools, sex education is currently not compulsory for primary schools. However, the Department of Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education. However, the content is carefully chosen and matched to the children's age and development. Research has been put forward that an informed child is more empowered to make important choices about their body later in life.

The objectives of Sex and Relationship Education at KEPS are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

Moral Framework

Pupils will be taught RSHE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Working with Parents

The school is committed to working in partnership with parents and carers who are the key people in teaching their children about relationships, sex and health. Parents/carers are given the opportunity to view the units objectives, teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with their child's teacher in the first instance.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE, but do not have the right to withdraw their children from relationships or health education within the PSHE curriculum, nor from the biological aspects of animal and human reproduction necessary under national curriculum science. The only sessions within the 'twinkl life' resources which cover non-statutory Sex education objectives where parents and carers can choose to withdraw their child are for: LKS2 'Growing up' unit sessions 1 and 6 and UKS2 'Growing up' unit sessions 4 and 5.

Requests for withdrawal should be put in writing using the form found **in Appendix 3** of this policy and addressed to the Headteacher.

Content and Organisation

The organisation of RSHE is no different from other curriculum areas. The relationships and health aspects of RSHE are delivered through planned programmes within the PSHE curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

The biological aspects of RSHE are delivered through planned programmes within the Science curriculum. The Department for Education Science programmes of study: Key stages 1 and 2 September 2013 states that:

'As part of their Science sessions pupils will be taught to:

- 1. Notice that animals, including humans, have offspring which grow into adults during Year 2.*
- 2. Describe the life processes of reproduction in some animals, including humans and describe the changes as humans develop to old age during Year 5.*
- 3. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents during Year 6.*

Key Stage 1: Animals including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2: Animals including humans

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age -Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty

See Appendix 1 for PSHE Curriculum map with highlighted RSHE link units

See Appendix 2 End of primary objectives

All RSHE 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).

Occasionally, issues about RSHE may arise spontaneously in other lessons where it is not the main focus of the lesson. This is not considered to be part of the planned RSHE programme and parents or carers cannot withdraw pupils in these circumstances.

Delivery of 'Stand Alone' RSHE Sessions

At KEPS we use 'Twinkl Life's' PSHE and Citizenship resource as the backbone of our coverage. However, teachers will edit and adapt and draw from other suitable sources – such as the PSHE association resources - to supplement where appropriate.

KS1, LKS2 and UKS2 each complete Health and Well-being units – 'It's my body' and 'Growing up' which have more specific links to RSHE. Each unit builds on knowledge and understanding.

Provision is made for pupils in mixed age classes, to be taught in separate age groups. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

All parents receive a letter informing them of the sessions and are offered the opportunity to view the resources used.

The overview and co-ordination of the taught curriculum is the responsibility of the Headteacher, supported by the PSHCE Co-ordinator in the school. The Headteacher gives careful consideration to the use of staff who have the appropriate skills, qualities and knowledge to teach the more sensitive and contentious aspects of RSHE. Continuous professional development and training will be provided to ensure a high level of expertise for teachers involved in delivering the RSHE programme in the school.

Equal Opportunities

RSHE is inclusive of all students; they have an equal entitlement to good quality RSHE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school and does not participate in the RSHE programme, the school will ensure that teaching materials are made available, and we also revisit learning from previous years.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

The Sexual Offences Act 2003

The Sexual Offences Act 2003 became law in May 2004. A full copy of the Act can be found on www.six.somerset.gov.uk using the following crumb trail. Teaching and learning/curriculum and standards/Themes/PHSE.

The Act outlines the law relating to the abuse of children by those in a position of trust. It is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child. This applies to any person over the age of 18 working with a position of trust in an educational establishment.

Specific Issues

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RSHE.

Language and Ground Rules in Lessons

All staff teaching RSHE will set ground rules in their classes. For example:

- * *no one (teacher or pupil) will have to answer a personal question*
- * *no one will be forced to take part in a discussion*

- * the only language used will be easily understood and acceptable to everyone in the class*
- * the correct scientific/medical names for body parts will be used*
- * meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers.
- A question box is available for students to use, during the periods when the lessons are taking place.
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county

Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Kingsbury Episcopi Primary School we teach about puberty and the need for extra care with personal hygiene mainly in whole year groups but opportunities are provided for single gender lessons.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils.

Contraception

Pupils in Upper Key Stage 2, will be given basic, appropriate information about condoms and other methods of contraception.

Safer Sex, HIV/AIDS and Sexually Transmitted Infections (STIs)

If questions arise they will be answered in a way appropriate to the children's age and maturity.

Teaching About Gay, Lesbian and Bisexual Relationships

If questions arise they will be answered in a way appropriate to the children's age and maturity. Homophobic bullying (i.e. based on perceived gay or lesbian sexuality) is totally unacceptable. The school has a specific Behaviour/Anti bullying Policy. All teachers are aware of this policy and a copy is available on request.

Confidentiality

Staff **must** follow child protection guidelines. Staff teaching RSHE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again it must be stressed that no absolute confidentiality can be promised. Clearly a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

Roles and responsibilities

The governing board

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Pupils

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

Monitoring and Evaluation

The RSHE policy is monitored and evaluated through a review process involving the PSHE Co-ordinator, the Headteacher and the Governing Body.

Appendix 1

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	