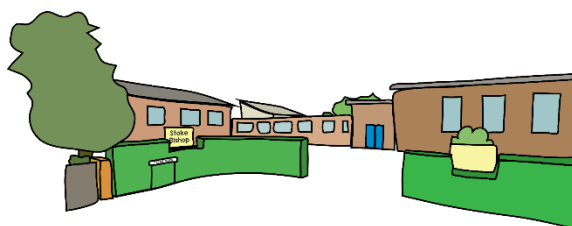


# Stoke Bishop C of E Primary School

## Relationship, Sex and Health Education Policy



### 'Believing it's Possible'

*Our community sits between two rivers that have historically supported growth and success.*

*Working together with trust and passion, we learn, grow and thrive as we embrace the possibilities of life's journey:*

*Understanding that,*

*"Wherever the river flows, life will flourish" – Ezekiel 47:9*



Stoke Bishop Church of England Primary School Relationships, Sex and Health Education Policy

**Date of approval by Governors:** March 2024

**Review Date:** March 2027

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## Introduction

*PSHE (Personal, Social and Health Education) is an integral and key aspect of the teaching, learning and ethos at our school. Our PSHE curriculum is designed to ensure the children are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships. Growing up in a world that is not only continually changing but becoming an 'online' civilization, it is essential that we equip children with the necessary skills to become resilient, caring and respectful young people who have integrity and courage. At Stoke Bishop Primary School we believe in providing our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.*

### 1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

To understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

We will support these aims by:

- › Providing a framework in which sensitive discussions can take place
- › Preparing pupils for puberty, and giving them an understanding of sexual development and the importance of health and hygiene
- › Helping pupils develop feelings of self-respect, confidence and empathy and thereby demonstrating grace\*
- › Creating a positive culture that promotes integrity\* around issues of sexuality and relationships
- › Teaching pupils the correct vocabulary to describe themselves and their bodies
- › To provide accurate and age-appropriate information
- › Help children make informed choices
- › Develop knowledge, skills and attitudes
- › Develop personal attributes
- › Including all children
- › Prepare children for the next stage of education and adulthood
- › Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

\*This is in reference to our school values

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 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.

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](#).

At Stoke Bishop Church of England 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 consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*' (*puberty*), included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All primary schools are legally obliged to have an up-to-date policy for Relationships, Sex and Health Education (RSHE) that describes the content and organisation of RSHE. We have taken the decision to teach sex education beyond Relationships and Health Education and National curriculum Science, this is documented in the policy (see section 5. Curriculum). This policy will be made available to parents/carers on request and is also available on the school's website.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should 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."* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

## 5. Curriculum

We have agreed the curriculum in consultation with parents, pupils, staff and Governors considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner to reassure and support children's needs.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## 6. Delivery of PSHE and RSE

We have chosen to use lesson plans from [Kapow Primary RSE scheme of work](#), an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature. Follow this link to view the [Kapow Primary RSE curriculum overview](#).

We will be using the condensed version of Kapow Primary (PSHE) which meets all the statutory expectations. These lessons will be taught alongside 'No Outsiders' lessons and 'Project Evolve' which enhance and strengthen our PSHE provision at Stoke Bishop Primary School. 'No Outsiders' is a programme which promotes an ethos of inclusion and tolerance, and aims to prepare children for life in modern Britain. For more information on No Outsiders, please click here [No Outsiders](#)

Project Evolve is a free digital literacy toolkit that supports online development in children and young people. It assists professionals in educating, guiding and supporting them through their use of technology in their online life. For more information on Project Evolve, please click here [Project Evolve](#)

Lessons will be delivered on a weekly basis by class teachers and support staff. The length of lessons varies depending on the content but each lesson provides opportunities for children to explore topics and reflect on their learning.

We aim to 'live' what is learnt and apply it to everyday situations in the school community. We value the contributions from external agencies and professionals such as the Police, Operation Topaz (CCE), The Bristol's Drugs Project (Vaping and Puff bars) and the NSPCC to help support the safeguarding of our children and our RSHE curriculum delivery. St Mary's Church are a value collaborator in supporting children's curriculum and school experiences.

The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirement. A member of staff will be present in all sessions delivered by visitors.

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 clear language to avoid misunderstandings.
- 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, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning, especially for those with SEND

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 subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Inclusion Policy

## 7. 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.

- Sex.
- Pregnancy and maternity.
- Gender reassignment.

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

These areas of learning in Kapow 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, families with a mother and father, blended 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).

At Stoke Bishop Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

The Church of England document 'Valuing all God's Children', 2017 states:

*"All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference".*

Our approach to the teaching of transgender identities will be addressed as and when a need becomes apparent or at the request from a parent. It will be dealt with sensitively and age appropriately. Within a Year 6 lesson (Families and Relationships – Challenging Stereotyping) The children may, however, be aware of other stereotypes and may want to explore other protected characteristics such as sexual orientation or gender reassignment. This will be discussed in the following terms:

*Most people are not transgender. A transgender person doesn't feel their body matches with their gender. Let me explain...a person who was born with a male body may feel they are a female, and a person born with a female body may feel they are a male. There can be all sorts of reasons why this happens. Some transgender people choose to change their appearance or body so their gender matches with how they feel. This is called transitioning. Not all transgender people choose to do this though. (If children want more detail, teachers are advised to explain they will learn more about transgender people in secondary school and they should return to the focus of the lesson which is about prejudice and discrimination)*

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### 8.3 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/non-science components of RSE

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.

All Class teachers are responsible for teaching RSHE at Stoke Bishop C of E Primary School.

## 8.4 Pupils

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

## 9. Parents' right to withdraw

A parent or carer **cannot legally withdraw their child from any aspect of the statutory relationships education or health education. This includes all elements of puberty.**

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, the following content is deemed to be sex education:

At Stoke Bishop Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding reproduction and we intend to teach this as part of the RSHE and Science curriculum.

DfE Guidance states (p.17 PSHE)

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"

We conclude therefore that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from only the PSHE lessons that explicitly teach this.

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](#)

**NB: For the lesson which covers Conception, we will be continuing to use our Jigsaw materials to support the content delivery. Year 6, Lesson 3 (Conception, birth)**

The school will inform parents of this right to withdraw before the start of the 'Safety and the Changing Body' topic through a hub email written by the Hub Lead. Any requests from a parent to withdraw their child from the lessons deemed as sex education will be asked to fill in a 'Request to withdraw' form addressed to the Head Teacher. This can be found here [Parent form right to withdrawal RSE](#) on the PSHE page of our school website. A meeting time will be given to discuss concerns and to outline the impact on the children of missing sex education lessons.

However, it is important to understand that in UKS2 children will also be learning about this content in a scientific context. Knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum in addition to the PSHE or Relationships and Sex Education as we believe this is most appropriate for our children to have a broad and clear understanding of human reproduction.

## 10. Training

Staff are trained on the delivery of RSE as part our continuing professional development annual calendar.

## 11. Monitoring and Evaluating

The delivery of RSE is monitored by the PSHE Leader, Vickie Melton, through:

- Work sampling
- Anecdotal comments
- Learning walks
- Parent voice (RSE / PSHE parent consultations in Term 3)
- Pupil Voice
- Term 2 and 4 wider curriculum assessments

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

The Personal Development Committee of the governing body monitors this policy on a three-year cycle. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. They give serious consideration to any comments from parents about the RSHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

This policy will be reviewed in March 2027.





