



Oxenhope Church of England Primary School
Relationships, Sex and Health Education (RSHE) Policy



Created By:	Date:	Next Review Date:
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Parents and Carers consultation
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School Vision

We provide the rich soil allowing children and adults to flourish and develop deep roots. We nurture **growth**, enabling children and adults to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children and adults are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16

Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2

Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18

Aims

The aims of relationship education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of their development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school is committed to ensuring that all pupils, regardless of background, faith, or culture, have opportunities to develop holistically, with an understanding of themselves and their place in the world; whilst being empowered to succeed in the future. The school is also committed to respect, tolerance, and cooperation with the wider community, and seeks the contribution of all stakeholders in its work.

Statutory requirements

Sex Education is not compulsory in primary schools. However, primary schools are required to teach the elements of reproduction contained in the science curriculum.

Any teaching of Relationships Education in primary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Oxenhope C of E Primary School we teach Relationships Education as set out in this policy.

Definition

What is RSHE?

RSHE stands for relationships, sex, and health education.

Relationships education has been compulsory for pupils in primary education since September 2020. For secondary pupils, relationships, and sex education (RSE) must be taught. Health education is now compulsory in all schools too.

In primary schools, the subjects should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

At secondary school, teaching builds on this and develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

The current RSHE guidance can be found here [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education).

Relationships Education is about the emotional, social, and cultural development of pupils, and involves learning about relationships, healthy lifestyles, physical development, puberty, diversity, and personal identity. The school does not teach sexual health, or sexuality, but does cover diversity of relationships through SMSC and PSHCE.

Relationships Education involves a combination of sharing information and exploring issues and values.

Relationships Education is not about the promotion of sexual activity.

Delivery of Relationships Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of relationships education are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone puberty and hygiene sessions delivered by a familiar staff member. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, and diverse family relationships.

Roles and responsibilities

The governing body

The governing body will approve the Relationships Education policy and hold the Headteacher to account for its implementation.

The headteacher

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

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- 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 Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head of school.

Pupils

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

PHSE subject leader

The subject leader is responsible for monitoring impact and action planning PSHE across the school, booking external training and experiences for children such as visits or visitors) and ensuring the quality of the curriculum remains high.

Parents and carers

Parents and carers are responsible for consulting on the RSHE policy and discussing this with the school if necessary.

Parents' right to withdraw.

Parents' have the right to withdraw their children from the **non-statutory/non-science** components of Relationships Education, not from the whole PSHE curriculum.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head of school will discuss the request with parents and take appropriate action.

Where appropriate, the Headteacher will seek to liaise with parents to fully understand any concerns or objection to the content of the curriculum.

Alternative work will be given to pupils who are withdrawn from Relationships Education.

Training

Relevant staff are trained on the delivery of Relationships Education as part of their continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or, to provide support and training to staff teaching Relationships Education.

Relationships Education and safeguarding

At Oxenhope we believe that teaching children about safe and appropriate relationships from a young age can help keep children safe this is also recommended in Keeping children safe in education 2019.

Giving children appropriate names for body parts can stop misconceptions when children are reporting abuse and therefore quicken the response to help them. We also feel that reproduction and puberty are topics which children naturally talk about and we feel that children could be vulnerable to misinformation from older siblings, inappropriate adults, the media and their peer group. Talking to the children in a safe environment with adults they can trust can ensure that they are equipped with medically, factual information which has not been embellished or exaggerated which might scare children and alter their perception of what a safe relationship and sexual experience is like.

Wherever possible we like to work alongside families in discussing such sensitive issues and before puberty lessons in year 5 and reproduction lessons in year 6 we inform parents we will be discussing these issues and therefore parents can speak to their children as well at home.

What children will be taught in each year group

At Oxenhope C of E Primary school we use CORAM Education's SCARF Personal Social and Health Education (PSHE) units of work to help teachers cover vital skills needed.

Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – as well as giving teachers everything they need to meet the new Relationships Education and Health Education statutory requirements. More than just a PSHE scheme of work, SCARF supports great learning every day.

There's now a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. Teachers tell us that they recognise how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.

SCARF provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically, and socially.

Outlined below are the lesson titles for each year groups relationships lesson. These build up over the primary school cycle equipping children with a full range of skills and experiences to keep them safe and give them the correct and appropriate knowledge for their age and in line with government guidance.



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Where do Babies come from? Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Lesson Logistics

Lessons are taught by class teachers and subject specialists from Coram Life Education. Teachers are fully trianied and supported to ensure the deliver statutory information.

Oxenhope may take the decision to split cohorts by gender to deliver certain information, however ALL children will receive information about both genders.

Oxenhope may (in consultation with parents and carers) deliver information in smaller groups or 1:1 with certain children. This would be to support individual need.

Monitoring arrangements

The delivery of Relationships Education is monitored by the school's Leadership Team through:

- Planning scrutiny

- Observation
- Pupil interviews
- Work Scrutiny

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

This policy will be reviewed by the Headteacher annually. At every review, parents and carers will be consulted and the policy will be approved by The Governing Body.