



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 Date: 6.9.23

School Vision

We provide the rich soil allowing children 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.

Since September 2020: it is statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, also statutory from September 2020 (except in Independent Schools), covers the key facts about puberty and the changing adolescent body.

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

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/guidance/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.

At Oxenhope we pride ourselves on providing a safe environment to support children using a group agreement, distancing techniques, along with guidance on how teachers should answer difficult questions.

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.

How Relationships (and Sex) Education is monitored and evaluated

At Oxenhope C of E we use the SCARF 6 half-termly units and the assessment opportunities that they are mapped to support this (see Growing and Changing units), along with the Sex Education Forum's consultation tool to assess pupil need.

How the delivery of the content will be made accessible to all pupils

The needs of boys as well as girls.

We ensure the RSE programme is relevant to both boys and girls and can also be accessed by those who are transgender through regular monitoring of the curriculum, consultation with parents, carers and children and working with Coram Education specialist around the delivery programme.

Lessons are taught in a variety of ways: as one cohort (mixed gender), in separate gender groups, 1:1 and on a bespoke basis if needed.

Ethnic, religious and cultural diversity.

Our curriculum of RSE programme acknowledges different ethnic, religious and cultural attitudes to RSE through individual lessons which tackle these issues. We consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds.

Our RSE programme recognises that pupils may come from a variety of family situations and home backgrounds. Different families are acknowledged in the teaching and resources used.

Sexual Orientation.

On average, about 5% of pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. Our RSE programme acknowledge this and include sensitive, honest and balanced consideration of sexuality.

Homophobic bullying is never tolerated. Please see our policy on Safeguarding and child protection and our Anti-bullying policy. <https://www.oxenhopeprimary.org.uk/our-school/policies/>

Special educational needs.

We will discuss the delivery of RSE with parents and carers of children with SEND and we will talk to the child. We will liaise with other professionals about best practise delivery and ensure that needs are met through varying resources, working 1:1 or varying the adult who delivers the programme. This will be done on a bespoke basis and in advance of the delivery.

The teaching programme for Relationships and Sex Education.

We engage in staff training and the use of Coram professionals to ensure that our relationships and sex education is delivered at a level which is appropriate for the children's age and physical development.

We make adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication.

Staff adapt their teaching of relationships and sex education to ensure that pupils who have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids have equal access to the programme.

Pupils with profound and multiple learning difficulties

All pupils are able to access at least the most basic content from the programme, such as self-awareness, gender awareness, body recognition, privacy?

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.

From 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not 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.

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, 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.

Dissemination of the Policy

This policy is disseminated annually to parents and carers to consult upon.

It is also available via the school website <https://www.oxenhopeprimary.org.uk/our-school/policies/>

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.

Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>