



## **Belong Believe Become**

“Do not be afraid: keep on speaking, do not be silent. For I am with you”

Acts 18:9-10

# **Relationships, Sex and Health Education Policy**

Approved by governors: 22<sup>nd</sup> January 2024

Date for review: July 2027

The policy reflects the DfE 2019 Relationships and Sex Education and Health Education guidance, guidance from the PSHE Association and the North Yorkshire Guidance for schools.

### **Definition of RSHE:**

RSHE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, successful family structures, sex and sexual health. RSHE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, computing and others are taught as part of personal, social, health and economic education (PSHE).

### **Aims and Outcomes of RSHE in the curriculum:**

The overall aim of RSHE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse. PSHE and RSHE helps to give children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. PSHE/RSHE helps to develop responsible citizens of the future. Over time, it accumulates knowledge, behaviours and skills that a person can tap into to demonstrate their cultural competence. The focus is how children learn skills and realise talents, develop character and resilience, and learn about British Values, Christian Values, Diversity and Mental Health & Wellbeing, developing pupils' 'cultural capital'.

### **RSHE provides opportunities for pupils to:**

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

## **Morals, Values, Equalities and Safeguarding**

The RSHE curriculum demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

### **How Relationships, Sex and Health Education is organised in the curriculum.**

RSHE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education and Science.

The main RSHE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RSHE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents and carers are informed and can be involved in supporting their child.

- RSHE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- PSHE Ground Rules are used in all PSHE and RSHE lessons.
- Pupils are able to ask anonymous questions by writing a note for the class worry box. This box is found in every class.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Correct medical vocabulary will be used throughout the RSHE and PSHE curriculum

- RSHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- External agencies can be invited to support the delivery of RSHE. These include: the school nurse and the police.
- All input to RSHE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

### **Parental involvement**

The school is committed to working with parents and believes that it is important to have the support of parents and carers and the wider community for the PSHE and RSHE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through parents' evening, in policy development, the school website, displays and an open-door policy. To promote effective communication and discussion between parents and their children we notify parents through our newsletters and parent letters about when particular 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.

### **Parental rights to withdraw their children**

Parents have the right to withdraw their children from all, or part of the RSHE curriculum, except for those parts included within the National Curriculum for Science, which are statutory. Parents must make contact with the Headteacher to exercise their right to withdraw their child from RSHE. Effective methods to communicate the school's approach to RSHE, including the parental right to withdraw their child, are through the school's website and the RSHE policy. Parents are also informed that the RSHE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster Christian and British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

## **Pupil Involvement**

We involve pupils in the development of the RSHE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. The RSHE leader interviews random groups of pupils across the school as part of the monitoring and evaluation process.

## **How the school responds to specific issues related to Relationships and Sex Education**

### **Answering Difficult Questions**

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

### **Ground Rules**

RSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSHE work, in addition to those already used in the classroom.

### **Inclusion**

The RSHE policy reflects and is in line with the schools' equal opportunities policy and the schools ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSHE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at our school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

### **Confidentiality and Child Protection Issues**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. RSHE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead (Mr Matthew Davies) or the Deputy

Designated Safeguarding Lead (Mrs Samantha Bond) who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

### **How the Relationships, Sex and Health Education Programme is Monitored, Evaluated and Assessed**

We ensure that all pupils have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year each year group reviews the RSHE programme they have implemented and pass on any comments to the RSHE leader as part of her monitoring cycle. The RSHE policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy.

### **Professional Development for Staff**

Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and training days.