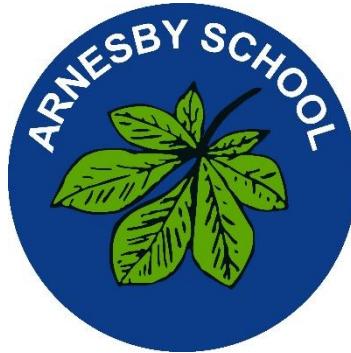


ARNESBY C E PRIMARY SCHOOL

‘Where every child shines’



Relationships, Sex and Health Education Policy

School Values:

Curiosity: opportunities for children to achieve their best and have positive learning attitudes.

Respect and thankfulness: for others, our environment and celebrate our differences.

Independence: a sense of responsibility for ourselves and the world around us.

Resilience: showing courage, determination and perseverance.

Forgiveness and honesty: living by our values and morals.

Teamwork and koinonia: working together in our community with love for all.

“Shout for joy to the LORD, all the earth.”

“Worship the LORD with gladness; come before him with joyful songs.”

“Know that the LORD is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.”

Date of Review:	April 2024
Next Review:	April 2027
Approval By:	Chair of Governors
Review Frequency	Every two years

Arnesby CE Primary School is committed to safeguarding and promoting the welfare of children, and this policy supports this commitment.

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- informal conversations
- teacher/pupil discussions
- briefings for outings and trips (road safety / clever never goes)
- implementing an E-Safety Policy regarding the use of ICT
- an awareness of potential hazards in lessons and identifying risks and danger.

Safeguarding is also about pupils' emotional wellbeing. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness, something that is unacceptable, untoward, or disturbing. Staff promote tolerance and respect for each other and an acceptance of individual differences. They help pupils to develop confidence and resilience and discuss what to do if things go wrong. Staff are approachable and show their willingness to always help pupils.

British Values

At Arnesby C of E Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work, and sharing and working together
- making choices with an understanding that the freedom to choose and to have different views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and are essential for their wellbeing and safety
- an acceptance that other people may have different faiths or beliefs to oneself (or have none), and these are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and 'Fruits of the Spirit' as guidelines for behaviour choices.

Introduction:

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the understanding, skills and knowledge they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

Intent

This policy has been produced to provide our learners with a wide understanding of positive relationships and health, whilst promoting confidence and self-esteem to care for themselves and others safely.

Through our RSHE programme, we hope to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare pupils 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.

Aims and objectives:

This Relationships and Health Policy reflects our school's mission statement, in which we aim for our pupils to flourish and achieve their full potential so that they become good members of the community. We encourage our pupils:

- to tell the truth;
- to respect the rights of others
- to act considerately towards all living things;
- to help those who are weaker and less fortunate than ourselves; ²
- to take personal responsibility for all our actions;
- to develop self-discipline.

Our Relationships and Health Education programme of study aims to prepare children for later life by exploring 6 key strands:

<ul style="list-style-type: none">• Family and Friendships• Health and Wellbeing• Safety and the Changing Body	<ul style="list-style-type: none">• Citizenship• Economic Wellbeing• Identity (Year 6 only)
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These key strands complement our schools Christian Values and will encourage children to promote our values of:

- Trust
- Truthfulness
- Friendship
- Perseverance
- Justice
- Generosity
- Forgiveness
- Respect

These values encourage our children to acquire the key skills and attitudes needed to self-regulate and succeed in life as independent learners, as well as making a positive contribution both to the wider society locally and globally.

Legislation and Guidance

This PSHE Policy has been written to ensure Arnesby Church of England Primary School meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadbased curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'. From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Arnesby Church of England Primary School, both Relationships Education and Health Education are taught through a broad programme of study for PSHE.

Legal Requirements of the School

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy supports legal requirements relating to the following:

- The Equality Act 2010.
- The Education Act 1996.
- Statutory guidance, Keeping Children Safe in Education 2020.

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.

The following policies are also relevant to this Relationships and Health Education policy:

- Safeguarding/ Keeping Children Safe in Education
- Anti-Bullying Policy
- E-Safety Policy
- SEND policy

Definition of relationships education

Our programme of study for PSHE aims to prepare children for life in Modern Britain in the context of 6 key strands, one of which is Family and Friendships (relationships) and Identity (including Sex Education). Relationships education within our programme of study focuses on teaching the characteristics and attributes of forming positive relationships with others, with particular reference to friendships, family relationships, and relationships with other children and adults.

Pupils are taught how to take turns and be considerate towards each other, how to treat each other with respect and kindness, the importance of honesty and truthfulness, permission seeking, consent and the concept of personal privacy. Relationships education explores the importance of respecting

personal space and boundaries, as well as understanding the differences between appropriate and inappropriate (or unsafe) physical contact.

Pupils are taught about what a relationship is, what friendship is, what family means and who the people are that can support them. It is recognised that families of many forms provide a nurturing environment, including single parent families, Lesbian, Gay, Bisexual and Transgender (LGBT) relationships, families headed by grandparents, adoptive parents and foster parents/carers. Therefore, the features of healthy relationships are explored through a range of contexts, enabling pupils to form a strong, early understanding of relationships that are likely to lead to happiness and security, as well as the ability to recognise less positive relationships.

Through our relationships education, pupils will learn from an early age that there are many different types of family and that the term 'relationship' may refer to two people of the same or different gender, ethnicity, race, religion/belief or ability. Promotion of or discrimination towards – any type of relationship shall not occur.

How is RSHE taught?

RSHE works best where regular lessons are taught, giving children the opportunity to make links in their learning and ask questions. Therefore, these lessons will be taught weekly. It is important that RSHE lessons give children enough opportunity to explore and understand the topic fully. As a guide, lessons will usually be 40 – 45 minutes for Key Stage 1 and 50 – 60 minutes for Key Stage 2.

In the EYFS curriculum, Personal, Social and Emotional Development underpins the progression into the National Curriculum area of PSHE. However, it is also covered in the areas of learning - Communication and Language, Physical Development and Understanding the World. PSHE in the EYFS is woven into daily learning through circle time, storytelling and play based learning.

On some occasions, the school will use visitors to enhance the lessons delivered by the class teacher. This could involve, but not exclusive to:

- Drugs and Alcohol Education (eg. The Life Caravan)
- Reduce, Reuse, Recycle
- Road Safety
- Transition events

At our school, additional learning opportunities include:

- Assemblies – Picture News/Roots and Fruits
- School visits and visitors
- Children's Mental Health Week
- The Linking Schools Project
- School Council
- Celebration assemblies
- Curriculum enrichment- i.e. fundraising (Children in Need, Red Nose Day, Jeans for Genes)
- Nurture/Friendship groups
- After School Clubs

Roles and Responsibilities

Headteacher

The responsibilities of the Headteacher are:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education. ● Keeping subject information up-to-date, including on the school website.

Subject Co-ordinator

The Subject Co-ordinator's responsibilities are:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues and provide training as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Overseeing external visitors and resources used in RSHE.

Governors

The Governor responsible for RSHE:

The responsibilities of Governors are:

- Overseeing the development and delivery of RSHE.
- Ensuring a broad and in-depth RSHE curriculum is being provided. ● Keeping up-to-date with the development of RSHE.
- Monitoring and evaluating RSHE and providing necessary reports.

All Staff

The role of all staff within the school are vital. The roles of staff are:

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Who teaches it

RSHE will be taught weekly by your child's class teacher.

- Peace (EFYS): Mrs Cox
- Peace (Year 1 and 2): Mrs Cox
- Courage (Year 3 and 4): Mrs James
- Endurance (Year 5 and 6): Mr Kearney

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Curriculum Content

At Arnesby Church of England Primary School, we follow the Kapow Mixed Age scheme of learning, which provides full curriculum coverage, including all the statutory content, for each year group. Within the curriculum, there are 6 key strands which will be taught across the whole school.

The 6 key strands are:

- Family and Friendships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Identity (Year 6 only)

Areas taught within these key strands include:

Families and relationships	Health and wellbeing	Safety and the changing body
How to form and maintain friendships	Mental health and wellbeing	Online safety
Importance of family	Healthy eating	Safety around adults
Different types of families	Physical activity	Understanding their body
Dealing with problems in friendships	Dental health	Physical changes during puberty
Online relationships, including staying safe	Importance of sleep	Emotional changes during puberty
Stereotyping	Medicines	Asking for help when needed
	Tobacco	
	Alcohol	
	First aid	

Scheme of learning

Lessons in **red** should ideally be taught to individual year groups in separate spaces. This is due to the nature of the content. The lessons which are underlined denote those which parents have the right to withdraw their child from.

Year 1 and 2

Families and Relationships		Health and Wellbeing	
Cycle A	Cycle B	Cycle A	Cycle B
Introduction: Setting Ground Rules	Introduction: Setting Ground Rules	Understanding my feelings	Understanding my feelings
Family	Family	Relaxation – laughter and progressive muscle relaxation	Steps to Success
Friendships	Friendships	What am I like?	Developing a growth mindset
Families are all different	Other people's feelings	Ready for bed?	Being Active
Other people's feelings	Getting along with others	Hand washing and personal hygiene	Relaxation: breathing exercises
Getting along with others	Friendship problems	Sun safety	Healthy Diet
Friendship problems	Gender Stereotypes	Allergies	Looking after our teeth
Gender Stereotypes		People who help us stay healthy	
Safety and The Changing Body		Citizenship	
Cycle A	Cycle B	Cycle A	Cycle B
Communicating with adults	Communicating with adults	Rules	Rules
People who help to keep us safe in our local community	Road Safety	Similar, yet different	Similar, yet different
Road Safety	Safety at home	Belonging	Caring for others: animals
Safety with medicines	Safety with medicines	Job roles in the community	The needs of others
Making a call to the emergency services	What to do if I get lost	Our school environment	Democratic decisions
The difference between secrets and surprises	The internet	Our local environment	School Council
Appropriate contact	Appropriate contact		Giving my opinion
My private parts are private	My private parts are private		
Economic Wellbeing			
Cycle A	Cycle B		
Money	Money		
Needs and Wants			
Looking after Money	Saving and Spending		
Banks and Building Societies	Banks and Building Societies		
Jobs	Jobs		
Transition Lesson			

Year 3 and 4

Families and Relationships		Health and Wellbeing	
Cycle A	Cycle B	Cycle A	Cycle B
Introduction: Setting Ground Rules	Introduction: Setting Ground Rules	My healthy diary	My healthy diary
Friendship Issues and Bullying	Friendship Issues and Bullying	Diet and dental health	Looking after our teeth
The effects of bullying and the responsibility of the bystander	Healthy Families	Relaxation: stretches	Relaxation: visualisation
Stereotyping: Gender	Stereotyping: Gender	Wonderful me	Meaning and purpose: my role

Stereotyping: Age/Disability	Stereotyping: Age/Disability	My superpowers	Resilience: breaking down problems
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Healthy Friendships - Boundaries	How my behaviour affects others
Learning who to trust	Effective communication to support relationships
Respecting differences	Respect and manners
Change and Loss – Bereavement	Respecting differences
Safety and The Changing Body	
Cycle A	Cycle B
Be kind online	Fake Emails
Cyberbullying	Internet safety: age restrictions
Share Aware	Consuming information online
Privacy and Secrecy	Tobacco
First aid: Bites and Stings	First Aid: asthma
Alcohol and Tobacco	Alcohol and Tobacco
Year 3: First Aid: Emergencies and calling for help Year 4: Introducing Puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing Puberty
Year 3: Road safety Year 4: Growing Up	Year 3: Road safety Year 4: Growing Up
Economic Wellbeing	
Cycle A	Cycle B
Spending Choices	Spending Choices
Budgeting	Budgeting
Money and Emotions	Money and Emotions
Jobs and careers	Jobs and careers
Gender and Careers	Gender and Careers
Transition Lesson – coping strategies	

Celebrating Mistakes	Emotions
My Happiness	Mental Health
Citizenship	
Cycle A	Cycle B
Recycling/ Reusing	Recycling/ Reusing
Local Community buildings and groups	Local Community buildings and groups
Local council and democracy	Local council and democracy
Rules	Diverse communities
Rights of the child	Rights of the child
Human rights	Charity

Year 5 and 6

Families and Relationships		Health and Wellbeing	
Cycle A	Cycle B	Cycle A	Cycle B
Introduction: Setting Ground Rules	Introduction: Setting Ground Rules	Relaxation: Yoga	Relaxation: Mindfulness
Build a friend: what makes a good friend	Friendship skills	The importance of rest	What can I be?
Respect	Respect	Embracing failure	Taking responsibility for my health
Respecting myself	Resolving conflict	Going for goals	The impact of technology on health
Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox
Bullying	Stereotyping	Healthy meals	Immunisation
Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns
Challenging stereotypes	Change and loss		Good and Bad Habits
Safety and The Changing Body		Citizenship	
Cycle A	Cycle B	Cycle A	Cycle B
Online Friendships	Critical digital consumers	Breaking the law	Pressure groups
Staying Safe Online	Social media	Prejudice and discrimination	Valuing Diversity
First Aid: Choking	First Aid: Bleeding	Protecting the planet	Food choices and the environment
Alcohol	First Aid: Basic Life Support	Contributing to the community	Caring for others
Drugs, Alcohol and Tobacco: Influences	Year 5: Puberty	Rights and responsibilities	Rights and responsibilities

	Year 6: Physical and Emotional changes of puberty		
Year 5: Puberty Year 6: Physical and Emotional changes of puberty	Year 5: Menstruation Year 6: Conception	Parliament and national democracy	Parliament and national democracy
Year 5: Menstruation Year 6: Conception	Year 5: Puberty Year 6: Pregnancy and Birth		
Year 5: Puberty Year 6: Pregnancy and Birth			
Year 5: Menstruation Year 6: Conception			Identity
Cycle A	Cycle B	Cycle A	Cycle B
Borrowing	Attitudes to money	Year 6: What is Identity?	Year 6: What is Identity?
Income and expenditure	Keeping money safe	Year 6: Gender Identity	Year 6: Gender Identity
Prioritising spending	Stereotypes in the workplace	Year 6: Identity and Body Image	Year 6: Identity and Body Image
Risks with money	Gambling		
Careers	Careers		
Transition Lesson – roles and responsibilities			

Teaching and Learning

At Arnesby Church of England Primary School, we promote the needs and interests of all children, inclusive of gender, culture and ability. Our RSHE programme is delivered in line with the teaching and learning policy.

In relation to those with Special Education Needs and Disabilities (SEND), we will follow our SEND policy and differentiate our teaching to ensure that appropriate provision is made.

All pupils will be taught RSHE and our approach to teaching and learning considers the pupil's age, ability, emotional maturity and cultural background to ensure that all can access the curriculum.

Lessons will include content that will tackle discrimination and foster good relationships.

As this subject deals with real-life experiences, it is important to establish a safe and positive learning environment in RSHE using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- 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.
- Using a variety of groupings to enhance learning.

Monitoring and Evaluation

Learning is monitored through A3 class RSHE books. Each class will have a book that represents a range of the children's work with their RSHE learning throughout the school year.

The Headteacher and Subject Co-ordinator will be responsible for monitoring and evaluating RSHE in line with other subjects. The Headteacher and Subject Co-ordinator will monitor and evaluate the RSHE programme through:

- The evidence of learning.
- feedback from staff.
- feedback from parents and carers.
- feedback from children.
- learning walks or observations.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all

abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent/guardian you do not have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Sensitive Conversations

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to ensure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

Sex Education

The national curriculum expresses that Sex Education should be taught in primary schools. The DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and the physical and emotional maturity of their pupils so they are prepared for the changes that adolescence brings and how a baby is conceived and born.

Sex Education and Identity is taught in our school in order to support pupils' ongoing physical and emotional development and prepare them for their transition to secondary school. Sex Education is taught as part of our PSHE sessions in Years 5 and 6.

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

Right to withdraw from sex education.

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education but schools make the decision on how they will teach this.

There is no legal requirement for schools to teach sex education but the government recommends children learn about some key areas before they leave primary school. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life. Schools and the government recognise the important role parents/guardians play in educating their children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

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.

Prior to teaching sensitive topics such as sex education, a consultation period will take place where the content of these lessons are explained, this is to allow parents/guardian time to consider the content and to withdraw their child if they so wish.

If a parent wishes to withdraw their child from Sex Education lessons, they must write a letter to the headteacher. A parent may then be invited in to have a meeting with the headteacher to have their concerns addressed and outline the impact on the child missing the sex education lessons.

The decision on the withdrawal will be kept on file and class teacher will then be made aware prior to teaching the lesson.

Alternative arrangements will be made for the child during the sex education lesson that the child will not attend.

Parents/Guardians have the opportunity to withdraw their children from two lessons in Year 6:

- Year 6: Conception
- Year 6: Pregnancy and Birth

Safeguarding within RSHE

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to the school's safeguarding policies and Keeping Children Safe in Education and procedures must be followed to deal with these appropriately.

The Subject Co-ordinator should discuss with the Designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Approval and Review

This policy was reviewed and adopted in **April 2024**.

This policy will be reviewed every **three** years from the date of approval by the Governors in line with the school's policy review schedule.

Policy to be reviewed in light of the new Government guidelines for September 2026