LINCOLN ANGLICAN ACADEMY TRUST
DIOCESE OF LINCOLN

Relationships, Sex and Health Education (RSHE) Policy

Weston St Mary
CE Primary School

Reviewed by:	Date:	Changes made:
LGB	March 2025	Added teaching strategies in section 4 Added Equality, Inclusion and Support section (5) Updated section 6 Added Confidentiality, Safeguarding and Child Protection section (7)
LGB	May 2023	Change of Policy Name Reference made to Health Education throughout
LGB	11th May 2021	Change of Policy Name only
LGB	June 2020	New Policy

Relationships, Sex and Health Education (RSHE) Policy

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships and Health Education (RHE) compulsory for all pupils receiving primary education and Relationships, Sex and Health Education (RSHE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. The regulations also set out the rights of parents/carers to withdraw pupils from Sex Education but not from Relationships or Health Education. The DfE statutory guidance on Relationships and Health Education (RHE) and Relationships, Sex and Health Education (RSHE) can be found here –
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSHE__and_Health_Education.pdf

Weston St Mary Church of England Primary School
"Inspire Believe Achieve"

This policy has been developed in consultation with all stakeholders, including governors, staff, pupils and parents/carers.

A Definition of Relationships, Sex and Health Education for Church Schools

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.
Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction.
Parents/carers do not have the right to withdraw from this aspect of the curriculum.

1. Statutory Requirements

As a primary church academy, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum, but we are required to offer all pupils a curriculum that is similar in breadth and depth to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained within the Primary Science curriculum.

In teaching RSHE, we have regard to the guidance issued by the secretary of state as outlined in in section 403 of the Education Act 1996.

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver relationships education in primary schools

2. Our Aims of the RSHE Curriculum

The aims of the RSHE curriculum within our school are to:

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

3. RSHE Curriculum

Our RSHE curriculum has been developed by Jigsaw PSHE and the decision to implement this scheme of work was taken into careful consideration and consultation with various stakeholders, including governors, staff and pupils but also it was taken into account the context of the school and our pupils.

Topics that are covered within the scheme are:

- *Being Me in My World*
- *Celebrating Difference*
- *Dreams and Goals*
- *Healthy Me*
- *Relationships* and
- *Changing Me*

RSHE is taught as part of the broader PSHE spiral curriculum and is also planned into the context of our broader curriculum intent. The delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be

treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves and recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability. SMSC (Social Moral Spiritual and Cultural) and British Values are mapped into and are included in each and every lesson.

4. Delivery of RSHE

RSHE is taught as part of the broader PSHE curriculum. Biological aspects of RSHE are taught within the Primary Science Curriculum and some elements of RSHE may be taught within the RE curriculum, particular with relation to a range of views on relationships from religions and various worldviews.

Teaching is delivered by class teachers. The school will use a range of resources that are developed alongside the Jigsaw PSHE scheme of work to deliver effective RSHE and all staff involved in delivering RSHE will receive appropriate training and support.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex.
To achieve this, a number of teaching strategies may be used:
- Establishing ground rules with pupils;
- Dealing with children's questions in an appropriate manner;
- Using discussion and the appropriate materials;
- Encouraging reflection;
- Use strategies for pupils who may not wish to raise suggestions in front of others.

Pupil progress and attainment in RSHE will be monitored throughout the year by the teacher using teacher assessments.

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc.

The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).

For more information about the delivery of RSHE, please contact the school's reception and your questions or concerns will be passed on to the relevant person who can answer them.

5. Equality, Inclusion and Support

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality. Duty to ensure those with protected characteristics do not face discrimination.

Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at our school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

Additional Needs
Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils
Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE
Safe Learning in RSHE It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to a question box into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

6. Parental Right to Withdraw from Sex Education

Parents/guardians do not have the right to withdraw their children from Relationships Education.
Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum.
Parents have the right to withdraw their children from the non-science elements of Sex Education, however, as Weston St Mary C of E is a primary school, only RSHE (Relationship and Sex Education) is delivered.
Requests for withdrawal should be put in writing to the Head Teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale.
Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

7. Confidentiality, Safeguarding and Child Protection

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection procedures in line with Keeping Children Safe in Education.

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear

that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

8. Training

Staff will be trained and upskilled on the delivery of RSHE as part of their induction to the school and it will also be included in our continual professional development calendar throughout the year.

9. Monitoring arrangements

The delivery of PSHE including RSHE will be monitored by the Senior Leadership Team within the school. This monitoring will include planning and work scrutinies, lesson observations, learning walks and listening to the pupil's voice etc.
The pupil's development and progress within PSHE and RSHE lessons will be monitored by the teacher who delivers the lessons as part of our internal assessment systems.

This policy will be monitored and reviewed by Executive Head, Head of School and Governing Body

Review Date: March 2027