

Relationships, Sex and Health Education Policy



Christ Church
C of E Primary School

CONTEXT

Our children learn about relationships and sex from the very youngest age, even if we don't talk directly with them about it. A child's learning about relationships and sex will primarily come from their parents or carers, and schools should always work in partnership with home. Parents and carers need to know that the school's RSHE programme will complement their role and support them in the education of their child in this important area.

The school will ensure that parents' and carers' views are heard and that taught RSHE is culturally appropriate and inclusive of all our children.

With this in mind, the school has consulted the pupils on what they feel they need to know more about and what they already know about in order to help us re design the RSHE curriculum with them at the for front. Additionally, we have consulted parents through a curriculum evening, sharing with them the draft RSHE policy and where we hope to take the next curriculum.

As a Church of England school RSHE will be consistent with the school's Christian ethos and values:

- RSHE should emphasise respect, compassion, loving care and forgiveness.
- RSHE should be taught in the light of belief in the absolute worth of all people and the unconditional infinite love of God.
- RSHE should be sensitive to the circumstances of all children and be mindful of the variety of expression of family life in our culture.
- RSHE should be taught in the context of eliminating discrimination against any individual in our society.

RATIONALE

What is RSHE and what is its aim?

The aim of Relationships, Sex and Health Education is to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities , responsibilities and experiences of life.

What are the elements of RSHE?

There are 9 overarching elements to RSHE which work to develop the pupils' knowledge and understanding, attitudes and values and personal and social skills. The 9 elements that will be covered are:

- Healthy Relationships
- Money
- Rights and Responsibilities
- Healthy Lifestyles
- Keeping Safe
- Media Influence
- Hurtful Behaviour and Anti-bullying
- Valuing Difference
- Growing and Changing

What is our school's approach to RSHE?

At Christ Church C of E Primary School the RSHE curriculum is taught through a planned PSHE programme, which has been re developed to focus on the areas the children feel they need to know more about following a pupil voice. This is in line with the National Curriculum including the science programme of study and with the support of some external agencies.

EQUAL OPPORTUNITIES

What is the school's approach to equal opportunities?

The school strongly believes that all pupils should have access to RSHE that is relevant to their needs.

When teaching about 'Growing and changing' in KS2 children are split into gender groups and this is taught by a familiar adult in order to enable to children to have the opportunities to ask more personal or gender specific questions should they wish to.

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of Relationships and Sex Education.

THE TEACHING OF RSHE

The RSHE Curriculum

By the end of KS1 children will have learn about:

- Responsibility
- Growing Up
- People who help us
- Keeping ourselves clean
- Changes and Life Cycles
- Changes– The Human Life Cycle
- Being Unique
- Personal Hygiene
- The 'PANTS' Rule

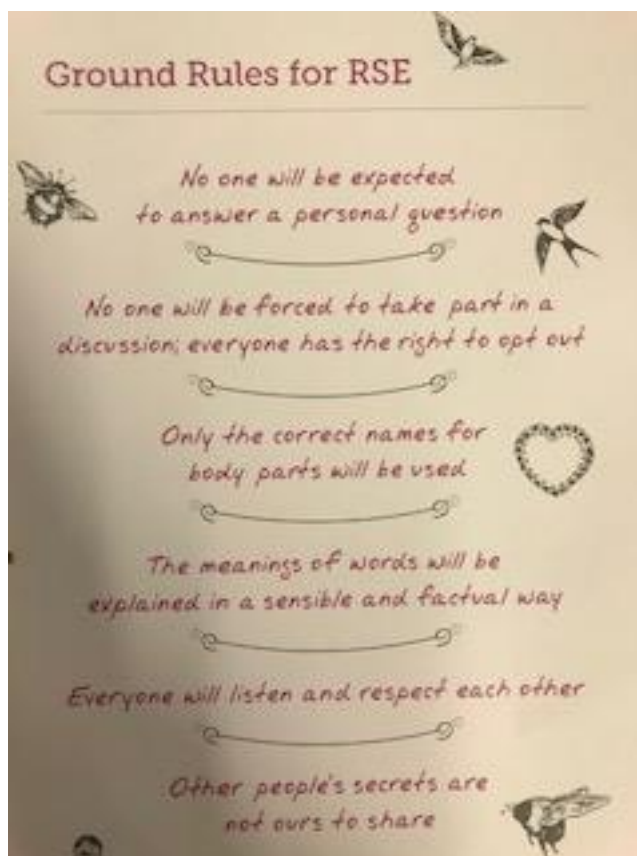
During the teaching of PHSE and RSHE the children in KS1 will be taught in their normal class groups by the class teacher.

By the end of KS2 children will have learnt about:

- Similarities and Differences – Body parts
- Where do babies come from?
- Changes– Physical, Becoming Independent, Responsibilities, Emotional
- Similarities and Differences – Reproductive Organs
- Type of Love
- Personal Hygiene – Hand Washing, Infection, Anti-biotics, Keeping Clean
- Genetic Inheritance
- Life Cycle (including births and new babies)
- Relationships

During the teaching of PHSE and RSHE the children in KS2 by the class teacher as a whole class for many aspects of the PHSE and RSHE Curriculum. Some aspects of the curriculum will see the KS2 children taught by their class teacher or another familiar teacher in the school in single gender groups.

During all RSHE sessions the ground rules will be discussed at the start of the session these are:



PUPIL QUESTIONS

Staff will try to answer questions raised by the children. Question boxes will be available for children to ask questions anonymously, these will be accessible at any time. At the end of each session there will be a question and answer sessions, open to all pupils.

Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored.

CONFIDENTIALITY

Dealing with disclosures

If a disclosure is made staff will follow the school's safeguarding policy. A member of staff cannot promise confidentiality if a concern exists.

MONITORING AND REVIEWING

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for PSHE. The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.

When reviewing the policy pupil voices will be carried out and consultations will be held with parents.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

Appendix One – PSHE overview with RSHE aspects highlighted.

Christ Church C of E Primary

PSHE Scheme of work – Whole School overview. Aspects relating to RSHE policy highlighted in grey

	Autumn Term Value: Compassion PSHE focus: Relationships	Spring Term Value: PSHE focus: Living in the Wider World	Summer Term Value: Courage PSHE focus: Health and Well being
Year 3/4	<p>Topic:</p> <p><u>Friendships</u> R10: about the importance of friendships; strategies for building positive friendships; how positive friendships supports wellbeing. R11: what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R12: to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. R13: the importance of seeking support if feeling lonely, bullied or excluded. R14: that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R15: strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online</p>	<p>Topic:</p> <p><u>Shared Responsibilities</u> L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws. L2: to recognise there are human rights, that are there to protect everyone. L3: about the relationships between rights and responsibilities. <u>Communities</u> L6: about the different groups that make up their community; what living in a community means. L7: to value the different contributions that people and groups make to the community. <u>Economic Well-being: Money</u> L20: to recognise that people make spending decisions based on priorities, needs and wants. L21: different ways to keep track of money. L22: about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. <u>Economic Well-being: Aspirations, work & career</u></p>	<p>Topic:</p> <p><u>Healthy Lifestyles</u> H4: how to recognise that habits can have both positive and negative effect on a healthy lifestyle. H5: about what good physical health means; how to recognise early signs of physical illness. H6: about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. <u>Mental Health</u> H17: to recognise that feelings can change over time and range in intensity. H18: about everyday things that can affect feelings and the importance of expressing feelings. H20: strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21: to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>

<p>actions on others.</p> <p>R21: about discrimination: what it means and how to challenge it.</p> <p>Safe Relationships</p> <p>R22: about privacy and personal boundaries; what is appropriate in friendship and wider relationships (including online).</p> <p>R23: about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>R28: how to recognise pressure from others to do something unsafe or something that makes them feel uncomfortable.</p> <p>Respecting themselves and others</p> <p>R31: to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>Keeping Safe</p> <p>H37: reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>H42: about the importance of keeping personal information private; strategies for</p>	<p>L25: to recognise positive things about themselves and their achievements, set goals to help achieve personal outcomes.</p> <p>L26: that there is a broad range of different jobs/careers, that people can have; that people often have more than one career/type of job during their life.</p> <p>L27: about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>	<p>Ourselves – Growing and Changing</p> <p>H25: about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26: that for some people gender identity does not correspond with their biological sex.</p> <p>H28: to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H27: to recognise their individuality and personal qualities.</p> <p>H29: about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>Keeping Safe</p> <p>H43: about what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>H44: how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>
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	keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.		
Year 5/6	<p>Topic:</p> <p>Families and Close relationships</p> <p>R1: to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2: that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>R3: about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>R4: that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>Respecting themselves and others</p> <p>R32: about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to</p>	<p>Topic:</p> <p>Media Literacy / Digital Resilience</p> <p>L11: recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12: how to assess the reliability of sources of information online; and how to make safe; reliable choices from search results.</p> <p>L13: about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>L15: recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>Economic Well-being: Money</p> <p>L17: about the different ways to pay for things and the choices people have about this.</p> <p>L18: to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L24: To identify the ways that money can impact on people's feelings and emotions.</p> <p>Economic Well-being: Aspirations, work & career</p> <p>L30: about some of the skills that will help</p>	<p>Topic:</p> <p>Healthy Lifestyles</p> <p>H1: how to make informed decisions about health.</p> <p>H2: about the elements of a balanced, healthy lifestyle.</p> <p>H3: about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>Mental Health</p> <p>H15: that mental health, just like physical health is part of daily life; the importance of taking care of mental health.</p> <p>H16: about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H22: to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>H23: about change and loss, including death, and how these can affect feelings; ways of</p>

<p>their own.</p> <p>R34: how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p><u>Drugs, Alcohol and Tobacco</u></p> <p>H46: about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47: to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>H48: about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>H49: about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>H50: about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>	<p>them in their future careers e.g. teamwork communication and negotiation.</p> <p>L31: to identify the kind of job that they might like to do when they are older.</p> <p>L32: to recognise a variety of route into careers e.g. college, apprenticeship, university</p>	<p>expressing and managing grief and bereavement.</p> <p>H24: problem-solving strategies for dealing with emotion, challenge and change, including the transition to new schools.</p> <p><u>Ourselves – Growing and Changing</u></p> <p>H33: about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>H34: about where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H35: about the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36: strategies to manage transitions between classes and key stages.</p> <p><u>Keeping Safe</u></p> <p>H45: that radicalisation is a process where a person comes to adopt increasingly extreme ideas.</p>
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