



St Nicolas C of E Academy

Together We Flourish

*Relationships, Sex and
Health Education Policy*

Written: Summer 2023



St Nicolas CofE Relationships, Sex and Health Education Policy

Vision and Ethos

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Our vision draws inspiration from the Parable of the Sower which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament.

A farmer sows seed in a field:

- Some seed falls on the paths, and the birds quickly eat it.
- Some seed falls where there are rocks, and not much soil. Plants grow quickly, but soon the sun dries them. There is not enough soil, and the plants die.
- Some seed begins to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.
- But some seeds fall on rich soil. So, the plants flourish.

We strive to provide the rich soil that enables our children and adults to develop the deep roots that they need to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom, where everyone feels valued and has respect for themselves and others, and hope for the brightest future.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential.

To realise our mission, we endeavour to live out our vision through our school motto:

Together We Flourish

Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:

- Love (Compassion and Friendship)
- Peace
- Thankfulness
- Perseverance
- Respect
- Hope

Equalities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2020.

The policy was created by the subject leader for PSHE in consultation with staff and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships, Health and Sex Education (RSHE).

RSHE is "learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline". (Brook, SEF, PSHE Association, 2014:3)

At St Nicolas CE Academy we believe that RSHE helps keep our children safe from harm through our safeguarding procedures and teaching every pupil how to care for their bodies and protect themselves from physical and emotional harm. RSHE lessons are part of our planned PSHE programme and they support our duty to safeguard pupils.

Policy Aims and Objectives

At St Nicolas CE Academy, RSHE reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSHE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSHE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

St Nicolas CE Academy believes in working in partnership with parents and carers and understands the importance of sharing our RSHE programme and RSHE policy with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To understand the importance of safe and stable relationships that promote respect, love and care.
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.

- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To develop resilience and positivity when responding to influences that may affect body image.
- To reinforce and develop pupils' understanding of how to stay safe online.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour.
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

Organisation and Delivery of RSHE Programme

The PSHE subject leader and headteacher are responsible for the organisation of RSHE at St Nicolas CE Academy. RSHE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, and PSHE. RSHE is taught within the curriculum and is delivered by the class teacher.

Visiting speakers from the community, e.g. health promotion specialists, school nurse team, community police and fire officers, make a valuable contribution to the RSHE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSHE curriculum.

Whilst many aspects of RSHE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child. RSHE is taught following the Jigsaw and the Protective Behaviours Programmes as they cover all aspects of Relationships, Sex and Health Education (RSHE) within the context of full PSHE programmes in an age-appropriate way.

Early Years Foundation Stage (EYFS)

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Foundation Stage. Through the EYFS Curriculum children are taught to play cooperatively, take turns with others, and learn to show sensitivity to other's needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about 'Understanding the World', children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Learning and development opportunities for RSHE are interwoven through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

Key Stage 1

Through the Science curriculum and in PSHE children learn to identify, name and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. Through the PSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. They learn the difference between 'safe' and 'unsafe' secrets and how they can seek help if needed. Children are taught the importance of self-respect and how stereotypes can be unfair and negative. Through PSHE and computing, children are taught about online relationships and how to stay safe online. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

Key Stage 2

Through the Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Children in KS2 are introduced to puberty and conception during discrete PSHE lessons. Upper KS2 learn about menstrual wellbeing and key facts about the menstrual cycle. Through the Computing curriculum and PSHE lessons, children learn about appropriate use of social media, cyber-bullying and what to do if they are asked to send inappropriate content via a social media platform. Children are prepared for their secondary school transition and for the advance demands of social media.

Through the PSHE and RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures. Children know how to seek support and who from if needed.

Sex Education is taught as a discrete subject to children in Year 5 and 6 during the summer term. In Year 5 Children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings. Lessons focus on the key questions: What are the differences between male and female bodies? How have our bodies changed since we were born? What is puberty? How does your body change? What are the reasons for this change? What is menstruation and why does it happen?

In Year 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition, they will learn about healthy and loving relationships. Lessons focus on the key questions: How do our bodies work? How do we cope with changing emotions and relationships? What is a loving relationship? What is a sexual relationship? How is a baby conceived? What influences our body image?

Equal Opportunities

The RSE programme will be delivered in accordance with the school's Inclusion Policy and the Diocese of Coventry Multi Academy Trust Equalities Statement. Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

Right of Withdrawal

St Nicolas CE Academy will inform parents when aspects of the Sex Education programme are taught. Parents have the right to withdraw their children from the aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons. Relationships and health education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons. However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSHE matters which arise outside specific sex education classes. Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. In these circumstances, the Designated Safeguarding Leads (DSLs) should be informed. No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Evaluation, Review and Revision

The delivery of RSHE is monitored by the PSHE curriculum leaders through learning walks, feedback from staff and children and book trawls. Pupils' development in RSHE is monitored by class teachers.

This policy was written in Summer 2023. It will be reviewed in three years' time or before, if it is felt appropriate. It was drawn up in consultation with, and reflects the consensus of opinion of, the Headteacher, members of the teaching staff and members of the Governing Body.