



Relationships, Sex and Health Education Policy (RSHE)

Date adopted by Local Governing Body: October 2024

Date of next Review: March 2027

Statement of Values and Ethos

This policy covers Brenzett Church of England Primary School's approach to Relationships, Sex and Health Education (RSHE). The purpose of this education is to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives, understanding and being respectful of beliefs and lifestyles different to their own, whilst recognising what constitutes respectful and positive relationships with others.

[‘We seek to provide a Christian ethos and education which promotes the all round development of each child and enables them to achieve success and gain a sense of self worth.’](#)

We acknowledge ‘Valuing all God’s children’ – giving pupils opportunities to value themselves and their bodies. Relationships and sex education being inclusive, nurturing and respectful and taking into account LGBTI+

Legal Framework and national guidance

The Department for Education statutory guidance, issued under Sections 34 and 35 of the Children and Social Work Act 2017, makes it a requirement for all primary schools to teach Relationships and Health Education from September 2020. It is advised that schools have a Sex education programme in place but this is not statutory.

This guidance does not form a National Curriculum but instead gives schools guidance on age-appropriate compulsory subject content whilst giving schools “flexibility to shape their curriculum according to the needs of their pupils and communities”. In primary schools this is

defined as “the key building blocks of healthy, respectful relationships, focussing on family and friendships, both on and offline”.

As a Church of England school, we will approach RSHE in a faith sensitive and inclusive way.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Key learning outcomes

- To care about others and to be sensitive to their needs and views
- To know the importance of conscience, Christian values and moral considerations
- To accept differences between people, not exploit them
- To know the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- To know the importance and responsibilities of the family unit for all its members
- To respect oneself and others
- To be honest, loyal, trustworthy and faithful in relationships
- To take responsibility for one’s actions in all situation
- To explore, consider, understand and reflect as part of decision making
- To manage emotions and relationships confidently and sensitively
- To develop empathy for others
- To manage conflict
- To have confidence in talking, listening and thinking about feelings and relationships.
- To know the scientific names for parts of the body and describe how their bodies work
- To know how to protect themselves and ask for help and support
- To be prepared for their development into adulthood
- To know the Christian definition of love in its different forms and contexts ¹
- To form positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Moral Framework

Pupils will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and of others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Curriculum Content Overview

We view the delivery of quality RSHE as a tool to safeguard children. We will ensure that teaching and resources meets the needs of all pupils, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded through the PSHE (Personal, Social and Health Education) and RSHE curriculum rather than taught as a one-off event. If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead.

At BrenzettC of E Primary School, RSHE plays a very important part in fulfilling the statutory duties outlined in the guidance provided in the "Relationships and Sex Education, and Health Education" DfE guidance (2019). This is taught as part of a broad and balanced curriculum through the Jigsaw PSHE scheme of work, with RSHE topics covered as outlined below:

- Half term 4: Healthy me (taught from Y3- Y6) covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.
- Half term 5: Relationships. The Relationships unit, taught in half term 5, has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.
- Half term 6: Changing me (Sex education content taught only in Y5 and Y6) It deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary

school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. Children will learn about how people and bodies change which helps prepare them for puberty and a safe space is created for pupils to ask questions. Experience has taught us that many pupils are anxious about puberty and find these sessions supportive and helpful. This Puzzle piece links with the Science curriculum in teaching children about life cycles, babies and puberty.

In addition to PSHE Jigsaw programme, RSE is also delivered through Science, RE and additional PSHE.

The National Science Curriculum (which is compulsory in Key stages 1 – 4) includes the following:

- 'All children need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

Occasionally, issues about RSE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned RSE curriculum and consideration must be given, as parents or carers cannot withdraw their children in these circumstances.

Pedagogy:

The curriculum content will be taught by class teachers as part of our wider Jigsaw PSHE curriculum, using a range of resources and teaching methods. Pupils are taught, not only factual knowledge about the curriculum area, including the correct vocabulary, but also to reflect on, and develop, their skills and attitudes. This includes challenging stereotypes and learning to resist peer pressure.

Teaching staff receive training on the content of the curriculum and best practice for teaching these topics, in order to best support pupils.

Ground rules will be agreed by pupils and teachers prior to commencement of the lessons. No personal information will be shared and distancing techniques such as using fictional case studies and the third person will be used.

Pupils will have the opportunity to ask any questions they have both during the lesson and via the use of a question box at the end of lessons. Any safeguarding concerns will be dealt with according to our safeguarding policy. If pupils have questions which are outside of the typical content for their age and stage of development teachers will use their professional judgement to determine whether the question will be answered in the whole class setting, in a private conversation with the pupil involved or whether the topic is deemed to be outside of the appropriate content for that pupil's age and development in which case the question will not be answered and the pupil will receive feedback as to why.

Some lessons will be taught in mixed gender classes and some lessons will be offered to girls and boys in separate groups. These will be taught in the child's specific year group so that the content is age appropriate.

Where it is known that a situation in a pupil's personal life may affect their engagement with a particular topic within RSHE (for example some specific safeguarding issues), staff will work with pupils in advance to prepare them for the topic area.

Language and Ground Rules in RSE lessons

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way

Girl's understanding of period products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing, and the safe disposal of, period products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate period products during school time.

Information for parents

Brenzett recognises the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

Relationship education is embedded throughout the year in all year groups, however, parents/carers are informed about Brenzett's RSE curriculum annually in term 5, before the Changing Me unit, which focuses more heavily on relationships, reproductive anatomy and puberty. Parents/carers will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and are invited to ask any questions they have.

From September 2020, Relationships and Health Education became compulsory in all primary schools and parents/carers do not have the right to withdraw their children from these subjects. We believe that this work is an important part of safeguarding children as knowledge empowers them, helps them to stay safe and cope with puberty by understanding why their bodies will change. These lessons are delivered in an age appropriate way and are best taught before pupils experience puberty so that when they encounter these changes, and other related life experiences, they are well informed, able to understand their feelings and equipped with the knowledge to make the right choices for them. We appreciate the sensitivity and concerns some parents may feel towards RSE and, therefore, we encourage open and honest communication.

Christian Context

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and RSE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

For academies with a Distinctive Foundation all RSE should be set in a context which is consistent with the Academy/School's Trust Deed, Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, permanence and lifelong fidelity)²
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Sex education is an integral part of the personal, social and health education curriculum, taught within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Relationship and sex education will be used to inform children about sexual issues whilst paying strong regard to matters of morality and individual responsibility, in a way that allows children to ask and explore moral questions.

The key attitudes at the heart of RSE curriculum are: Respect, compassion, loving care and forgiveness and are the core messages given.

Differentiation and special educational needs

Brenzett will ensure that our teaching and materials are appropriate to the pupils whilst making it accessible to those with SEND. We are aware that while some pupils may have a fairly broad knowledge of issues, there are those with little knowledge at all. Teachers will be

sensitive to this and lessons planned to take account of the pupils' age, experience and maturity. Often, pupils with SEND are our most vulnerable pupils and so it is essential that these children are given the knowledge and skills to equip them through their puberty and beyond.

Equal Opportunities

RSE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSE will be available to all pupils regardless of gender, culture or disability.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Members of the clergy or church groups may be called upon. Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Responsibilities and Monitoring

All teachers are responsible for delivering the PHSE Curriculum in line with this policy. The PSHE leader will monitor and evaluate the effectiveness PHSE across the school alongside senior leaders and governors.

Other policies linked to this policy

Child Protection

See Safeguarding Policy (With reference to Abuse, Forced Marriages and Female Genital Mutilation where appropriate). Always discuss concerns with the designated member of staff.

Equal Opportunities

See our Equal Opportunities policy which is intended to help to ensure that this school promotes the individuality of all children, irrespective of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, (as defined by 2010 Equality Act).