



*Giving our children the best possible start to the rest of their lives*

CROCKHAM HILL C E PRIMARY SCHOOL

Policy Statement for Relationships, Sex and Health Education (RSHE)

<b>Review Body:</b>	Teaching and Learning Team
<b>Leadership Group Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	Statutory
<b>Review Period:</b>	3 year cycle
<b>Reviewed:</b>	September 2020
<b>Next Review:</b>	September 2023

Approved by xxx on xxx

## **Rationale**

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

*"So God created humankind in his image, in the image of God he created them"*  
(Genesis 2:7)

*"I have come in order that you might have life - life in all its fullness"*  
(John 10:10)

At Crockham Hill Church of England School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Crockham Hill Church of England School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

## **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.
- develop the school's core values of Respect, Empathy, Resilience and Aspiration into their learning.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

## **Defining sex education**

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

In this school we have decided that it is important to include [insert aspect of sex education curriculum] to educate the children in our community for adulthood (and for secondary school) throughout Key Stage 2.

### **The right to withdrawal from sex education**

Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

The school will document this process to ensure a record is kept.

### **Defining health education**

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

### **The RSHE Curriculum**

At Crockham Hill Church of England School, we follow a year by year programme. This whole school Scheme of Work is attached as Appendix 1. It is supplemented from resources found at <https://goodnessandmercy.co.uk/teaching-resources/> In addition, we believe that RSHE can be delivered and reinforced across the curriculum. Appendices 2 and 3 outline the many ways in which we do this.

These are the requirements for RSHE from the Department for Education

### **How will RSHE be taught in our school?**

RSHE will be delivered professionally and as a discrete area of the curriculum. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

We use a range of teaching and learning approaches.

- We set individual, pair, group, class and whole school activities.
- We place an emphasis on active learning by including children in discussions, investigations, role play and problem solving activities.
- We organise classes in such a way that children are able to participate in a discussion to resolve conflicts or set agreed classroom rules of behaviour.

- Children learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist and report bullying.
- Our Long term overview and lesson outlines across both Key Stages have been adapted from the Government's RSHE guidance and 2 other sources which cover all Statutory requirements. These are <https://goodnessandmercy.co.uk/teaching-resources/> and <https://cwpresources.co.uk/home/>
- Sex Education will be introduced in at the beginning of Key Stage Two with the children exploring the physical and emotional changes that take place at the onset of puberty. As the children progress through Key Stage Two, their learning will develop into other aspects of Sex Education.

We also want the children to be personally and socially involved in real decision-making about current school issues.

- Results of pupil questionnaires, concerns raised about everyday problems, pertinent questions asked in school assemblies and issues raised by class and school councils all directly provide a real context in which to problem solve and make agreed decisions. Responding to these situations, challenges children to look for solutions and use evaluative decision making at each turn. This approach has already led to the creation of the Friendship Bench, playground buddies and anti-bullying procedures.
- We consider global perspective issues and learn and respond as a whole school.

Pupils with SEND will have had the content made accessible to them by using a breadth of differentiation strategies such as safe space, seating, expressing through Drama, Art or Music, additional adult support, 'revisit' sessions, visual stories etc.

### Safety

We enable all pupils to have access to the full range of R.S.H.E activities. Where children are to participate in activities outside the classroom, we shall carry out a prior risk assessment in order to ensure that the activity is appropriate and safe for all pupils.

### Assessment and Recording

Teachers assess the children's learning in R.S.H.E and citizenship by making informal judgements as they observe them in all pertinent situations. More formal assessments and moderation will be made and judged against National Curriculum guidance.

### Monitoring and Evaluation

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

This R.S.H.E. policy should be read in conjunction with;

- The Health and Safety policy
- The anti bullying policy,
- Policy for teaching and learning
- Behaviour Management policy
- Child protection and technology related policies
- This policy should be read in conjunction with The Equalities Act 2010  
<https://www.gov.uk/guidance/equality-act-2010-guidance>

**Relationships Education, Relationships and Sex Education (RSE) and Health Education**

<b>Suggested outcomes: <i>Pupils should know ...</i></b>		
<b>RELATIONSHIPS EDUCATION</b>		
<b>Families and people who care for me</b>		
1a	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	<b>Reception lesson 3</b> <b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b>
1b	<ul style="list-style-type: none"> <li>the characters of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b>
1c	<ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>
1d	<ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2 &amp; 3</b>
1e	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	<b>Year 6 lesson 3</b>
1f	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson FGM</b>
<b>Caring friendships</b>		
2a	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<b>Reception lesson 1+3</b> <b>Year 6 lesson 2</b>
2b	<ul style="list-style-type: none"> <li>the characters of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b>
2c	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<b>Reception lesson 1</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
2d	<ul style="list-style-type: none"> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	<b>Reception lesson 2</b> <b>Year 4 lesson 3</b>
2e	<ul style="list-style-type: none"> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>
<b>Respectful relationships</b>		
3a	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very</li> </ul>	<b>Reception lesson 3</b>

	different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Year 1 lesson 1 Year 2 lesson 1 & 2 Year 3 lesson 1 Year 4 lesson 3 Additional Lesson Respect & Equality
3b	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
3c	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	Embedded through use of ground rules and circle time
3d	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
3e	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	Year 1 Lesson 1 Year 4 lesson 3 Embedded through group agreement
3f	<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	Year 3 lesson 2 Year 4 lesson 3
3g	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	Year 2 Lesson 1 Additional Lesson Respect & Equality
3h	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	Year 4 lesson 3 Year 6 lesson 2
<b>Online Relationships</b>		
4a	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	Year 6 lesson 4
4b	<ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	Year 4 lesson 3 Year 6 lesson 4
4c	<ul style="list-style-type: none"> <li>rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	Year 6 lesson 4
4d	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> </ul>	Year 4 lesson 3 Year 6 lesson 4
4e	<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>	Year 6 lesson 4
<b>Being safe</b>		
5a	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	Year 3 lesson 2 Year 6 lesson 2 & 4
5b	<ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	Year 3 lesson 2 Year 6 lesson 2 & 4 Additional Lesson FGM

5c	• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Year 3 lesson 2 Year 6 lesson 2 Additional Lesson FGM
5d	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Year 1 Lesson 3 Year 3 lesson 2 & 3 Year 6 lesson 2 & 4
5e	• how to recognise and report feelings of being unsafe or feeling bad about any adult.	Year 1 Lesson 3 Year 3 lesson 3 Year 6 lesson 2 & 4 Additional Lesson FGM
5f	• how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Year 3 lesson 2 & 3 Additional Lesson FGM
5g	• how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Year 3 lesson 2 & 3 Year 6 lesson 4 Additional Lesson FGM
5h	• where to get advice e.g. family, school and/or other sources.	Year 3 lesson 3 Year 6 lesson 4 Additional Lesson FGM
<b>HEALTH EDUCATION</b>		
<b>Mental wellbeing</b>		
6a	• that mental wellbeing is a normal part of daily life, in the same way as physical health.	Year 4 lesson 2 Year 5 lesson 3
6b	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Reception lesson 1+2 Year 1 lesson 1 & 3 Year 4 lesson 2 Year 5 lesson 3
6c	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Reception lesson 1+2 Year 1 lesson 1 & 3 Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional
6d	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional
6e	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Year 5 lesson 3 Year 6 lesson 1 Additional
6f	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional
6g	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Reception lesson 1 Year 6 lesson 1 Additional
6h	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Year 6 lesson 4
6i	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Year 6 lesson 1 Additional Year 6 lesson 4
6j	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Year 6 lesson 1 Additional
<b>Internet safety and harms</b>		
7a	• that for most people the internet is an integral part of life and	



	has many benefits.	While many of the suggested outcomes are touched on in this resource, we advise that schools continue to use a stand-alone scheme on internet safety such as <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
7b	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	
7c	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	
7d	• why social media, some computer games and online gaming, for example, are age restricted.	
7e	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	
7f	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	
7g	• where and how to report concerns and get support with issues online.	
<b>Changing adolescent body</b>		
8a	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Year 4 lesson 1 & 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1 Year 6 lesson 1 Additional
8b	• about menstrual wellbeing including the key facts about the menstrual cycle.	Year 4 lesson 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1 Additional Guidance -
<b>Menstruation</b>		
9a	The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.	Year 4 lesson 2 Year 5 lesson 1, 2 & 3
<b>Non – statutory Sex Education</b>		
10a	<p>The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.</p> <p>As well as consulting parents more generally about the school's overall policy, primary schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex</p>	<p>This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education.</p> <p>The exception would be sessions in Y6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born.</p> <p>Parents would need to be given the right to excuse their children from these lessons.</p>



	<p>education delivered as part of statutory RSE.</p> <p>Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.</p> <p>Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements#working-with-parents-and-carers-and-the-wider-community">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements#working-with-parents-and-carers-and-the-wider-community</a></p>	
<b>National Curriculum Science</b>		
S1	Key Stage 1 (age 5-7 years)	<b>Year 1 Lesson 2</b> <b>Year 2 Lesson 3</b> <b>Year 2 Lesson 1 &amp; 2</b>
S2	Year 1 pupils should be taught to:	
S3	<p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Year 2 pupils should be taught to:</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	
S4	<p>Key Stage 2 (age 7-11 years)</p> <p>Year 5 pupils should be taught to:</p> <p>describe the life process of reproduction in some plants and animals</p>	<b>Year 4 lesson 1 &amp; 2</b>
S5	describe the changes as humans develop to old age	<b>Year 4 lesson 1 &amp; 2</b> <b>Year 6 lesson 3</b>
S6	<p>Year 6 pupils should be taught to:</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<b>Year 6 lesson 3</b>

## Appendix 2

### Our Cross-Curricular Links with other National Curriculum Subjects

#### Science

- Learning about healthy eating, balance of good health
- Recognising importance of exercise to promote health and fitness
- Knowing dangers of smoking, drinking alcohol, other drugs including medicines
- Caring for the environment
- Caring for plants and animals
- Being "Nature Smart"
- Being safety aware in science

- Having an awareness of senses/ lack of senses
- Learning about technology for life enhancement

#### R.E.

- Exploring feelings, relationships and positive role models
- Being comfortable with and respecting differences
- Learning about, learning from and respecting different religions/ beliefs
- Learning about, learning from and respecting other cultures

#### Geography/History

- Being aware of and taking care of a range of environments
- Visiting and evaluating different places
- Realising that leisure time is valuable
- Studying major events in British and world History
- Studying contributions made by individuals and groups to the world

#### Music

- Performing and composing as a group
- Using music as therapy
- Using music as an emotional stimulus

#### P.E.

- Understanding the need for healthy exercise
- Getting fit
- Using fair play
- Complying with rules and regulations
- Working as a team
- Being “Body Smart”
- Learning to accept losing
- Competing against other teams
- Meeting people from other groups/ countries

#### English

- Developing skills of speaking and listening
- Being “Word Smart”

#### Art/ Craft/ Drama

- Appreciating the enjoyment/ therapy of art, craft and drama
- Learning to work as a group
- Exploring empathy in role play
- Developing emotional response to art work
- Being able to express ourselves in other ways than speech or writing

#### Computing/Online Safety

- Being aware of issues related to safe use of the internet “Think, click”

#### Maths

- Being able to solve problems (including collaborative)

- Understanding how to use maths in real life contexts
- Becoming increasingly aware of how to handle money
- Being 'number smart'

### Foundation Stage

Children learn R.S.H.E. in the Foundation Stage as an integral part of the continuous provision during the year. We relate the Foundation RSHE Scheme of Work to the personal, social and emotional objectives as outlined in the Early Learning Goals.

These activities all help children to learn to demonstrate the individual and group talents that are so necessary for any healthy community.