



Policy Number CHI28

RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY

Childwall Church of England Primary School

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Our Mission Statement

“And the child grew and became strong; He was full of wisdom and God’s blessings were upon Him.” (Luke 2:40)

Our Vision

We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.” (John 10:10)

DOCUMENT STATUS

Version	Date	Action
Version 1	11/05/2018	Reviewed policy agreed by Vision & Values Committee
	21/1/2021	Policy undergoing review against new statutory RSE Curriculum; parent consultation due March 21
		Shared with parents/carers and staff 5.4.21
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Review Date	May 2023	

1. Statement of School Philosophy

- 1.1. Our children thrive within a culture of high expectation of progress and attainment for every pupil, according to their individual potential.
- 1.2. But, equally important to us is the growth of our children into caring, respectful individuals who embody our core Christian Values of Friendship, Forgiveness, Compassion and Thankfulness.
- 1.3. We believe that it is this combination of academic and spiritual development that truly encompasses our school vision and which leads to our school being such a happy and safe learning environment for our children to develop and grow in.
- 1.4. We fully believe that all children, without exception and without exclusion, are loved by God and should feel safe and valued within our school community.

2. Rationale of Relationships, Sex and Health Education Policy

- 2.1. This policy incorporates the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 2.2. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary school education. They also make Health Education compulsory in all schools.
- 2.3. Childwall Church of England Primary School is a Christian community where children are taught to view and respect each other; our Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:
 - 2.3.1. "So God created humankind in his image, in the image of God he created them." (Genesis 1:27, NRSV)
 - 2.3.2. "I have come in order that you might have life—life in all its fullness." (John 10:10, GNB)
- 2.4. We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships and sex education (RSE) and health education (RSHE)*. (Appendix 3)
- 2.5. All teaching of Relationships, Sex and Health Education (RSHE) are rooted in family life, in its widest sense. It promotes respect for the human person, and focuses on children being able to form loving and lifelong relationships.
- 2.6. We believe this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care.
- 2.7. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 2.8. The objective of our Relationships, Sex and Health Education Curriculum is to help and support pupils through their physical, moral and emotional development, helping them respect themselves and others throughout childhood, adolescence and adulthood.
- 2.9. Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- 2.10. Through RSHE, the pupils will acquire accurate information and develop skills and positive values which will guide their decision making, judgements and behaviour throughout their lives.
- 2.11. Children should be taught how to use the internet and social media in a safe and secure way. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in

face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.

- 2.12. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Our RSHE and Well-Being Curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise.

3. Aims of Relationships, Sex and Health Education Policy

- 3.1. Childwall C.E. Primary School aims to provide a programme of RSHE that follows the national guidance and legal requirements as set down in the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017
- 3.2. The Governing Body and headteacher have worked with the PSHE coordinator, RE coordinator and staff in order to develop this policy which has the following aims:
 - 3.2.1. To provide the knowledge and information to which all pupils are entitled.
 - 3.2.2. To raise pupils' self-esteem, confidence and sense of responsibility, especially in their relationships with others.
 - 3.2.3. To develop pupils' skills and knowledge for a healthier, safer lifestyle.
 - 3.2.4. To develop pupils' confidence in their talking, listening and thinking skills and assertiveness skills to cope with the influences of their peers and the media.
 - 3.2.5. To help pupils name parts of the body, understand how their body works and know how to respect and care for their bodies.
 - 3.2.6. To prepare pupils for puberty and adulthood.
 - 3.2.7. To help pupils protect themselves, learn how to gain access to information and support, and report any abuse towards them.
 - 3.2.8. To build a culture where everyday sexism, misogyny, homophobia and gender stereotypes are not tolerated by children and adults alike, and any occurrences are identified and tackled.
 - 3.2.9. To develop, for all pupils, an understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment.

4. Our Relationships Sex and Health Education Curriculum

- 4.1. RSE is integrated within the wider themes of the Personal, Social and Health Education (PSHE) and Well-Being curriculum, and will be delivered through discrete PSHE lessons.
- 4.2. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol.
- 4.3. However, there are also links between RSHE, Science and Computing, amongst other subjects, so aspects of the RSHE curriculum may be planned for, revisited and reinforced in other lessons.
- 4.4. Following guidance from School Improvement Liverpool, we are using the CWP resources to deliver the core of our relationships and sex education which provide content relative to the age, experience and maturity of the children. These resources have been extensively used in our school and available for parents to view since 2018.
- 4.5. The attached 'Summary of RSE Coverage' (Appendix 2) details the content and learning objectives covered throughout the school through the CWP scheme. Parents have the opportunity to review the resources used within these lessons which will usually be delivered by their class teacher or the PSHE subject leader.

- 4.6. In Science we follow the guidance material in the National Curriculum Programme of Study. The Foundation Stage and Key Stage 1 are taught that animals, including humans, move, feed, grow and reproduce and about the main parts of the human body.
- 4.7. In Key Stage 2 Science, there is a focus on life processes and the main stages of the human life cycle, including puberty, preparing boys and girls for the changes that adolescence brings, and including how a baby is conceived and born.

5. Parental Involvement and Parent/Carer Right to Withdraw Child from Lessons

- 5.1. We believe that parents have the primary role in delivering relationship, sex and health education.
- 5.2. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation.
- 5.3. In promoting this objective we:
 - 5.3.1. Consult with parents/carers about any changes to the school's RSHE policy and practice.
 - 5.3.2. Encourage and answer any questions that parents/carers may have about the RSHE for their child.
 - 5.3.3. Parents and carers are informed by letter about the content of our programme of RSE for each year group and when it is to take place. They are invited to discuss any issues/questions they may have with the headteacher and/or teachers and are invited to look at the resources that the school uses should they wish to.
- 5.4. Under the 1996 Education Act, parents have the right to withdraw their child from part of the RSHE programme that we teach in our school.
 - 5.4.1. Parents do not have the right to withdraw their child from relationships education.
 - 5.4.2. Parents have the right to withdraw their child from the non-statutory/ non-science parts of the Sex Education curriculum. Statutory Science Curriculum:
 - 5.4.2.1. In Key Stage 1, pupils will: Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.
 - 5.4.2.2. Key Stage 2, pupils will: Be taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
 - 5.4.3. Parents do not have the right to withdraw their child from health education.
 - 5.4.4. If a parent wishes their child to be withdrawn from any aspect of RSHE lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

6. Roles and responsibilities

- 6.1. **The governing board** will approve the RSHE policy, and hold the headteacher to account for its implementation. The governing board has delegated this role to the Standards & Quality Committee.
- 6.2. **The Headteacher** is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 5).
- 6.3. **The PSHE /Well-Being Leader and RE Subject Leader** are responsible for working with the headteacher to ensure that our PSHE curriculum meets the needs of our pupils within the ethos of our Christian school.
- 6.4. **Teachers**, supported by Learning Support Assistants are responsible for:
 - 6.4.1. Delivering RSHE in a sensitive, age-appropriate way
 - 6.4.2. Modelling positive attitudes to RSHE
 - 6.4.3. Monitoring progress and understanding
 - 6.4.4. Responding to the needs of individual pupils

- 6.4.5. Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- 6.4.6. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.
- 6.5. **Pupils** are expected to engage in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Listening and responding to the views of young people, as we move forwards, will strengthen this policy, ensuring that it meets the needs of all pupils.

7. Confidentiality

- 7.1. We appreciate that the content of RSHE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded.
- 7.2. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues as detailed in the Child Protection Policy.
- 7.3. Teachers always set ground rules before teaching RSHE: e.g. no one will have to answer a personal question; no one will be forced to join in a discussion; no one will be laughed at; only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way; no personal questions to the teacher; and no personal information will be shared.
- 7.4. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.
- 7.5. A questions box might be provided, so that some questions can be asked anonymously, so that important issues aren't missed through a child's embarrassment.
- 7.6. Children know that they can talk to an appropriate adult if they have an anxiety or 'burning question', knowing that their question will be treated privately.
- 7.7. Children will always be encouraged to share their questions or concerns with parents/carers or another appropriate adult at home.

8. Equal Opportunities

- 8.1. At Childwall C.E. Primary School, we ensure that effective RSHE is available to all pupils and is sensitive to the needs of individual pupils' culture, faith and family background, while always with the aim of providing pupils with the knowledge they need of the law.
- 8.2. Where pupils have specific educational needs, if necessary, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum according to their developmental need.
- 8.3. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

9. Arrangements for Monitoring and Evaluation

- 9.1. The PSHE subject leader (currently Mrs J. Parry) will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support where necessary.
- 9.2. The science and computing subject leaders will keep up to date with additional learning priorities within their subjects, relevant to RSHE, and ensure that these are planned and delivered in a

progressive manner throughout school, liaising with subject leader colleagues to maximise effectiveness.

- 9.3. The Standards and Quality Committee of the governing board monitors any changes to and the effectiveness of our RSHE policy (and other subject policies) on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.
- 9.4. The Headteacher will discuss with concerned parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). The Headteacher will share any concerns or pertinent comments with the Governing Body Vision and Values Committee.
- 9.5. The Vision and Values Committee gives serious consideration to any comments from parents about the RSHE programme, and makes a record of all such comments.
- 9.6. This policy will be shared with parents/carers, with teaching and support staff, and, following any amendments from this consultation, will be approved by the Standards and Quality Committee of school governors. It will be reviewed every 2 years (or earlier if required).

Appendix 1: By the end of primary school pupils should know: (Relationships Education)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2 CWP Scheme of Work for Primary RSE

		Learning Intention	Learning Outcomes
EYFS	Lesson 1	To consider the routines and patterns of a typical day	Understand some areas in which the children can look after themselves e.g. dressing and undressing
	Lesson 2	To understand why hygiene is important	Explain why it is important to keep clean and understand some basic hygiene routines
	Lesson 3	To recognise that all families are different	Identify different members of the family and understand how different members of the family can help each other
Year 1	Lesson 1	To understand some basic hygiene principles	Know how to keep clean and look after oneself
	Lesson 2	To introduce the concept of growing and changing	Understand that babies become children and then adults, know the differences between girl and boy babies
	Lesson 3	To explore different types of families and who to ask for help	Know there are different types of families and know which people, within and outside our families, we can ask for help
Year 2	Lesson 1	To introduce the concept of male and female and gender stereotypes and to identify the difference between male and female	Understand that some people have fixed ideas about what boys and girls can do. Describe the differences between male and female babies
	Lesson 2	To explore some of the differences between males and females and to understand how this is part of the life cycle	Describe some differences between male and female animals, Understand that a new life needs a male and a female.
	Lesson 3	To focus on sexual difference and name body parts	Describe the physical differences between males and females and name the male and female body parts
Year 3	Lesson 1	To explore the differences between males and females and to name the body parts	Know some differences and similarities between males and females; name male and female body parts using agreed words
	Lesson 2	To consider touch (in different forms) and to know that a person has the right to say what they like and dislike.	Identify different types of touch that people like and do not like, understand personal space and talk about ways of dealing with unwanted touch
	Lesson 3	To explore different types of families and who to go to for help and support	Understand that all families are different and have different family members. Identify who to go to for help and support
Year 4	Lesson 1	To explore the human life cycle	Describe the main stages of the human lifecycle
	Lesson 2	To identify some basic facts about puberty	Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty.

	Lesson 3	To explore how puberty is linked to reproduction	Know about the physical and emotional changes that happen in puberty. Understand that children change into adults so that they are able to reproduce.
Year 5	Lesson 1	To explore the emotional and physical changes occurring during puberty	Explain the main physical and emotional changes that happen during puberty and ask questions about puberty with confidence.
	Lesson 2	To understand male and female puberty changes in more detail	Understand how puberty affects the reproductive organs and describe how to manage physical and emotional changes.
	Lesson 3	To explore the impact of puberty on the body and the importance of hygiene. To explore ways to get support during puberty.	Explain how to keep clean during puberty. Explain how emotions change during puberty. Know how to get support and help during puberty.
Year 6	Lesson 1	To consider puberty and reproduction	Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.
	Lesson 2	Consider physical and emotional behaviours in relationships	Discuss different types of adult relationships with confidence and know what form of touching is appropriate.
	Lesson 3	To explore the process of conception and pregnancy	Discuss the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception.
	Lesson 4	To explore positive and negative ways of communicating in a relationship.	To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.

Appendix 3

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

In Childwall Church of England Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** 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. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That 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 Act⁹ 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.
4. **That 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 pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

⁸ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school contexts since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

⁹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only on moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.