



St Mark's C of E School

Relationship, Health and Sex Education Policy

Policy Statement and Guidelines

Policy Date: Autumn 2024

Review Date: Autumn 2025

Relationship, Health and Sex Education Policy

Glossary of abbreviations found within this policy:

PSHE: Personal, Social and Health education

RHSE: Relationships, Health and Sex Education

SACRE: Standing Advisory Council on Religious Education

DfE: Department for Education

SMSC: Spiritual, Moral, Social and Cultural Development.

DSL: Designated Safeguarding Lead

Relationship, Health and Sex Education

RHSE within Education:

Relationship, Health and Sex education is part of the Personal, Social and Health education curriculum in our school. We will teach RHSE within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and RHSE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

At St. Mark's C of E School, delivery of the RHSE curriculum is taught using the Jigsaw scheme of work which provides even coverage and progression of the syllabus across all year groups. Jigsaw brings together PSHE education, RHSE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teachers use a wide range of teaching strategies, including role play, discussion, group work and circle time as a vehicle for delivering, discussing and reflecting on life skills.

When writing this policy, we have taken into account the guidance provided by The Diocese of Winchester and SACRE, both of whom have consulted widely with community groups to ascertain their views. These views have been incorporated into the guidance they have provided.

Definition of Relationships, Health and Sex Education (RHSE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. Our RHSE policy should be made available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education 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 children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships, Health and Sex Education

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, 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)

Principles:

RHSE plays a very important part in fulfilling the statutory duties all schools have to meet. RHSE helps children understand the difference between safe and abusive relationships and

equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

RHSE should be based on:

- Sex education that includes learning about physical and emotional development.
- Sex education as part of a wider social, personal, spiritual and moral education process.
- Children should be made aware of the way in which advertising and the media influences their views about sexuality.
- Children should be taught to have respect for their own and other people's bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- The importance of building positive relationships with others, involving trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

RHSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy:

The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

- PHSE Policy
- Behaviour Policy
- Anti-bullying Policy

- Safeguarding Policy
- Equality and Diversity policy
- E-safety Policy

School approach:

Through our core values of love, respect, inclusion and equality, we will create a safe and supportive learning environment by:

- Respecting each child's contribution, ideas and opinions
- Promoting social learning and expect our children to show a high regard for the needs of others by promoting tolerance and respecting others ideas and opinions, recognising that these do not have to agree with their own, thus further promoting our fundamental British Values
- Help children to seek to understand others and be understood themselves
- Share a confidential culture that is recognised by all staff
- Train our staff explicitly on how to create safe environments
- Train our children to raise opinions in an impartial and indirect way which keeps them safe
- Ensure all staff adhere to our school safeguarding policy regarding disclosures and that children are aware that no teacher can offer complete confidentiality.

Equality and Diversity (Links to our Equality Policy)

We promote the needs and interests of all children irrespective of gender, culture, ability, aptitude or stage of English acquisition by teaching the children to raise, explore and suggest topics and ideas in a respectful way promoting social learning and valuing their contributions. Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Governors at St. Mark's C of E ensure that our Equality obligations are fulfilled by meeting with the PSHE leaders and discussing curriculum content.

The role of the Headteacher and Governing body:

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RHSE;
- RHSE is well led, effectively managed and well planned;
- the quality of RHSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The headteacher liaises with external agencies regarding the school RHSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RHSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Monitoring and Review:

The Quality of Education Committee of the governing body monitors the RHSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Quality of Education Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSHE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

The Church of England Document “Valuing all God’s Children”, 2019 states:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1) “Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

Jigsaw RHSE Content:

The grid below shows specific RHSE content for each year group , as taught through ‘Jigsaw’:
Age:

4-5: Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

5-6: Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.

6-7: Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group cooperation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

7-8: Seeing things from others’ perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship

and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

8-9: Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

9-10: Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

10-11: Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Girl's understanding of sanitary 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 sanitary 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 sanitary products during school time.

Teaching about Puberty.

At St. Mark's C of E School, children begin to be taught about the changes to their body during Puberty in Year 4. The decision to teach lessons on Puberty in Year 4 is taken from the PSHE Association Best Practice guidance which states that it is important that children are taught about puberty before they are likely to experience it.

The NHS advice states that puberty can begin as early as 8 years of age for girls and 9 years of age for boys. Teaching children about puberty before they experience it is essential to ensure that their physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. It is also important to note that teaching about puberty at this stage is part of safeguarding.

Working with parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Inform parents about the teaching about sex education in school so that the parents and school can work together to support the child with regard to sex education. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The government guidance on Relationships, Health and Sex Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RHSE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that RSE should: "Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender

identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.” (Page 34)

The right of withdrawal from RHSE lessons from September 2020 **(Taken from The PSHE Association)**

- From September 2020 parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. Parents must contact the Headteacher.
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is ‘likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child’).
- Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.’ Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school’s teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others’ health and well-being.

Moral and Values Framework:

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- o Respect for self
- o Respect for others
- o Responsibility for their own actions
- o Responsibility for their family, friends, schools and wider community

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group as taught through 'Jigsaw' .

Age:

4-5: Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.

5-6: Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.

6-7: Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

7-8: Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it is important online and offline; respect for myself and others, healthy and safe choices; body changes at puberty.

8-9: What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group

dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

9-10: Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

10-11: Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Differentiation: SEND and English as an Additional Language

As far as is appropriate, Children with special educational needs should follow the same RSE programme as all other children. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. All children, irrelevant of their need, are included within our lessons and their opinions and ideas valued.

At our school we recognise that Personal and Social achievement is as important as academic achievement.

Children at the early stages of acquiring English will also be provided for and where possible visual images used to help them to share their ideas and opinions.

At St. Mark's, we follow the 'Jigsaw' programme for PSHE and RHSE. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy.

Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give

them scope to work to their full potential. If any changes are implemented nationally, Jigsaw will make the necessary amendments and we will be provided with these updates.

Assessment in RHSE education:

Assessment within our RHSE programme focuses on the learning and is not about passing or failing or about behavioural outcomes. Our teachers will assess the knowledge and skills learnt against the core learning intentions for each lesson / unit.

Teachers and children both need to know that what has been taught has been learned and that their learning is progressing. To do this our teachers will use a range of strategies to elicit children's starting points, highlight misconceptions and explore what has been learned.

This may include strategies such as:

Draw and write – baseline and then revisited at the end of a theme or topic

Thought bubbles

Discussion

Silent debate

Mind maps

Graffiti walls

Continuums

Sorting activities

Quizzes

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RHSE-related issues are varied. However, while personal views are respected, all RHSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RHSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

At St. Mark's, we believe that RHSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RHSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support.

LGBT+ bullying is dealt with strongly yet sensitively. We will liaise with parents/carers on this issue to reassure them of the content and context.

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. This includes training on how to teach RHSE. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Confidentiality and Child Protection/Safeguarding Issues

Teachers need to be aware that sometimes disclosures may be made during PHSE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding policy is followed.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for safeguarding / Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

It is also important that children within the class are made aware of the need for confidentiality, insofar as they should not discuss what another class member has shared within a lesson with anyone else. This is covered by the setting up of a class charter that all children agree to abide by.

It goes without saying that members of staff do not discuss confidential and sensitive information that may have been shared within the lesson with anyone other than the school DSL.

School Leaders for PSHE.

At St. Mark's CE School our School Leader for PSHE is Mrs Parsloe.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.