

Relationship, Sex and Health Education Policy: Sissinghurst (VA)

Church of England Primary School



'In virtute' courage. 'In virtute Tua Domine' in the strength of God.

School Vision

We are a strong 'family', passionate about providing creative and aspirational learning opportunities for all. We are courageous advocates for the planet, learning to speak out for others' locally, nationally and globally. Rooted in the strength of God, we respect, cherish and nurture

creative, courageous and aspirational learning in the strength of God

Vision underpinned by Deuteronomy 31:6

"Be strong. Take courage. Don't be afraid because God, your God, is striding ahead of you. He's right there with you. He won't let you down; he won't leave you."

School Values

Courage – we persevere and we are ready to learn, to try our best to make a difference to ourselves and others being strong and courageous as God teaches in *Joshua 1:9* "**Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.**"

Forgiveness – we treat others with respect and we are ready to say sorry when we upset others as God teaches in *Ephesians 4:32* '*Be kind and compassionate to one another, forgiving each other just as Christ God forgave you.*'

Service - we look outwards at the world and at others to see how we can keep each other safe and help our community and our world as God teaches in *Acts 20: 35* '*It is more blessed to give than to receive.*

Kindness - We are ready to be kind, trustworthy friends like Jesus was to His disciples. With warm hearts we show love to others to help keep each other safe, ensuring that we respect and celebrate everyone's uniqueness as God teaches in *Ephesians 4:22* '*Be kind to one another.*'

School Rules:

Be ready

Be respectful

Be safe

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 Sissinghurst Church of England Primary 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 Sissinghurst Church of England Primary 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.

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 sex education to educate the children in our community for adulthood (and for secondary school) in their last year of primary school.

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.

Please see appendix 1.

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.¹

The RSHE Curriculum

At Sissinghurst Church of England Primary School we teach through a question led model (see appendix 3 for long term plan)

These are the requirements for RSHE from the Department for Education [click [here](#)]

How will RSHE be taught in our school?

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 (see appendix 3).

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

¹ See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

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 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.

Pupils with SEND will have had the content made accessible to them by Anna Wolfe (Inclusion Manager)

At Sissinghurst Church of Primary England School RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about puberty). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

RSHE will be monitored and evaluated

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.

Policy Review

This policy has been produced by consultation groups who have contributed – Governor (subcommittee), parent consultation group,– pupil voice group, etc.

It has been produced in consultation with parents and will be reviewed in consultation with parents. 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.

This policy will be reviewed every 3 years

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

February 2023

Appendices

Appendix 1: Parent form: withdrawal from Sex Education within Relationship, Health and Sex Education.

Appendix 2: Church of England Charter

Appendix 3: Sissinghurst (VA) Church of England Primary School curriculum overview

Appendix 4: Year 6 Sex Education curriculum

Appendix I

Parent Form: withdrawal from sex education within Relationship Sex Education

To be completed by parent:

Name of child	
Class	
Name of parent	
Date	
Reason for withdrawal from sex education within relationship sex education	
Parent's signature:	

To be completed by Headteacher:

Agreed Actions:	
Head Teacher's Signature	
Date	

Appendix 2

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith sensitive inclusive approach to Relationships Education, Relationships and Sex Education² (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

‘So God created humankind in his image, in the image of God he created them’ (Genesis 1:27, NRSV)

All people should be given dignity as all people are made in the image of God and loved equally by God. This truth underpins what pupils learn about the differences that are permissible under UK law.

I have come in order that you might have life—life in all its fullness’ (John 10:10, GNB)

All pupils have a right to an education which enables them to flourish and is set in a classroom culture where differences of lifestyle and opinion are given dignity; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Some key principles

Church of England schools should ensure that their RSHE³ curriculum protects, informs and empowers all pupils. It should ensure that children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others (SIAMS schedule page 11). It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

Church Schools are maintained schools and are required to act within the requirements of the law, including the Equalities Act of 2010⁴. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England Primary Schools. Primary Schools can decide whether they wish to choose to teach some aspects of Sex Education. In Church of England Secondary Schools Relationships, Sex and Health Education will be taught. Where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum ‘other than as part of the science curriculum’⁵

² Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.

³ The rest of this document uses RSHE to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context.

⁴ *Equality Act 2010*. Available at www.legislation.gov.uk/ukpga/2010/15/contents

⁵ *Relationships Education, Relationships and Sex Education (RSE) and health education 2019*. Available at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> page 18 paragraph 49.

We encourage all schools to approach RSHE in a faith sensitive⁶ and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should give dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equalities Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equalities Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)⁷

At Sissinghurst (VA) 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 all stages of 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 an inclusive way that gives dignity, respect to all that make up our wonderfully diverse society, including the LGBT+ community.** It will be taught in a way that is sensitive to the faith and beliefs of those in the wider school community and will seek to fairly explain the tenets and varying interpretations of religious communities on matters of sex and relationships. 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.

⁶ As used by Dr Jo Sell in her recent research which is due to be published by UCL.

⁷ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships 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.
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 and develop character and virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. It will encourage relationships that are hopeful and aspirational.
6. **That RSHE will be based on honest and medically accurate information based on reliable sources of information, including about the law and legal rights.** It will present a positive view of human sexuality. 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 SEND but 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, 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.

Appendix 3

Sissinghurst (VA) Church of England Primary School Curriculum Overview

PSHE KAPOW	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	Self-Regulation My Feelings	Building Relationships Special Relationships	Managing Self Taking on Challenges	Self-Regulation Listening and Following Instructions	Building Relationships My Family and Friends	Managing Self My Wellbeing
Year 1	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition lesson
Year 2	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Economic Wellbeing Transition lesson
Year 3	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Economic Wellbeing Transition lesson
Year 4	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body	Citizenship	Citizenship Economic Wellbeing Transition lesson
Year 5	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition lesson Roles and Responsibilities
Year 6	Introductory Lesson Family and Relationships	Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Identity Transition lesson Dealing with Change

Appendix 4

Sissinghurst (VA) Church of England Primary School Sex Education curriculum for Years 5 and 6 (from Kapow)

Y5

- Understand what is safe to share online and what to do before sending a message.
- Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.
- Accurately name all the relevant parts of the body.
- Understand the changes their own gender will go through during puberty.
- List the range of changes they will go through during puberty.
- Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.
- Understand that other people can influence our decisions but we have the right to make our own choices.

Y6

- Understand some of the reasons adults decide to drink or not drink alcohol.
- Understand some ways to check that a news story is real.
- Understand how they should behave online and the impact negativity can have.
- Understand of changes that take place during puberty.
- Understand the menstrual cycle and that a male and a female are needed to conceive a baby.
- Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.
- Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.
- Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.