



The John Wesley Church of England and Methodist Aided Primary School

## **Relationship, Sex & Health Education (RSHE) Policy**

Written	May 2021
Date Agreed	May 2021
Date Policy to be Reviewed	May 2023

## *Flourishing in F.A.I.T.H. (Family, All Included, Thriving & Healthy)*

At The John Wesley Church of England & Methodist Primary School, our vision of life without limits in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with two distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.

The school welcomes everyone to its family and upholds the principles and teachings of the Christian faith. We provide a secure, caring learning environment, which supports and encourages all to fulfil their potential.

The John Wesley is a Church of England and Methodist Voluntary Aided Primary School and our Christian values are at the heart of everything we do.

- ❖ **Koinonia**
- ❖ **Love**
- ❖ **Compassion**
- ❖ **Wisdom**
- ❖ **Forgiveness**
- ❖ **Service**

These are underpinned by our learning values:

- ❖ **Promoting curiosity** – asking questions, delving deeper and analysing
- ❖ **Developing communication** – listening, empathy and relationship-building
- ❖ **‘Prove it’ opportunities** – problem solving, decision making and exploration
- ❖ **Sharing views and opinions** – visual, spoken and written
- ❖ **Encouraging creativity** – innovation, imagination and spirituality

Our whole school vision is built upon and guided by these. Every school policy is written with this in mind and implemented in way that reflects our vision of our children being able to ‘**Flourishing in F.A.I.T.H**’ (Family, All Included, Thriving & Healthy)’ and as Jesus gave his disciples a vision of a life that is full of possibilities and dreams yet to be met, we encourage our children to live their life in all its fullness.

# RELATIONSHIP, SEX & HEALTH EDUCATION POLICY

## 1. INTRODUCTION

The John Wesley CEM Primary School's RSHE policy is a crucial and integral part of the schools PSHE Policy. It is vital that as part of our PSHE curriculum, we enable all the children to understand about relationships and sex in order to best prepare the children for their teenage and adult years. We use SCARF, a PSHE Spiral Curriculum from Reception through to Year Six. The governing body in consultation with the Headteacher has statutory responsibility for RSHE within the school.

## 2. CONTEXT AND SCHOOL BACKGROUND

The John Wesley School is a Church of England and Methodist primary school situated in Kent, which serves a diverse mix of children and families. We have 21% disadvantaged children (Free School Meal, Ever 6, Adopted and service children), and 19% children have been identified as having Special Educational Needs (SEN). We have 12% children with English as an Additional Language (EAL).

## 3. ETHOS AND VALUES

This policy has been written to support the school's vision and aims and the following statements regarding RSHE:

- Through RSHE, we are working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.
- The RSHE curriculum reflect the values of our school PSHE curriculum and will be taught in the context of relationships.
- RSHE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- Every pupil should receive their full entitlement to RSHE\* regardless of their gender, race, ethnicity, faith or sexual orientation (\* please see 'right to excuse' in Legal Requirements and Guidance).
- RSHE will encourage children to explore faith, cultural perspectives and sexuality in a respectful way.
- RSHE will be delivered by trained and confident educators.
- RSHE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip children with skills necessary for transition to adolescence and later for the responsibilities of life.

## 4. LEGAL REQUIREMENTS AND GUIDANCE

### a) *National Curriculum Science –Sex Education (statutory)*

The formal RSHE elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary age and cover the biological aspects of RSHE (see Section 8: Implementation)

b) *National Curriculum PSHE–Relationship, Sex & Health Education (non-statutory).*

It is widely recognised that sex education should be more than solely Science if it is to meet children’s needs. The national Relationship, Sex & Health Education Guidance (DfE 2019) advises schools on the themes that should be covered in RSHE to support pupils through their physical, emotional and moral development. This includes:

- -Being taught to respect their own bodies
- -Building positive relationships with others involving trust and respect
- -The importance of committed long term and loving relationships
- -The importance of self-control, including managing risk
- -Hygiene issues
- -Cultural difference and diversity in relation to aspects of RSHE.

In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Relationship, Sex & Health Guidance, state that: All schools must have an up to date policy that describes the content and organisation of RSHE provided outside the National Curriculum Science Order. It is the school governing body’s responsibility in consultation with the Headteacher, to ensure that the policy is developed and made available to parents for inspection.

All parents have the ‘right to excuse’ their children from the sex education part of the school’s RSHE programme except the formal RSHE elements found in the statutory National Curriculum Science (see Section 8: Implementation).

c) *DfE Relationships Education, Relationship, Sex & Health Education Guidance 2019*

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

d) *Additional relevant legislation: The Equality Act (Sexual Orientation) Regulations 2010*

The teaching in RSHE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriately with issues around sexuality and gender identities.

e) *Section 28*

This Act was repealed in 2003. All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality

f) *OFSTED*

Under Section 10 of the Schools Inspections Act 2019, OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect and this also includes evaluating and commenting on a school’s Relationship, Sex & Health Education Policy.

## 5. DEFINITION

Based on the Relationship, Sex & Health Education Guidance, we believe RSHE is defined as lifelong learning about physical, moral and emotional development, love and care towards others and about the teaching of relationships and sex. They will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about space and privacy(Article 16).

## 6. AIMS

The school's RSHE programme will contribute to the foundation of PSHE, the school's RSHE programme aims to 'inform children and young people about relationships, emotions, sex, sexuality and sexual health' and should 'enable them to develop personal and social skills and a positive attitude to sexual health and well-being'.

## 7. IMPORTANCE OF WHY WE TEACH RSHE

- To equip children with the information, skills and values (which are relevant and appropriate to the age and maturity of the pupils) to enable them to understand and cope with the physical and emotional changes that happen as they grow.
- To help children develop the skills and understanding needed to approach their relationships in a positive and confident way.
- The teaching of RSHE improves physical and mental health.
- The teaching of RSHE meets covers all of the statutory and inspection requirements.
- To help safeguard children and to empower them to safeguard themselves.
- To encourage the exploration and clarification of values and the development of positive attitudes.

## 8. IMPLEMENTATION

### a) *Curriculum*

The minimum statutory requirement for RSHE is that schools must deliver the National Curriculum for Science to all children within school. In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for RSHE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for RSHE to take place providing pupils with a consistent message.

### b) *Dealing with difficult questions*

Within school, clear parameters of what is appropriate and inappropriate to answer as a question should be established with the RSHE Policy.

- Use specific ground rules for this work which will clarify boundaries for children.
- Clarify that personal questions should not be asked.
- If a teacher does not know the answer this should be acknowledged.

- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a suggestion to attend to it later on an individual basis.
- -If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

c) *Dealing with difficult topics*

Relationship, Sex & Health Education can sometimes raise difficult areas for some schools, therefore our school has considered its approach, providing guidance to primary teaching staff to enable them to respond appropriately to questions raised by pupils. In many cases staff will recommend the child speaks to a trusted adult at home.

d) *Procedure for external visitors*

To enhance our teaching of RSHE, we will use external visitors and they would have to adhere to the safeguarding policy and procedures of our school.

e) *Working with Parents*

We recognise that there may be a variety of responses from parents to the teaching of the RSHE curriculum. Some parents may not wish the school to give their child any information about conception in sex education. These parents have the 'right to excuse' their child from the lessons on conception in Year 6, however we do not encourage this; research shows sex education is best taught by trained educators through a safe and positive learning environment. Parents need to be aware that misconceptions can arise from natural conversations outside of these lessons, therefore we advise all children to be present during these lessons.

f) *Dealing with the Media*

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Headteacher.

## 9. POLICY, LEADERSHIP AND MANAGEMENT

Governors, in consultation with the Headteacher, have a statutory responsibility for RSHE in their school. Governing bodies, together with the PSHE lead, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's National Curriculum Science Key Stage 1:

- Animals, including humans, move, feed, grow, use their sense and reproduce
- Children should recognise and name the main external parts of the human body
- That humans can produce offspring and these grow into adults
- Children should recognise similarities

Key Stage 2:

- That the life processes common to humans and other animals include nutrition, growth and reproduction

- About the main stages of the human life cycle, including puberty.

RSHE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

## 10. MONITORING, ASSESSING AND REVIEWING (see PSHE POLICY)

To ensure that the policy is adhered to and is effective, it is monitored, reviewed and evaluated regularly. Our school implements systems to ensure this takes place and amend policies and processes in light of reviews and evaluations, for example the new DfE Guidance in 2019. The whole school community has been consulted and given the opportunity to review and assess the policy.

## 11. RELATIONSHIP WITH OTHER POLICIES

### a) *PSHE*

Relationship and Sex Education sits within of the PSHE curriculum and is planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

### b) *Anti-bullying*

This is linked to the school's broader policy on anti-bullying. An effective RSHE programme will include raising awareness about gender identity, lesbian and gay sexuality, therefore our anti-bullying policy also includes strategies to tackling homophobic bullying in school, for example our whole school script shared by all staff.

### c) *Child Protection*

If any disclosure occurs during a RSHE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.

### d) *Confidentiality*

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

## 12. BREACHES OF THE POLICY

All staff are under a contractual obligation to uphold the policy as with all other school policies.

## 13. DATE AND REVIEW OF THE RSHE POLICY

The governors agreed this policy in May 2021 and it will be reviewed in partnership with staff, parents/guardians and children again in May 2023 unless there are changes in National or Local Guidance.