



# Dream, Believe, Achieve

*"All things are possible." Mark 9:23*

## Relationships, Sex and Health Education Policy

|                              |   |
|------------------------------|---|
| <b>School Address</b>        | Bank Road<br>Pilning<br>South Gloucestershire<br>BS35 4JG |
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### 1. General principles, operation and review

In September 2020 the teaching of Relationships and Sex Education became a statutory part of the National Curriculum for all schools. Our school's approach to 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 1:27)

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

At St Peter's Anglican Methodist Primary School, everyone will be treated with dignity as all people 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 at St Peter's 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.

## **2. Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy friendships
- 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.

## **3. 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. This part of the curriculum sits within the Science curriculum. 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 to use JIGSAW to educate the children.

## **4. The Right to Withdraw 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.

## **5. 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.

## **6. The RSHE Curriculum**

See Appendix 1.

## **7. 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.

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

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

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

Our values consist of thankfulness, compassion, honesty, forgiveness, friendship and courage. All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

At St Peter's, RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid). 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.

## **8. 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.

## **9. RSHE will be monitored and evaluated**

**This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, "...Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. 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."*

It also asserts:

*"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)*

At St Peter's School we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

| Date     | Reason re-issued | Version  |
|----------|------------------|----------|
| Oct 2021 | Updated          | Oct 2021 |

## 10. Policy Agreed:

Chair of Governors ..... Date November 2021

Head Teacher..... Date November 2021

|                           |             |
|---------------------------|-------------|
| Version 05/2017           | <b>Date</b> |
| Adopted by Governing body | Nov 2021    |
| Next Review Date          | Nov 2023    |

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

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

## APPENDIX 1

| RSHE JIGSAW Curriculum at St Peter's |  |  |
|--------------------------------------|--|--|
|                                      | Relationships Education  | Sex Education  |
| EYFS                                 | <ul style="list-style-type: none"> <li>• My Family and Me!</li> <li>• Making Friends</li> <li>• Falling Out and Bullying</li> <li>• Being the Best Friend We Can Be</li> </ul>   | <ul style="list-style-type: none"> <li>• My Body</li> <li>• Respecting My Body</li> <li>• Growing Up</li> <li>• Growth &amp; Change</li> <li>• Fun &amp; Fears</li> <li>• Celebrations</li> </ul>                              |
| Year 1                               | <ul style="list-style-type: none"> <li>• Families</li> <li>• Making Friends</li> <li>• Greetings</li> <li>• People Who Help Us</li> <li>• Being My Own Best Friend</li> <li>• Celebrating My Special Relationships</li> </ul>                          | <ul style="list-style-type: none"> <li>• Life Cycles</li> <li>• Changing Me</li> <li>• My Changing Body</li> <li>• Boys' and Girls' Bodies</li> <li>• Learning and Growing</li> </ul>  |
| Year 2                               | <ul style="list-style-type: none"> <li>• Families</li> <li>• Keeping Safe – exploring physical contact</li> <li>• Friends and Conflict</li> <li>• Secrets</li> <li>• Trust and Appreciation</li> <li>• Celebrating My Special Relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Life Cycles in Nature</li> <li>• Growing from Young to Old</li> <li>• The Changing Me</li> <li>• Boys' and Girls' Bodies</li> <li>• Assertiveness</li> <li>• Looking Ahead</li> </ul> |
| Year 3                               | <ul style="list-style-type: none"> <li>• Family Roles and Responsibilities</li> <li>• Friendships</li> <li>• Keeping Myself Safe</li> <li>• Being a Global Citizen</li> <li>• Celebrating My Web of Relationships</li> </ul>                           | <ul style="list-style-type: none"> <li>• How Babies Grow</li> <li>• Babies</li> <li>• Outside Body Changes</li> <li>• Inside Body Changes</li> <li>• Family Stereotypes</li> <li>• Looking ahead</li> </ul>                    |
| Year 4                               | <ul style="list-style-type: none"> <li>• Relationship Web</li> <li>• Love and Loss</li> <li>• Memories</li> <li>• Are Animals Special?</li> <li>• Special Pets</li> <li>• Celebrating My Relationship with People and Animals</li> </ul>               | <ul style="list-style-type: none"> <li>• Unique me</li> <li>• <b>Having a baby</b></li> <li>• Girls and puberty</li> <li>• Circles of Change</li> <li>• Accepting Change</li> <li>• Looking ahead</li> </ul>                   |
| Year 5                               | <ul style="list-style-type: none"> <li>• Recognising Me</li> <li>• Getting On and Falling Out</li> <li>• Girlfriends and Boyfriends</li> <li>• Relationships and Technology</li> </ul>   | <ul style="list-style-type: none"> <li>• Self and Body Image</li> <li>• Puberty for Girls</li> <li>• Puberty for Boys</li> <li>• <b>Conception</b></li> <li>• Looking Ahead</li> </ul>   |
| Year 6                               | <ul style="list-style-type: none"> <li>• My Relationship Web</li> <li>• Love and Loss</li> <li>• Power and Control</li> <li>• Being Safe with Technology</li> </ul>  | <ul style="list-style-type: none"> <li>• My Self Image</li> <li>• Puberty</li> <li>• Girl Talk/Boy Talk</li> <li>• <b>Babies – Conception to Birth</b></li> <li>• Attraction</li> <li>• Transition to Secondary</li> </ul>     |

Red denotes lessons that address human reproduction.