



## Preston Candover CE Primary School

*Love, Hope, Justice*

# Relationships, Sex and Health Education Policy

January 2022	Review Date : January 2023 Reviewed by : PSHE Co-ordinator
Approved by: Date:	Headteacher (Simrit Otway)
Ratified by: Date:	Chair of Governors (Marcus Banks)

At Preston Candover our aims are to:

- Enable every child to meet their potential intellectually, morally, spiritually and physically in a caring Christian environment.
- Develop learners who show mutual respect and make a positive contribution to society.
- Inspire our children to become life-long learners who are equipped to apply their learning in a diverse and rapidly changing world.

Our core Christian values of Love, Hope and Justice focus us as an inclusive community to be the best version of ourselves. Our values permeate all areas of school life through learning, religious education, prayer, worship and action. We live our core values, cultivating character in our children through teaching virtues e.g. respect, perseverance, courage, fairness and truthfulness. Opportunities for reflection, questioning, and exploring beliefs are essential in developing each child and these are actively planned for.

Children flourish at school when the relationships between home and school are established on trust and mutual respect. We build strong partnerships between staff, parents and governors to ensure the provision of an outstanding education.

### **Mission statement**

Preston Candover CE Primary School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils. Relationships Education (RSE) should always be taught as part of broader PSHE education. This way pupils can develop the necessary skills, knowledge and personal attributes as part of a planned programme of regular lessons that also addresses related factors such as media literacy, drugs and alcohol, equality and prejudice and health.

The aims of relationships and sex education (RSE) at our school are to:

- Enable children to understand how to keep themselves and others safe
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

## **1. Statutory requirements**

As a primary school we provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Preston Candover CE Primary School we teach RSE as set out in this policy.

## **2. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review –The PSHE lead attended training and pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent consultation – parents were given the opportunity to view documents and resources in school
- Governor consultation- this included wider reading around RSE and a debate around the Church of England’s guidance documents
- Parent/stakeholder consultation – The policy was made available to parents on the website for two weeks and they were invited to discuss any points
- Ratification – once amendments were made, the policy was shared with governors and ratified

### **3. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

### **4. Curriculum**

Our curriculum expectations are set out in Appendix 1 and our curriculum map for PSHE & RSE in Appendix 2. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum content is based on resources provided by the PSHE association. Teachers will use the objectives and always take into account the needs and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 2.

### **5. Delivery of RSE**

At Preston Candover Primary School RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in Science, Computing, PE, the No Outsiders Programme and other aspects are included in Religious Education (RE).

Appendix 2 shows how our PSHE curriculum covers all the strands of the statutory guidance.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We use the Christopher Winter Project resource (endorsed by the PSHE Association) to deliver the non-statutory element of the RSE curriculum. For more information about our RSE curriculum, see Appendices 1 and 2. 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).

## **6. Inclusion**

### **Equality**

Preston Candover CE Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

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.”

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

- Confidentiality Policy
- RE Policy
- Collective Worship Policy
- Health and Safety Policy
- Behaviour and Positive Relationships Policy
- Statement of Behaviour Principles
- Equalities Statement, Information and Policy
- Online Safety, Mobile Technology Acceptable Use Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

### **SEND**

At Preston Candover Primary School Relationships and Health Education is accessible for all pupils.

We provide high quality teaching that is differentiated and personalised to ensure accessibility.

## **7. Roles and responsibilities**

### **The Governing body**

The governing body has delegated the approval of this policy to The Curriculum and Standards Committee and it will hold the Headteacher to account for the implementation of this policy.

## **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

## **The Subject Leader**

The Subject Leader will:

- Develop a differentiated curriculum
- Work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- Work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils; ensure that the teaching delivered by a specialist teacher fits with the planned programme
- Provide strategic leadership and direction
- Provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- Promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Ensure appropriate coverage of the curriculum
- Provide support and advice
- Monitor pupil progress in this area
- Ensure sufficient and up to date resources are in place
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises
- Make effective use of relevant research and information to improve this policy
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor the implementation of the policy and curriculum
- Annually report to the Governing Body on the success and development of this policy

## **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **Visitors**

Any visiting professionals brought in to school to support RSE will have read and understood this policy prior to their visit.

### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### **9. Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The Headteacher/Inclusion Leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by the Lead for PSHE and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling.

Class teachers, as part of our internal assessment systems, monitor pupils' development in RSE.

This policy will be reviewed by PSHE leader and the Curriculum and Standards committee annually and in the event of updated statutory guidance. At every review, the policy will be approved by Governing Board.

## Appendix 1: Curriculum Map – PSHE including RSE expectations.

Expectations at the end of KS1
Children will be able to answer the following questions:
<p><b>Relationships:</b>            Who is in my family?            What does my family do for me?            What makes a good friend?            How should I treat my friends?            How can I recognize feelings and emotions in myself and others?            How do I celebrate differences?            How can I recognize what I like and don't like?            What is bullying and what can I do about it?</p> <p><b>Health &amp; Wellbeing:</b>            Where do babies come from?            How have I changed since I was a baby?            How are other children similar or different to me?            How are girls' and boys' bodies different?            What do we call the different parts of girls' and boys' bodies?            Who can I ask if I need to know something?            Who can I go to if I need to if I am worried about something or feel unsafe?            What do I need to keep me safe and healthy?</p> <p><b>Living in the wider world:</b>            What can people do with money?            How can I look after other people?            How can I look after the wider world?            What different jobs do people do?</p>

Expectations at the end of Lower KS2
Children will be able to answer the following questions:
<p><b>Relationships:</b>            Why might friendships change?            How can I be a good friend?            What are some of the bad choices people make when behaving to one another?            How do I know if I am being bullied and what can I do about it?            Why are families different and why do they not all look the same?</p> <p><b>Health &amp; Wellbeing:</b>            How and why is my body changing?            How do boys and girls grow differently?            Why are we all different? Is it ok to be different?            What makes good and bad feelings?            How can I tell how other people are feeling?            What are good habits to keep healthy?            What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?            Why does having a baby need a male and female?            What are eggs and sperm?            How do different animals have babies?            What happens when you get older?</p> <p><b>Living in the wider world:</b>            What is a community?            What is my role in the community?            What is the difference between good and bad choices?            How might my choices affect people around me?            How might my choices affect the environment?            How can information in the media be misleading?            What is diversity in the UK?</p>

Expectations at the end of Upper KS2
Children will be able to answer the following questions:
<p><b>Relationships:</b>            What are the important relationships in my life now?            What is love and how do we show it to one another?            How can I resolve differences?            Can people of the same sex love each other?            What are the different kinds of families and partnerships?            What do the words 'lesbian' and 'gay' mean?            What should I do if someone is being bullied or abused?            Can relationships be harmful?            Why are families important for having babies and bringing them up?            How can I say 'no' to someone without hurting their feelings?</p> <p><b>Health &amp; Wellbeing:</b>            What is puberty?            What changes happen during puberty to boys and girls?            How can I look after my body as I am going through puberty?            How can girls manage menstruation?            How will my body change as I get older?            What kinds of feelings come with puberty? What are sexual feelings?            What are wet dreams? What is masturbation?            How can I manage with different feelings and mood swings?            What is sexual intercourse? What happens during conception?            Does conception always occur? Can it be prevented?            How do families with same sex parents have babies?            How does a baby develop? How is it born?            Where can I find information about puberty and sex? How can I find these things reliably and safely on the internet?</p> <p><b>Living in the wider world:</b>            What jobs might I like to do?            What might I need to do to get that job?            What things can I do to earn money safely?            How can I save money? Where can I keep money?            What is the media? Should I believe everything online?</p>

What does it mean to be enterprising?  
How can I manage money?

What can I share on social media? What should I do if I see something inappropriate online?  
Can I believe everything on the media about perfect bodies/relationships?  
How can I be an active citizen?

## Appendix 2: Long-term curriculum map with resources

Cycle 1						
	Relationships		Health and Wellbeing		Living in the Wider World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYS	Who is my family? <i>NOIOS: The Family Book</i>	How do I make friends and look after them? <i>NOIOS: Blue Chameleon</i>	How can I keep myself safe/healthy? <i>NOIOS: Mommy Mama and Me</i> <i>CWP lesson 2</i>	How am I feeling? <i>NOIOS: Red Rockets and Rainbow Jelly</i>	What is my day like? <i>NOIS: You Choose</i> <i>CWP – lesson 1</i>	I know money can be spent on different things. <i>PSHE ASSOC.</i>
Year 1/2	What is bullying? <i>NOIOS: Elmer</i> <i>NOIS: Just Because</i>	What is a good friend? <i>NOIOS: The Odd Egg</i> <i>NOIOS: Blown Away</i>	What helps keep bodies healthy? hygiene routines <i>PSHE ASSOC.</i>	I can recognise what I am good at? I know the correct names for body parts <i>CWP Year 1 lesson 2</i>	What jobs do people do? <i>PSHE ASSOC.</i>	What can we do with money? How do I look after it? <i>PSHE ASSOC.</i>
Year 2/3	I know how to treat people with respect. What does diversity mean? <i>NOIOS: The Great Big Book of Families</i> <i>CWP: Year 3 lesson 1</i>	I understand what is meant by stereotypes. <i>CWP: Year 2 lesson 1</i>	Why we need to eat well and look after our teeth. <i>PSHE ASSOC.</i>	I can recognize changes and how they may make me feel? <i>PSHE ASSOC.</i> <i>CWP: Year 2 Lesson 3</i>	What makes a community? What is discrimination? <i>NOIOS: Beegu</i> <i>NOIOS: This is Our House</i>	Rules and laws. What are children’s rights? <i>PSHE ASSOC./RADE</i>
Year 4/5	How do we treat each other with respect? <i>CWP Year 4 lesson 3</i> <i>PSHE ASSOC.</i> <i>NOIOS: Dogs Don’t Do Ballet</i>	How can we communicate safely? <i>PSHE ASSOC.</i> <i>NOIOS: A Crayon’s Story</i>	What makes a balanced lifestyle? Hygiene, diet, choices etc. <i>PSHE ASSOC.</i> <i>NOIOS: King and King</i>	What are the changes in puberty? <i>CWP Year 4 lesson 1</i> <i>CWP Year 4 lesson 2</i> <i>PSHE ASSOC.</i>	Appreciating differences and diversity. <i>NOIOS: The Way Back Home</i> <i>RADE/ PSHE ASSOC.</i>	Managing money. <i>PSHE ASSOC.</i>
Year 5/6	How do relationships change as we get older? <i>CWP Year 6 lesson</i> <i>NOIOS: Love you Forever</i> <i>CWP Year 6 Lesson 2</i>	Challenging stereotypes and discrimination. <i>NOIOS: And Tango makes Three</i> <i>NOIOS: My Princess Boy</i>	Recap puberty. How do humans reproduce? (consider splitting year groups) <i>CWP Year 5 lesson 3</i> <i>CWP Year 6 lesson 1</i> <i>CWP Year 6 lesson 3</i>	How can we keep healthy – a balanced lifestyle and how this affects us. How can we help in an accident emergency? <i>NOIOS: How to Heal a Broken Wing</i>	How can we be active citizens? Human rights <i>NOIS: Dreams of Freedom</i> <i>NOIOS: The Artist who painted a Blue Horse</i> <i>RADE</i>	Personal finance: looking after money <i>PSHE ASSOC.</i>

No Outsiders in Our School (NOIOS)

Christopher Winter Project (CWP)

Cycle 2						
	Relationships		Health and Wellbeing		Living in the Wider World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYS	Who is my family? <i>CWP EYS Lesson 3</i>	How do I make friends and look after them? <i>NOIOS: Blue Chameleon</i>	How am I feeling? <i>NOIOS: Red Rockets and Rainbow Jelly</i>	How can I keep myself safe/healthy? <i>NOIOS: Mommy Mama and Me</i>	What is my day like? <i>NOIS: You Choose</i>	I know money can be spent on different things <i>PSHE ASSOC.</i>
Year 1/2	I can respect similarities and differences in others; sharing views and ideas <i>NOIOS: Ten Little Pirates PSHE ASSOC.</i>	Who is special to us? <i>CWP Year 1 Lesson 1 PSHE ASSOC.</i>	I can recognise what I am good at?  I know the correct names for body parts <i>CWP Year 1 lesson 2 NOIOS: Max the Champion</i>	What helps us to feel safe? In school, at home and online <i>CWP Year 1 lesson 3 NOIS: My Grandad is amazing</i>	How can we help each other in the wider world? I can respect the needs of others <i>NOIOS: The First Slodge</i>	How can I look after my local environment? <i>NOIOS: My World, Your World</i>
Year 2/3	What contributes towards positive mental health? <i>PSHE ASSOC./Mind Ed/Anna Freud School in Mind</i>	How can we be a good friend? <i>NOIOS: Oliver PSHE ASSOC.s CWP: Year 3 lesson 1 NOIOS: Two Monsters</i>	What strengths skills and interests do we have? <i>NOIOS: The Hueys in the New Jumper PSHE ASSOC.</i>	What keeps us safe? Online, influences, pressure, Appropriate contact <i>CWP: Year 3 lesson 3 CWP: Year 3 lesson 2/PSHE ASSOC.</i>	How can our choices make a difference to others and the environment? <i>PSHE ASSOC.</i>	What is meant by enterprising? <i>PSHE ASSOC.</i>
Year 4/5	Working collaboratively – how does this work? <i>PSHE ASSOC.</i>	Managing communication safely? Is it ever good to break a confidence? <i>PSHE ASSOC.</i>	How can we keep ourselves safe? Choices? <i>PSHE ASSOC. NOIOS: The Flower</i>	Coping with change and transitions. (Puberty, grief etc.) <i>CWP Year 5 lesson 1 CWP Year 5 lesson 2 PSHE ASSOC.</i>	Different rights and roles. What jobs would we like? <i>PSHE ASSOC. RADE</i>	What decisions can people make with money? <i>PSHE ASSOC.</i>
Year 5/6	What will change as we become more independent? <i>NOIOS: Rose Blanche NOIOS: Where the Poppies Grow</i>	How can we be inclusive? <i>NOIOS: The Whisperer NOIOS: The Island</i>	Recap puberty. Year 6 How do humans reproduce? (consider splitting year groups) <i>CWP Year 6 lesson 1</i>	Healthy life styles: choices about habits. Preventing spread of infection. <i>PSHE ASSOC.</i>	How can the media influence people? Making our own decisions <i>CWP Year 6 lesson 4</i>	Enterprise and the impact of work on society. Different jobs/roles. <i>PSHE ASSOC.</i>

## Appendix 3: Additional Reference Links

DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ 2019. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’; Autumn 2016. Our church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus’s promise of ‘life in all its fullness’ (John 10:10), regardless of their family arrangements, beliefs or sexual or gender orientation. <https://www.churchofengland.org/more/education-and-schools/vision-education>

The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Valuing All God’s Children (VAGC) published by the Church of England’s education Office; Summer 2019 (2<sup>nd</sup> Edition). This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

Pastoral Principles for Living Well Together; Church of England; April 2019. These principles help shape the way we all relate to one another. The document can be found here:

<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>

The Church of England’s Education Office publication, ‘RSHE Principles and Charter’ – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.

[https://www.churchofengland.org/sites/default/files/2019-11//RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11//RSHE%20Principles%20and%20Charter_0.pdf)

Advice Document for Schools and Community Groups; Southampton SACRE; Revised January 2020 :

<http://www.youngsouthampton.org/working-with-children/schools-guidance/sacre/local-advice-guidance.aspx>