



*Lanercost Church of England Primary School*  
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*'Live life in all its fullness' - John 10:10*

<b>Reference Number</b>  S18	<b>Shared with Staff</b>  6.6.22	<b>Ratified by Governing Board</b>  February 2024	<b>Review Date</b>  February 2025
<b>Headteacher</b> <b>Steph Boustead (Acting HT Spring 2024)</b> <b>Alexandra Wilkinson</b>  <b>Date: February 2024</b>		<b>Chair of Governors</b> <b>Julie Hogg</b>  <b>Date: February 2024</b>	
<b>Policy Title</b>	<b>Relationships, Sex and Health Education (RSHE) Policy</b>		

At Lanercost CofE Primary School, we aim to provide a caring and compassionate environment where every child can thrive and is supported to achieve their unique and amazing potential as a child of God. Our Relationships, Sex and Health Education (RSHE) curriculum is incorporated as part of the wider PSHE (Personal, Social, Health and Economic), wellbeing and science curriculum and we see it as an important way of helping children to make sense of growing up, as well as some of the 'bigger' questions in life.

Collectively, these programmes set out to promote pupils' self-esteem, emotional development and resourcefulness and will help children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

## RELATIONSHIP, PSHE EDUCATION (RSHE) POLICY

Name of RSHE Coordinator- Alexandra Wilkinson

### **1. INTRODUCTION**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and also how to manage their academic, personal and social lives in a positive way. As a result of this, Relationship Education is now compulsory in all primary schools in England as is Health Education. This policy outlines Lanercost CE Primary School's commitment to provide effective RSHE for all pupils. It has been written with regard to the Department of Education's RSHE guidance 2019, and the latest relevant guidance documents and statutory requirements. The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age appropriate manner throughout the school.

### **2. WHAT IS RSHE?**

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. We want to be able to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing. Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep, we also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. They will also cover healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality. There is often concern that RSHE will encourage sexual experimentation. However, evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level. Through delivery of RSHE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

### **3. AIMS AND OBJECTIVES**

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Our key aim is to safeguard our pupils. Throughout their time at Lanercost CE School, children will learn key knowledge skills to help them keep safe and embrace the challenges of creating a happy and successful life. To do this we aim to:

- To promote spiritual, moral, cultural, mental and physical development of young people at school, and help prepare them for the opportunities, responsibilities and experiences of adult life;
- To enable young people to make responsible and informed decisions and to equip children with the necessary communication and decision-making skills;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and social media;
- To help and support young people through their physical, emotional and moral development;
- To help young people to develop the skills and understanding they need to live confident, healthy and independent lives;
- To provide accurate information and help young people to develop skills to enable them to understand difference and respect themselves and others;
- To use respectful language which challenges sexism, homophobia and other forms of prejudice;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example, people of the same gender;
- To develop resilience and positivity when responding to influences that may affect body image;
- To respect and care for their bodies;
- To understand the importance of safe and stable relationships that promote respect, love and care.

### CONTEXT

We teach RSHE in the context of Lanercost CofE Primary School's vision and values. While RSHE in our school means that we give children information about sexual behaviour, we do this with an awareness of the values which underpin all our work in school. In particular, we teach RSHE in the belief that:

- RSHE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;

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- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- is inclusive and as a school we should ensure that it is accessible to all children to promote understanding and respect.
- Personal beliefs and attitudes of teachers will not influence the teaching of RSHE

#### 4. CONTENT

Details of the areas that must be covered in both key stages in the national curriculum is shown in Appendix 1. RSHE will be taught in each year group throughout the school. The curriculum that is to be delivered is progressive, building the children's knowledge, understanding and skills year on year. As children progress through school, they will learn about:

EYFS and KS1	Lower KS2	Upper KS2
<ul style="list-style-type: none"> <li>• Relationships</li> <li>• My Body</li> <li>• Life Cycles</li> <li>• Keeping safe and looking after myself</li> <li>• People who help me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• My Body</li> <li>• Feelings</li> <li>• Keeping safe and looking after myself</li> <li>• Life cycles</li> <li>• People who help me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• My body</li> <li>• Feelings and attitudes</li> <li>• Life cycles/human reproduction</li> <li>• Keeping safe and looking after myself</li> <li>• People who help me/getting help and advice</li> </ul>

Further details of what is covered at each stage is shown in Appendix 2. Worship time will also be periodically used to address the whole school on major health issues, for example awareness of and countering cyber-bullying. There will be cross curriculum learning from many other subjects such as through the PE, computing and science curriculum.

#### 5. ORGANISATION/DELIVERY

The identified person with responsibility for co-ordination is Mrs Wilkinson, who has overall responsibility for the curriculum. Lessons will be taught by staff and, in some cases, by specialist teachers.

- ground rules will be set up in agreement with the pupils to help create and maintain a safe learning environment
- RHSE will be delivered on a rolling programme, following a robust, considerate and evidence-based curriculum running through from year 1 and revisited at different levels through the school.
- a variety of teaching methods will be used including: - Circle Time, video, discussion and direct teaching.
- lessons will be taught in class groups where appropriate.

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• The sex education element of RHSE will continue to be delivered for children in Year 5 and 6. As outlined in section 10, parents have the right to request that their child be withdrawn from some or all of the sex education element.

### 6. INCLUSION OF CHILDREN WITH SEND

All pupils have an entitlement to a broad and balanced curriculum; RSE will be differentiated to enable all pupils

- to understand the relevance and purpose of learning activities,
- experience levels of understanding, success and achievement
- to gain knowledge and understanding which will promote healthy, safe lifestyles.

### 7. CONFIDENTIALITY

Teachers/other professionals conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher/health professional will take the matter seriously and deal with it as a matter of child protection by referring it to the Designated Safeguarding Officer.

### 8. EQUAL OPPORTUNITIES

The RSHE programme will be delivered in accordance with the school's Equality Policy. Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur.

### 9. RIGHT TO BE EXCUSED FROM SEX EDUCATION

We believe that RSHE should be a partnership with parents and carers. Parents will be informed about RSHE and will be informed when RSHE will take place in different year groups. Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSHE. However, Relationship Education and Health Education is compulsory for all pupils receiving primary education therefore there is no right to withdraw from Relationship or Health Education. The headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than what has to be covered as part of the science curriculum. However, the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss with parents the benefits of receiving this important education and any effects that withdrawal might have on the child.

### 10. MONITORING AND EVALUATION

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- Monitoring of the RSHE Policy is the responsibility of the head teacher, RSHE leader and responsible governor.
- The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teachers planning and feedback from parents.
- The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.

### 11. TRAINING

Regular opportunities for staff update/review exist through:

- RSHE leader
- Observations
- Local Inset Network
- Online courses

### 12. REVIEW

This policy was reviewed in May 2022 and is due for a further review in May 2023.

### Appendixes

Appendix 1 – Content Covered Relationships Education (Primary) By the end of primary school:

#### **Relationships Education (Primary)**

By the end of primary school:

<b>Families and people who care for me</b>	<b>Pupils should know:</b> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li></ul>
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	<ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
<p><b>Respectful relationships</b></p>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p><b>Online relationships</b></p>	<p><b>Pupils should know:</b></p>

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	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online</li> </ul>
<p><b>Being safe</b></p>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

### Appendix 2 - Progression in RHSE

A full breakdown of our RSE curriculum can be found here:

<https://www.lanercostschool.org.uk/about-us/our-curriculum/personal-social-health-education/>

### Appendix 3 - Guidance for Parents

Further information for parents can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)



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