
Ditchling (St. Margaret's) CE Primary and Nursery School

Policy for Relationship, Health and Sex Education (RHSE- 'Life Skills')



Learning together. Building Success.

Version	Reviewed by	Approved by	Date Approved	Next Review Date
6	Headteacher	Headteacher/ FGB	02.02.22	Spring 2023
In bold indicates based on East Sussex Model	East Sussex Model Policy	School's own policy		

Signed: _____ **Chair of Governors**

Signed:

Headteacher

Introduction

At Ditchling (St Margaret's) CE Primary and Nursery School, Relationships, Health and Sex Education (RHSE) is integrated into the Personal, Social and Health Education (PSHE/Life Skills) programme of the school, as well as featuring in units of the science curriculum (human changes/reproduction), computing curriculum (online safety/online relationships), RE (Christian values) and PE (health education). Relationships and health education may also overlap in content terms with the school's work with pupils in Spiritual, Moral, Social and Cultural Education (SMSC), the promotion of shared human values (tolerance and respect for others, the rule of law, democracy and individual liberty). As a church school, RHSE will reflect the Christian beliefs and values of the school community; with an emphasis on the importance of family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility.

Vision and Values

Learning Together. Building Success.



We are an inclusive community where Christian values empower us. With God's guidance, we work with confidence and wisdom to inspire a love of learning for the future. We are ambitious for our children and want them to achieve excellence in all aspects of life and reach their full potential within a caring Christian environment that enables all to flourish.

Together we will:

Persevere when times are challenging

Show ***respect*** to all those around us

Above all, be ***kind*** to one another living '***life in all its fullness***' ***John 10:10***

Policy context and rationale

Relationships, Sex and Health Education policy covers Ditchling (St. Margaret's) approach to teaching Relationships, Sex and Health Education (RHSE).

This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff and school governors. A parent consultation meeting asked parents to discuss the delivery of the new aspects of RHSE; review materials that would be used as well as look at the draft policy. Comments were noted and shared with the head teacher before being consulted with the governing body, before approval. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RHSE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities.

Consultation methods have included staff meetings, open-invitation to a parent consultation meeting and pupil voice. Key needs identified by pupils were: understanding of how puberty affects them and those around them; the process of conception and birth; online safety; what is a healthy amount of screen time and addictions to electronic devices.

Policy availability

Stakeholders have been informed about the policy through RHSE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the school office.

Aims and objectives

Our school's overarching vision is 'Learning together. Building success'. RHSE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RHSE lessons. Our school values are: compassion, koinonia, perseverance, trust, forgiveness, reverence and thankfulness. RHSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RHSE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RHSE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objectives of RHSE are to help ensure pupils value their unique place in the world, whilst acknowledging that all relationships encounter difficulties from time to time; support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. Effective RHSE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RHSE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love and care. It is about understanding the importance of marriage as ONE context for such relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. It will include how to repair relationships, being comfortable (and saying, 'No' when you're not comfortable).

RHSE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords.

Principles of effective RHSE

RHSE provision at Ditchling (St. Margaret's) is taught within the framework of Christian Values and:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the key stages.
- Some aspects of the content are taught in specific lessons, and others are taught and modelled through our expectations of behaviour towards each other, our overarching

school ethos, or through events such as assemblies or collective worship or visiting speakers.

- Is taught by staff regularly trained in RHSE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, saying 'No', relationship abuse, sexual exploitation, contraception and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, queer/questioning) equality and challenges all forms of discrimination in RHSE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RHSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- RHSE is not about the promotion of sexual activity. The reasons for delaying sexual activity and the benefits gained from such delay are discussed.
- Develops critical thinking as part of decision making and enables children to be confident to articulate this clearly.
- Links with a variety of religious views, particularly Christian, on physical health, mental health, relationships and sexual health, will be made throughout the curriculum.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles, differentiated tasks (when needed) and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RHSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RHSE curriculum. We do not use RHSE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Teaching and learning

The RHSE programme will be led by the subject leader, taught by class teachers or PPA cover-teachers (the PPA teacher will not teach puberty or sex education lessons) and will be supported by visitors, when appropriate. All staff involved in the delivery of RHSE have received training to ensure that pupils receive clear and consistent approaches to RHSE throughout their time at Ditchling (St. Margaret's). Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal. The school uses a slightly adapted version of the East Sussex County Council RSE scheme. All puberty and sex education lessons will be in classes. However, in Year 5 & 6, boys and girls may have a separate session at the end of a unit, when possible, led by a school teacher of the same sex, as children have requested having a teacher of their own sex to answer more specific gender-related questions.

On occasions external visitors, experts and agencies may be invited to contribute to the delivery of RHSE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g., special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RHSE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles

LGBTQ+

As a church school it is important that all children develop a sense of their own dignity and the dignity and value of every member of our community. We are aware of the range of family types within our community and encourage all children to respect and develop an understanding of all committed relationships.

Curriculum

The majority of elements of the RHSE curriculum are a statutory requirement to teach to meet the 'Relationship's Education, Relationships and Sex Education (RSE) and Health Education' document of July 2019 and The Equalities Act, 2010. RHSE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RHSE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live

safely in the modern world. Our intended RHSE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

By the end of KS2 the following areas will have been covered:

<i>Relationships Education</i>	<i>Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe</i>
<i>Sex Education</i>	<i>How a baby is conceived and born</i>
<i>Health Education</i>	<i>Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body</i>
<i>Road safety</i>	<i>How to cross a road safely/ water safety and rail safety Dangers on a road</i>
<i>Money</i>	<i>The importance of saving Interest and what it means Where to get help</i>

This is an overview of the topics that will be covered each term. These are subject to change based on the needs in the class and any issues that arise that need time to be addressed in class e.g., friendship issues, online relationship problems, bullying, health etc.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R/1	Mental wellbeing Internet safety and harms	Caring friendships Being safe	Physical health and fitness Online relationships	Health and prevention Drugs, Alcohol and tobacco Families and people who care for me	Respectful relationships Healthy eating Road Safety	Basic First aid RSE
I/2	Mental wellbeing Internet safety and harms including screen time Online relationships	Physical health and fitness Caring friendships	Drugs, Alcohol and tobacco Families and people who care for me	Health and prevention Respectful relationships	Healthy eating Being safe [incl. Road safety]	Basic First aid RSE
Year 3	Mental health and emotional wellbeing Online safety (part-computing coverage)	Caring friendships respectful relationships/families (including bullying)	Money Matters, road safety/ being safe / water safety	Stereotypes RSE- self-esteem, changes in our bodies and unwanted touch	Physical health and wellbeing and healthy eating	Health prevention/ first aid

Year 4	Mental health and wellbeing Online safety (part-computing coverage) Screen time	Friendships and relationships (including bullying)	Physical health and wellbeing and healthy eating	RSE - Puberty	Money Matters, road safety/ being safe	Health prevention/first aid/ drugs (tobacco)/vaping
Year 5	Online safety and online relationships (part computing coverage)-including sharing data and consent Changes/ mental health (inc. emotions/ self-worth/ doing volunteering /self-care (inc. sleep and food)	Media messages related to food and drink/ image (especially energy drinks)	Stereotypes Friendships/relationships- positive and negative (including bullying)	Puberty and RSE	Drugs- (alcohol, vaping and smoking)	Careers and financial responsibility
Year 6	Online safety and online relationships-including screen time	Drugs	Hygiene and Health	RSE	Human rights Gambling	Changes/ transitions/ road safety/ rail safety (especially level crossings)

This is a more detailed outline of what will be covered in each year group for the 'Relationship and Sex Education' (RSE) side of RHSE from the East Sussex Scheme. In classes of mixed aged children, teachers will ensure all necessary objectives are covered.

Early Years Foundation Stage Curriculum



My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
How feelings are expressed, words to describe feelings and simple strategies for managing feelings.	Basic personal hygiene.	Celebrating similarities and differences.	Likes, dislikes and making choices.	Personal privacy. The right to keep some things private. Respecting other people's privacy.	Special people, what makes them special and how special people care for one another.

KSI Curriculum:

Y₁ Year group one

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

Y₂ Year group two

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

Y
3

Year group three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

Y
4

Year group four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

C

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how	Pupils can anticipate	Pupils can identify healthy	Pupils know the correct terms	Pupils have strategies for	Pupils have considered

Year 6

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.

Pupils will develop skills on how to form and maintain friendships and think about their relationships with others. They will understand positive and negative relationships and how to say, 'No', when they are uncomfortable. They will discuss how to manage conflict and how to say 'sorry', developing their skills of restorative justice.

Lessons will emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind and those of others.

In year 6, lessons on drugs and alcohol (part of their Health Education) will include how to say, 'No,' to using and handling drugs.

Assessment

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

Monitoring and Evaluating

The quality of RHSE teaching and learning will be monitored through RHSE learning walks, pupil voice, book looks and informal drop-ins conducted by subject leads and/or members of the senior leadership team: the observations and findings of which will be used to identify and inform future staff training needs.

The local governing body monitors the impact of RHSE on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and to enable the policy to be updated accordingly.

Provision for pubertal pupils

Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may not be feeling well. Girls starting their periods have unrestricted access to sanitary facilities kept by staff and sanitary bins are provided in the girls' toilets.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RHSE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and, when necessary, will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket' or 'question box'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RHSE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RHSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RHSE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RHSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RHSE and that RHSE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through meetings (for years 4, 5 and 6 parents when RSE lessons are due to be taught and for all parents when changes/ consultations are occurring), which provides a valuable opportunity to develop awareness of emerging RSE topics, meet teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. There will also be an email/letter sent or meeting for parents/carers of children in year 1 (and Year 2 if in a mixed-aged class) so that the parents are aware of the scientific vocabulary of body parts, that will be introduced to their children. The school also operates an open-door policy enabling parents to discuss RHSE at relevant times throughout the school year.

The vast majority of RHSE is compulsory. There is **no** right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

This policy will be reviewed every 2 years or sooner if the RHSE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- Online safety
- Equality
- Inclusion
- Teaching and learning
- Child Protection and Safeguarding
- Preventing extremism and radicalisation
- Behaviour Regulation
- SEND
- Curriculum intent
- SMSC and British Values