

Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy

[Enter School Name]

Model Policy

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Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy

BDMAT Vision and Values

The Birmingham Diocesan Multi-Academy Trust (BDMAT) recognises that the future for schools lies in formal collaborations; schools working together, in partnership to offer life in all its fullness for the young people who attend them. Church schools have a very distinctive purpose: Education is taught in an environment where there is a set of values and ways of behaving that stem from, and express, the Christian foundation of the school. Our schools are about providing an education within a Christian framework for children of the local community of any faith or none; Our Trust seeks to provide a place where church schools and non-church schools who support our philosophy can continue to provide high quality education, knowing that their distinctive ethos will be protected into the future.

When determining this policy, a number of documents were referenced including:

Valuing All God's Children

Deeply Christian, Serving the Common Good

<https://www.churchofengland.org/more/education-and-schools/education-publications>

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.

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

Our mission is:

To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good life / work balance and are fulfilled in their roles.

Our values

We have adopted the values of the Church of England, as articulated in the document 'Deeply Christian, Serving the Common Good' which sets out the vision for education that the Church of England believes should be seen in all schools, and not just those of a Christian foundation. As a result, the values apply equally to our church schools and our non-church schools.

Our key values are:

- **Hope** – through our Christian faith, we have hope that there can always be a positive outcome
- **Honesty** – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages
- **Integrity** – we have strong principles rooted in our Christian mission that lead our actions and decisions
- **Helpfulness** – we work in co-operation and partnership with all staff and stakeholders
- **Respect** – we respect all those that we come across
- **Dignity and compassion** – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing
- **Wisdom** – The decisions we take are wise; they are based on informed discussions and evidence and we aim to ensure we achieve the best outcomes for all without compromising our values

School Vision and Rationale

[Insert school vision/values here]

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.

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

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society. Our school uses *[insert the PSHE programme you use here and the rationale for the choice of this programme]*.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education in primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

(If Sex Education is taught – In addition to the requirements of the National Curriculum in Science, the school teaches Sex Education in year (year groups) and information about the contents these specific lessons and your right to withdraw your child from them can be found below)

School Context

Our school community comes from a wide and diverse society. A proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

(Please extend or delete to represent your school).

Policy Development and Consultation

The policy has been developed through consultation with BDMAT Executive Team, our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

To ensure that consultation was thorough and meaningful we consulted with parents through *(Please insert your consultation methods; including how you ensured that ALL parents, including during the COVID pandemic, were consulted in a meaningful way; Zoom, Teams, Paper, Small group, community leaders etc)*

Relationships and Health Education

At *(insert school name here)* understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the school's policy on that subject is explained further below).

Aims and Objectives of this policy and the relationships education curriculum:

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery;
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually;

- Relationship Education provides a foundation for further work at secondary school;
- To help young people to respect themselves and others;
- To support pupils through their physical, emotional and moral development;
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene;
- To help pupils understand the significance of marriage and stable relationships and its importance for family life;
Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances
- To help pupils move more confidently and responsibly into and through adolescence;
- To help pupils to understand a range of views and beliefs about relationships;
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs; and
- (Any other aims and objectives).

Sex Education

Either: The school has decided, following consultation with parents that it will only be teaching about sex education **which is included in the National Curriculum for Science.**

Parents do not have a right to withdraw their child from these lessons.

Or: The school believes that in order to further the aims and objectives outlined above it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for science. The school's sex education programme will include *[number]* of lessons in year *(year group)* covering the following topics *(topics)*. Parents will be notified in writing before these lessons take place so that they can notify the school that they would like to withdraw their child from these specific lessons. There will also be the opportunity for parents of children in this/these year group(s) to view the teaching materials that will be used.

Organisation And Methods Of Teaching

Planning and delivery of programme *(specify programme here)*

- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected;
- The discrete puberty programme taught in *year(s) [specify year groups]* in selected single sex groups by trained, confident staff;
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school;

- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated; and
- Resources we use are appropriate for each year group and enhance the learning.

Overview of Mandatory requirements (Where are the themes taught?)						
Relationships Education				Health Education		
Year Group	Relationships	Safety on and Offline	Families	Mental Well being	Health Prevention	Changing Bodies
N (if applicable)						
R						
1						
2						
3						
4						
5						
6						

Areas Of Responsibility: [adapt to suit individual context]

Head Teacher and Governors

- Ensure the framework is followed and monitored;
- Ensure that this policy is made available to parents;
- Teaching Staff:
 - Implement this policy with the guidance of senior leaders in the school;
 - Ensure that the policy is followed in applied practice;
 - Liaise with the governors on the teaching of RHE and (Sex Education) in school as required;
- Ensure that the SENDCO and/or PSHE lead are adequately trained to support delivery in ALL aspects of the RSE 2020 guidance;
- Liaise with parents and feedback any concerns, following the school's usual procedures; and
- Respond to the needs of pupils, following the school's usual procedures.

Specific Issues

Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

Changing Facilities for Physical Education; Upper Key Stage 2

In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem.

Use of External Providers [if required]

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's programme and all delivery with pupils will be evaluated.

Answering Difficult Questions

If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.

- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery;
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents;
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles;
- Teachers will focus heavily on the importance of healthy relationships; and
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

Working with Parents

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationships Education, Relationships and Sex Education and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with *(name)*.

Parent Withdrawal

Parents have a right to withdraw their child from sex education lesson(s) that are additional to that covered in science but not from Relationships and Health Education lessons.

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project, but this would be discussed on an individual basis.

Any complaints will be addressed through the school's complaints procedure.

Provision for Menstruation

[Named role or person will be available to support pupils and will have all the necessary resources]

Sanitary disposal units are situated in the

Other related documents & policies

- Education Act 2002
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

Equal Opportunities/Inclusivity

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

Monitoring And Evaluation

This policy will be managed by the *amend accordingly [PSHE Co-ordinator/Science Coordinator]* and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

Dissemination Of The Policy

A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a full copy on request. The policy will be communicated to all staff and governors.

PSHE Lead

Head Teacher/ Head of School

Governor

Model Policy