

'Be Strong and Courageous'

1. Aims

The aims of Relationships Education, Relationships and Sex Education (RSE) and Health Education at our school are to:

- 5.3 Provide a framework in which sensitive discussions can take place
- 5.4 Prepare pupils for puberty, and give them an understanding of development of the body and the importance of health and hygiene
- 5.5 Help pupils develop feelings of self-respect, confidence and empathy
- 5.6 Create a positive culture around issues of relationships
- 5.7 Teach pupils the correct vocabulary to describe themselves and their bodies

At High Wycombe Church of England (HWCE) School we believe that RSE is firmly rooted in the Personal, Social, Health and Economic (PSHE) Education framework and should not be delivered in isolation. The emphasis of teaching should be rooted in a Christian perspective of relationships being maintained within a framework of marriage.

2. Statutory requirements

This policy has been designed in line with the DfE statutory requirements. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education and Health Education compulsory for all pupils receiving primary education. Sex Education is not compulsory for primary school children, however some aspects of sex education are covered in the compulsory Year 5 science curriculum.

The school will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

At HWCE School, we teach Relationships Education and Health Education as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. What is Relationships Education, Relationships and Sex Education and Health Education?

Relationships Education

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Relationships Education should teach children to understand human relationships and to respect themselves and others. It should also enable children to build up knowledge and skills which are important because of conflicting pressures on them.

Relationships education is taught in an appropriate way for children's age and developmental stage. The content areas covered are:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

We teach RSE through our overarching PSHE curriculum, with sex education taught particularly through the 'growing and changing' strand. Parents will always be informed prior to the teaching of sex education and/or content we feel that parents need to be made aware of. We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers upon request.

Parents/carers do not have the right to withdraw their child from relationships education.

Sex Education

Sex Education is the coverage of issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproductive health, reproductive rights, safe sex, birth control and sexual abstinence.

Sex education is not compulsory in primary schools, but the Department for Education recommends that all primary schools teach it. It should be "tailored to the age, physical and emotional maturity of their pupils."

Some aspects of sex education are part of the statutory national curriculum for science. This includes:

- external body parts
- the human body as it grows from birth to old age (including puberty)
- reproduction in some plants and animals

Sex Education is taught as part of the growing and changing topic within the PSHE curriculum in Year 6. There is one lesson which covers non-compulsory sex education. The main focus of this lesson is conception, pregnancy and consent, and encompasses feelings as well as the physical

mechanics. This lesson aims to prepare boys and girls for the changes that adolescence brings beyond those taught as part of the statutory science curriculum.

As parents have a right to withdraw their children from the non-statutory components of sex education (those not taught within the science curriculum), we have produced a separate Sex Education policy to ensure clarity.

Please see our Sex Education Policy for further information.

Health Education

Health education focuses on physical health and mental wellbeing and covers the following content areas:

- puberty, including physical and emotional changes, the menstrual cycle, and starting periods, and what is meant by wet dreams
- mental wellbeing, including emotions
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco, including facts and risks
- health and prevention, including sleep, sun safety and healthy teeth
- first aid

Our school has a whole school approach to wellbeing and health; delivering active lessons and break times, the daily mile, weekly games and PE lessons, movement breaks and a variety of sports clubs.

Health education, including puberty, is taught through our PSHE lessons (see the PSHE curriculum overview), and is complemented by what is taught through PE, Science and DT lessons, enabling the children to understand how to lead healthy, active lifestyles.

In Year 4, children have lessons about changing and growing up. These lessons focus on changes as children get older, such as personal hygiene. In Year 5, children are taught about puberty, menstruation and wet dreams; this is delivered by the class teacher to boys and girls separately. The power point and materials that are used are from Medway Public Health Directorate – Changing and Growing Up. In Year 6, children have lessons that recap puberty.

6. Delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education

RSE is taught through different aspects of the curriculum. While we carry out our main RSE teaching within the personal, social, health and economic (PSHE) education curriculum, we also teach some aspects through other subject areas; for example within the science, religious education (RE) and physical education (PE) curriculums.

As a Church school, our Christian values and vision are all encompassing in all that we do; reinforcing RSE through our learning behaviours, growth mind set, whole school and class collective worship, our good behaviour policy and school expectations.

How we teach

We teach Relationships, Sex and Health Education as part of the normal classroom experience using a similar range of approaches and resources – discussion, use of the interactive board, videos, worksheets and PSHE Association resources. Pupils in Year 5 and Year 6 are separated by gender for key lessons about puberty, to ensure they feel comfortable to ask questions. Relationships and Health Education are taught across the school year in PSHE, Science, PE, Computing and DT lessons, as well as during whole school assemblies, curriculum weeks, such as Mental Health Week, or as a result of classroom discussions/incidents.

Children in Years 4 and Year 5 learn about changing and growing up in Spring 2. Children in Year 6 learn about changing and growing up, as well as sex education in Summer 2.

Inclusion

The lessons will be accessible to all pupils, including those with SEND; ensuring that subjects are taught in a sensitive manner and delivered in ways to enable all children to explore the topics at their own level.

The staff will take great care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children, single parent families, LGBTQ+ parents.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

The school's Relationship, Sex and Health Education curriculum is designed to complement and support the role that parents play. Parents must be reassured that teachers' personal beliefs and attitudes will not influence the teaching of RSE.

Parents do not have the right to withdraw their children from Relationships or Health Education lessons.

Dealing with Sensitive Issues and Difficult Questions

Any Relationships Education should also provide opportunities for children to talk honestly and openly and therefore questions may arise which are not directly within the scope of the scheme of

work. In these circumstances, the teacher will respond to the questions appropriately, given the age and experience of the children. The teacher will explain to the children that we are teaching it from a Christian perspective; however, other members of society may have different opinions.

What we teach

As children move through the school we teach them about:

- Relationships:
 - feelings and emotions
 - valuing differences
 - healthy relationships
 - different relationships
- Growing and changing:
 - physical development of their bodies as they grow into adults
 - Puberty, including menstruation and wet dreams
 - respect for their own bodies
- Respect and moral questioning
- Keeping safe:
 - online safety
 - road safety
 - who to go to if we need help.
- Health and Wellbeing
 - healthy life styles
 - mental health

Curriculum

This content is taught through PSHE, Science, PE, RE, DT and Computing lessons.

Our curriculum is taught at an age-appropriate level and takes into account the understanding and needs of the children in the class.

Year group	Subject	Area of learning	Lesson content
YR	Personal, Social and Emotional Development Understanding the World	Making relationships People and communities Managing feelings & behaviour Super me!	Through a variety of activities in all areas of the EYFS curriculum – understanding people’s faces, learning to demonstrate friendly behaviour and how to resolve conflict.

Y1	PSHE	Relationships: Feelings and emotions Valuing differences Healthy relationships Growing and changing	What is the same and different about us? Who is special to us? Who helps us stay healthy? Who helps to keep us safe? How can we look after each other and the world?
		Medway Public Health Directorate – Changing and growing up	My special people Growing up — the human life cycle Everybody's body
	Science	Animals including humans	Learning about the body
	RE	Relationships Healthy relationships Feelings and emotions	Jesus was a special friend (the significance of God to Jesus) Judaism – spending quality time with family Asking God for forgiveness
	DT	Healthy lifestyle	Healthy eating
	Computing	Keeping safe online	E-safety
Y2	PSHE	Relationships: Feelings and emotions Valuing differences Healthy relationships Growing and changing	What makes a good friend? What is bullying? What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings?
		Medway Public Health Directorate – Changing and growing up	My special people Growing up — the human life cycle Everybody's body
	Science	Animals including humans	Animals (including humans) produce offspring
	RE	Changes	Rites of passage
	DT	Healthy lifestyle	Healthy eating
	Computing	Keeping safe online	E-safety
Y3	PSHE	Relationships: Feelings and emotions Valuing differences Healthy relationships Growing and changing Healthy life styles	How can we be a good friend? What keeps us safe? What are families like? What makes a community? Why should we eat well and look after our teeth? Why should we keep active and sleep well?
		Medway Public Health Directorate – Changing and growing up	What makes a good friend Falling out with friends
	RE	Healthy relationships / feelings & emotions Valuing differences	Forgiveness Beliefs

	Computing	Keeping safe online	E-safety
Y4	PSHE	Relationships: Feelings and emotions Valuing differences Healthy relationships Growing and changing Keeping safe	What strengths, skills and interests do we have? How do we treat each other with respect? How can we manage our feelings? How will we grow and change? How can we manage risk in different places?
		Medway Public Health Directorate – Changing and growing up	Time to change Personal hygiene Emotions and feelings <i>(Spring 2)</i>
	RE	Feelings and emotions Valuing differences	Is forgiveness always possible? What makes life so important?
	Computing	Keeping safe online	E-safety
Y5	PSHE	Relationships: Feelings and emotions Valuing differences Healthy relationships Growing and changing Keeping safe Healthy life styles	What makes up our identity? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health?
		Medway Public Health Directorate – Changing and growing up	Time to change Menstruation and wet dreams Personal hygiene Emotions and feelings <i>(Spring 2)</i>
	Science	Animal including humans	Describe the changes as humans develop (puberty)
	RE	Relationship – prayer and worship Valuing differences	Commitment to God Beliefs and moral values
	Computing	Keeping safe online	E-safety
Y6	PSHE	Relationships: Feelings and emotions Valuing differences Healthy relationships Growing and changing Healthy life styles Online safety Mental wellbeing	How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change as we grow? Puberty recap Puberty: Change and becoming independent Positive, healthy relationships
		* Sex Education: Medway Public Health Directorate – Changing and growing up	How a baby is made <i>(Summer 2)</i>

Science	Animals, including humans	Evolution and inheritance - recognising living things produce off-spring.
RE	Valuing differences	Beliefs and moral values
Computing	Keeping safe online	E-safety

At primary school, Relationships Education and Health Education is statutory. It's important that parents know this and that there is no option to withdraw from these subjects.

The DfE guidance (pg. 23):

"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively...It (the sex education programme) should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

As above sex education includes puberty, conception, reproduction and birth. Puberty is already statutory under Health Education and National Curriculum Science (no right to withdraw). Birth and reproduction are also included in Science (no right to withdraw). Conception by definition is 'how a baby is conceived' meaning what happens during sexual intercourse before an egg and sperm meet (reproduction) (no right to withdraw).

There is one sex education lesson which is non-compulsory; how a baby is made. Parents have a right to withdraw their child/ren from this lesson, by writing a formal letter to the headteacher.

Through our PE curriculum, all the children in the school (YR to Y6) will have the opportunity to enhance their personal, social and emotional development (see PE curriculum).

Each half term, children (YR – Y6) have a computing lesson dedicated to online safety. This enables children to visit this topic on a regular basis to continue to build upon prior knowledge and the changing landscape of this subject.

Roles and responsibilities

The governing board

The governing board will approve the Relationships Education, Relationships and Sex Education (RSE) and Health Education policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

7. Delivering Relationships Education, Relationships and Sex Education (RSE) and Health Education in a sensitive way
8. Modelling positive attitudes to Relationships Education, Relationships and Sex Education (RSE) and Health Education
9. Monitoring progress
10. Responding to the needs of individual pupils
11. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching Relationships Education (RSE) and Health Education. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in Relationships Education, Relationships and Sex Education (RSE) and Health Education and when discussing issues related to RSE, treat others with respect and sensitivity.

Partnership with parents

We wish to build a positive and supportive relationship with parents/carers through mutual understanding, trust and co-operation. In prompting this objective, we will:

- Inform parents about RSE through our Relationships Education, Relationships and Sex Education (RSE) and Health Education policy
- Answer any questions parents might have about the relationship education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy
- Seek to work together with parents/ carers to support the child with regard to Relationships Education.
- Share information about puberty with Year 6 parents in a drop-in session to inform them of what we will be teaching.

We believe that, through this mutual exchange of knowledge and information, children will benefit from consistent messages about their changing bodies and increasing responsibilities. We recognise that parents play a vital part in their child's RSE, and we encourage you to discuss these themes with your child at home as well. If further advice or support is required, or if you have any questions about the programme or would like to view the resources, please don't hesitate to speak to your child's class teacher

We also recognise that teaching RSE has a protective factor when it comes to safeguarding children.

Children must attend all compulsory aspects of RSE and Health Education. Parents have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE and they will join another year group during these lessons.

Training

Staff are supported on the delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education and it is included in our continuing professional development calendar.

Wherever possible, the PSHE / RSE subject leader will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

Confidentiality and Safeguarding

Teachers conduct Relationships Education in a sensitive manner and in confidence. However, if a child makes reference to being involved, or possibly involved, in sexual activity, then the teacher will take it 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. The teachers will share any concerns with the designated safeguarding lead or deputy designated safeguarding lead. The matter will then be dealt with in line with our Child Protection Policy.

Monitoring arrangements

The delivery of RSE is monitored by the (PSHE / RSE subject leader) through: *planning scrutiniess, learning walks, pupil focus groups.*

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by (PSHE / RSE subject leader) annually.