



COLESHILL *C of E*
PRIMARY SCHOOL
AND **NURSERY**

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

Policy developed by: Tiffany Bunn

Committee: Full Governing Board

Date of adoption: July 2021

Chair of committee signature:

Frequency of reviews: Annual

Reviews

Date of Review	Chair of Governors
July 2022	

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

Our school's purpose is built upon the fundamental principle that every child matters to God and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to hope, aspiration and fulfilment.

We believe our school should be a place where we all want to be; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring children flourish physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

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 the spiral curriculum SCARF planning tool from Coram Life Education to ensure that we have a progressive and inclusive curriculum throughout school.

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 within our school – in addition to the requirements of the National Curriculum in Science- the school will publish information about the contents of these specific lessons to the necessary year groups well in advance of the sessions. Your right to withdraw your child from them can be found below).

School Context

Coleshill Church of England School is a primary school with 470 pupils on roll (including Nursery). Our school community comes from a wide and diverse society, where we work together as a community to follow our vision. We believe everyone, from leaders and Governors to teachers, support staff and of course our children and parents have an important role to play in making our school a place where Christian love and commitment is expressed in everyday life. Our school serves a mixed socio-economic community with children attending from three separate Local Authority areas. The school has a very low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with national averages.

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 our newsletter, an online questionnaire and a Zoom consultation which shared sample resources and our rationale behind our choice to follow the SCARF scheme. Our pupil voice was also fed back to parents during this consultation.

Relationships and Health Education

At Coleshill Church of England Primary School we understand 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 and how the structures may vary in different families;
- 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.

Sex Education

The school has decided, following consultation with parents and the current curriculum coverage due to COVID-19 that it will only be teaching about sex education which is included in the National Curriculum for Science in 2021/2022. An overview will be given each term so that parents can use the overview to help encourage discussions at home.

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

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..

Organisation And Methods Of Teaching

Planning and delivery of programme SCARF from Coram Life Education

- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected (when appropriate)
- The discrete puberty programme taught in **years 4,5 and 6** 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 (Mrs Bunn's cupboard- Y6) and where the appropriate disposal bins are situated (UKS2 girl's toilets); and
- Resources we use are appropriate for each year group and enhance the learning.

A general overview of Mandatory requirements and how SCARF covers them as of May 2021. SCARF is a spiral curriculum and therefore age appropriate content is taught, building on knowledge each year.

Year Group	Relationships Education			Health Education		
	Relationships	Safety on and Offline (also covered in Computing curriculum)	Families	Mental wellbeing/ Health and wellbeing	Healthy lifestyles/ health Prevention	Growing and changing (inc bodies)
N (if applicable)	x	x	x	x	x	x
R	x	x	x	x	x	x
1	x	x		x	x	x
2	x	x		x	x	x
3	x	x	x	x	x	x
4	x	x		x	x	x
5	x	x	x (valuing differences)	x	x	x
6	x	x	x	x	x	x

Areas of Responsibility:

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, PSHE lead, RSE lead and Computing lead are adequately trained to support delivery in all aspects of the RSE 2021 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 and will change in split rooms.

Use of External Providers

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. (This relates to the use of The Life Education Caravan as part of our SCARF scheme.)

Answering Difficult Questions

If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually in an age appropriate manner and either in a whole class situation or an individual basis.

- Where possible, pupils will be encouraged to use the 'ask it basket' 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 the PSHE or RSE lead.

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. – Are we happy to keep this in as it was from the BDMAT framework?

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

Provision for Menstruation

Tiffany Bunn will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the UKS2 girl's toilets and spare sanitary towels will be stored in Mrs Bunn's classroom. There will also be access to spare sanitary towels in both the Year 5 and Y4 classrooms.

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 RSE, PSHE, Computing and Science leads 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.

Governor – Link Governor Rob Naylor

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.

RSE lead – Tiffany Bunn

PSHE Lead - Adele Muir

Head Teacher – Matthew Edwards