

St Francis of Assisi Church of England Primary School



Relationships & Health Education Policy

September 2021

AIMS

The intent of our Relationships and Health Education (RHE) curriculum links closely to the whole school curriculum intent and lays foundations which will support children to *'live life in all its fullness'* (John 10:10). Our RHE intent is for our children to be empowered, have positive relationships and to think critically. We want to provide our children with the knowledge and skills which benefit them holistically and enable them to become valued citizens that thrive within our community and the wider world. Our school aim is 'LIGHT'; Love of all; Ignite the light of Christ all around our children; God at the centre of everything we do; Hope and happiness; and Truth. LIGHT is very much reflected in the delivery and content of the RHE we teach, where our children Live, Love and Learn together in the LIGHT of Christ.

At St Francis of Assisi Primary School, we want our children to:

"Flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purposes of life."

(Church of England Education office)

The RHE skills and knowledge we teach seek to enable children to successfully develop their health and wellbeing, relationships in the context of Living in the wider world. We want to embed the foundational ethic of, 'love your neighbour as yourself' (Mark 12:31). We aim to give our children the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. Children are provided with a broad and balanced 'Relationships and Health Education' which will motivate them to thrive and allow their light to shine. At St Francis of Assisi Church of England Primary School, we teach children the skills to look after their emotional and physical health; we provide them with the ability to overcome obstacles and break down barriers. Children can build on their knowledge and gain a deeper understanding of themselves and the world around them, as they mature and progress throughout our school, which is a safe and secure Christian environment.

Happiness, relaxation techniques, resilience and growth mindset are taught throughout our school, repeatedly at different levels, to develop children's ability to adapt well in the face of adversity. We incorporate British Values, Global Goals, mental health, and emotional wellbeing awareness and supporting and embedding the Christian Values in RHE lessons to support and develop children's wellbeing.

STATUTORY REQUIREMENTS

As a primary school, we must deliver Relationships Education and Health Education to all children. At St Francis of Assisi Church of England Primary School, we recognise the world has changed. We focus on positive relationships, teach safeguarding, and meet children's needs; our children need to understand the law and have critical thinking. We are committed to all our children being empowered, to grow up happy, healthy and safe.

St Francis of Assisi Church of England Primary School, like all primary schools, must comply with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – Relationships Education, Relationships and Sex Education (RSE) and Health Education. Appendix 4

This guidance should also be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)
- National Citizen Service guidance for schools.

At St Francis of Assisi Church of England Primary School, we teach Relationship Education and Health Education, as set out in this policy. Also, see our school's safeguarding policies.

We also undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). Appendix 3

POLICY DEVELOPMENT

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

- Review – a member of staff has pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent / Stakeholder consultation – parents, staff and interested parties were invited to view / discuss the policy and complete a questionnaire.
- Pupil's consultation – we investigated what children want from Relationship Education and Health Education
- Ratification – once amendments were made, the policy was shared with governors and ratified.

DEFINITION

What we teach in Relationship Education and Health Education at St Francis of Assisi Church of England Primary School, supports children to make informed decisions about wellbeing, health and relationships in a range of contexts. We want our children to:

- Develop good habits;
- Understand the independence of physical and mental health and decision making;
- Be able to consider the consequences of their behaviour and choices;
- Be able to read challenges and critically analyse their options;
- Manage dilemmas by finding a positive way through while maintaining safety and integrity;
- Know how to access help and take steps to support others.

CURRICULUM

Our curriculum is set out in Appendix 1, it may need adapting as and when necessary, depending on current climate (COVID 19). We have developed this curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

We will focus on:

- Positive relationships, as well as sex education;
- Teach safeguarding and meet children's needs;
- Enable children to understand the law with critical thinking;
- Wanting all our children to be empowered, to grow up happy, healthy and safe.

Both Health Education (Physical Health & Emotional Wellbeing) and Relationships Education, are taught throughout each year group and cover all the Programme of Study learning opportunities for each phase. Alongside these two areas, we also teach 'Living in the Wider World' to compliment them; this is non-statutory but vitally important to a child's personal development and economic wellbeing. There is an overarching question for each half term; these begin in Key Stage 1 as, "What? and Who?" questions and build throughout Key Stage 2 into, "Why? and How?" questions. Teaching builds according to the age and needs of the children throughout the primary phase with suggested developmentally appropriate learning objectives.

TOPICS COVERED FOR RELATIONSHIPS EDUCATION AND HEALTH EDUCATION

Early Years Foundation Stage- Relationships Education and Health Education, are covered through the curriculum strands of: Personal, Social & Emotional Development; People & Communities; The World; Speaking; Health & Self-Care. They are facilitated through: In the Moment Planning (for each individual child); Circle Times; Talk Times; Relaxation Times; Worry Monster; Kindness Tree; Reflection Areas; Worship; Class Discussions; and Playing in the indoor and outdoor provision with peers and adults

Year 1 - What is the same and different about us? Who is special to us? What helps us to stay healthy? What can we do with money? Who helps to keep us safe?

Year 2 - What makes a good friend? What is bullying? What jobs do people do? What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings? How can we look after each other and the world?

Year 3 - 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?

Year 4 - 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 our choices make a difference to others and the environment? How can we manage risk in different places?

Year 5 - What makes up a person's identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?

Year 6 - 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 and grow?

See Appendix 1 Long Term Plan on Relationships Education and Health Education for further information.

At St Francis of Assisi Church of England Primary School, our teaching and learning approaches for Relationships Education and Health Education include:

- Information, understanding, skills and values education;
- Active and applied learning experiences;
- Lessons that clearly distinguish between fact and opinion and develop skills to critically evaluate fake news;
- How social media sites filter and tailor information to match individuals pre-existing beliefs and attitudes; and that pupils understand the relevant law on any subject taught in Relationships and Health Education.

We teach the Christian Values Context of Relationships Education, through “Love & Sex Matters”. Sex education will be taught through the Science curriculum. See Appendix 1.

Relationships Education and Health education complement several other curriculum subjects at our school, we look for opportunities, draw links between the subjects and integrate teaching where appropriate to ensure we complement the content covered, rather than duplicate it. This is particularly the case for Physical Education, Computing (e.g. sleep, screen time and online safety) and Science.

SEX EDUCATION THROUGH SCIENCE

As a primary school, none of our relationship education involves the teaching of sexual intercourse. Our lessons that teach children about their body parts and how their bodies change, are part of the health curriculum and are an essential part of our wider safeguarding curriculum. In our Health Education curriculum, by the end of primary at our school, children will know key facts about puberty and the changing adolescent body, particularly from age 9 to 11, including physical and emotional changes. Children will also know about menstrual wellbeing including the key facts about the menstrual cycle. Parents do not have a right to withdraw their child from Relationships Education and/or Health Education.

In our Science curriculum we teach children in Year 5 to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;
- Describe the life processes of reproduction in some plants and animals;
- Describe the changes as humans develop to an old age;

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Parents do not have a right to withdraw their child, from the sex elements of the Science curriculum. Relationship Education complements the factual approach to Science to support our children to explore and manage their feelings about this and the law.

DELIVERY OF RELATIONSHIP EDUCATION & HEALTH EDUCATION

Our children may ask teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. We ensure all our school staff are equipped to handle such questions/situations, through our question and answer script, which details information to ensure children’s questions are answered both consistently and with clarity. Our staff recognise, that often these questions are more sensitively and effectively answered on a one to one basis or in a smaller group as needed. Please see this Handling Difficult Situations script in Appendix 2. We acknowledge the importance of us answering pupil’s questions well, to ensure, that, they do not turn to the internet to find answers to their questions, in case of them viewing inappropriate sources of information.

At St Francis of Assisi Church of England Primary School, we ensure that Relationships and Health Education, is accessible to all our children, including those with Special Educational Needs and Disabilities (SEND). Learning is instrumental in this, with staff ensuring: Accessibility through high quality teaching that is differentiated and personalised; Additional steps to ensure learning and progress is made, for example through pre-teaching and/or over-teaching; and that language processing difficulties can make abstract concepts such as 'privacy' difficult.

We will ensure that the content of Relationships Education and Health education, will be accessible to all.

At St Francis of Assisi Church of England Primary School, we promote equality, diversity and inclusion through Relationships Education and Health Education. We believe,

'Our teaching should consistently present diversity and enable young people to successfully live in a context where there are different views and beliefs'

(Anti-abuse curriculum, HfL).

We ensure we meet all children's needs: giving them access to high quality education for all learners including disadvantaged and vulnerable; eliminating discrimination and advancing equality of opportunity.

'RSE ... should seek to develop understanding that there are a variety of relationships and family patterns in the modern world'

(p.34 Valuing All God's Children, Church of England 2018)

We support mental health and prevent stigma at our school; by ensuring that all children see people like themselves and families like their own (families might include for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures), represented in the curriculum from the Early Years and beyond. We do this through various resources, including story books, puppets and Stonewall posters etc.

'If any school is not educating pupils to understand the rights of all people to live freely with their sexual orientation or gender identity without discrimination, they would be failing in their duty to prepare their pupils to live in modern Britain'

(p.12 Valuing all God's children).

ROLES & RESPONSIBILITIES

Staff are responsible for:

- Delivering Relationships Education and Health Education in a sensitive way
- Modelling a positive attitude to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to parent's questions and concerns regarding RHE.

The Head Teacher and RHE leaders (Stephane Robinson & Susie Watt) are responsible for ensuring Relationships Education, along with Health Education are taught consistently across our school. The Head Teacher and Governing Body will approve this policy.

TRAINING

The Head Teacher, along with the two Relationships Health Education leads attended RSHE subject lead training in Church of England schools. Further training notes were then devised for staff / governors and a stake holder focus group.

MONITORING & REVIEW

The delivery of RHE is monitored continually by Stephanie Robinson & Susie Watt, through:

- Checking (devising, enhancing & updating) of schemes of learning
- Pupil voice (Inc Questionnaire / Focus Group)
- Parent voice (Inc Questionnaire / Responses to information leaflets and 'Managing Difficult Questions' script)
- Staff voice (Inc Questionnaire)
- Children's development in RHE is monitored by class teachers, as part of our internal assessment systems (Inc Gold Books)

This policy was written by Stephanie Robinson and will be reviewed by RHE leads (Stephanie Robinson & Susie Watt) annually. Next Review Date: March 2022.

(Appendix on the following pages below)

Appendix 1-Relationships Education & Health Education Long Term Plan

HEALTH & WELLBEING (STATUTORY) / RELATIONSHIPS (STATUTORY) THESE TWO AREAS ARE PRIORITY / LIVING IN THE WIDER WORLD (NON-STATUTORY BUT VITALLY IMPORTANT TO A CHILD'S PERSONAL DEVELOPMENT & ECONOMIC WELLBEING) THIS AREA IS LESS PRIORITY.						
Please note that teachers can adapt planning to respond to the needs of the children in their class. This is to ensure time is given to teach reactively to the needs of the children and the context of life at the time. If teachers are aware of issues related to PSHE, they have the freedom to react and plan appropriate teaching to deal with the situation. Colour codes indicate cross curricular overlaps/links for R, E, Science and Computing.						
Early Years	Key Stage 1 (What and Who Questions)		Key Stage 2 (Why and How Questions)			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>PSHE is covered through the curriculum strands of:</p> <p>-Personal, Social & Emotional Development (Making Relationships / Sense of Self / Understanding Emotions)</p> <p>-Understanding The World (People & Communities / The World / Speaking / Technology)</p> <p>-Physical Development (Health & Self-Care)</p>	<p>What is the same and different about us?</p> <p>Who is special to us?</p> <p>What helps us to stay healthy?</p> <p>What can we do with money?</p> <p>Who helps to keep us safe?</p> <p>How can we look after each other and the world?</p> <p>-----</p> <p>KS 1 Christian values; Love & Sex Matters-Lesson 1; Loving me</p> <p>Lesson 2; Loving you</p> <p>Lesson 3; Our wonderful bodies</p>	<p>What makes a good friend?</p> <p>What is bullying?</p> <p>What jobs do people do?</p> <p>What helps us to stay safe?</p> <p>What helps us grow and stay healthy?</p> <p>How do we recognise our feelings?</p> <p>-----</p> <p>KS 1 Christian values; Love & Sex Matters-Lesson 4; How our bodies are different</p> <p>Lesson 5; My family-those that care for me</p> <p>Lesson 6; How we love & care for ourselves</p> <p>Lesson 7; How we love & care for our friends</p>	<p>How can we be a good friend?</p> <p>What keeps us safe?</p> <p>What are families like?</p> <p>What makes a community?</p> <p>Why should we eat well and look after our teeth?</p> <p>Why should we keep active and sleep well?</p> <p>-----</p> <p>KS 2 Christian values; Love & Sex Matters-Lesson 1; Making Me</p> <p>Lesson 2; My world, your world</p>	<p>What strengths, skills and interests do we have?</p> <p>How do we treat each other with respect?</p> <p>How can we manage our feelings?</p> <p>How will we grow and change?</p> <p>How can our choices make a difference to others and the environment?</p> <p>How can we manage risk in different places?</p> <p>-----</p> <p>KS 2 Christian values; Love & Sex Matters-Lesson 3; Changing bodies</p>	<p>What makes up a person's identity?</p> <p>What decisions can people make with money?</p> <p>How can we help in an accident or emergency?</p> <p>How can friends communicate safely?</p> <p>How can drugs common to everyday life affect health?</p> <p>What jobs would we like?</p> <p>-----</p> <p>KS 2 Christian values; Love & Sex Matters-Lesson 4; Firm foundations</p> <p>Lesson 5; Marriage</p>	<p>How can we keep healthy as we grow?</p> <p>How can the media influence people?</p> <p>What will change as we become more independent?</p> <p>How do friendships change and grow?</p> <p>-----</p> <p>KS 2 Christian values; Love & Sex Matters- Lesson 7; In need of restoration?</p> <p>Lesson 8; Summary activities.</p>
<p>Ongoing: BRITISH VALUES - RESILIENCE & INDEPENDENCE</p> <p>-RELAXATION: Children learning how to calm themselves down when upset; Breathing techniques in classroom & on playground - In for 7 hold for 7, out for 7; Peer Massage;</p> <p>-MINDFULNESS walks – Promoting the 5 senses; GRATITUDE Attitude – Being reflective and thinking what we are grateful for over last week / last hour / last day</p> <p>-HAPPINESS; 10 KEYS TO HAPPIER LIVING: Giving / Relating / Exercising / Awareness / Trying out / Direction / Resilience / Emotions / Acceptance / Meaning. Display the GREAT DREAM 10 posters in each classroom & draw children's attention to them, discussing each poster's meaning when appropriate to children. Also Worry Monsters & Circle Time / Discussions</p> <p>-GROWTH MINDSET; Use vocab of "lower / higher achievers" to imply children's present performance, as opposed to high / low ability and able / less able which imply permanence. All staff to encourage growth mindset in children (by focusing on achievement / effort and learning orientation, rather than diminishing fixed mindset on ability & performance orientation). Intelligence is not static but something that is expandable and that it's not a case of being clever but the desire of wanting to learn more.</p>						

Handling complex issues safely in the PSHE education classroom

Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE teaching, as every topic in PSHE education has the potential to be sensitive for pupils. PSHE teachers should therefore approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed, or find it sensitive for another reason and should plan their language use, resources and activities accordingly.

It is vital that pupils are able to have discussions and engage in learning activities in a safe climate of trust, cooperation and support. PSHE education therefore has a key role to play in developing their knowledge, skills and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, worldview and interpretation of messages from the media.

Whatever the subject matter, whether you feel it is a sensitive issue or not, following the guidance below will ensure a safe learning and teaching environment for your pupils and for you—allowing you to address any elements of PSHE education with confidence.

Establishing a safe learning environment

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that pupils are not put on the spot, upset or traumatised.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- make boxes available in which pupils can place anonymous questions or concerns
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school.

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them, as necessary. Examples of ground rules include:

- Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

- Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

Starting points

Even young children will have some existing knowledge, skills, understanding, beliefs and misconceptions relating to many aspects of PSHE education. They will have been exposed to parental, family, peer, school, media and community views on different issues and they will be aware of a range of related attitudes and values. Finding out pupils' starting points is crucial to ensuring that learning about the issue is pitched appropriately, particularly to tackle any misconceptions held among the group. These can be explored by using baseline assessment activities such as:

- individual, small group or whole class mind-mapping
- 'graffiti' sheets
- 'draw and write' *
- using photographs or pictures as a stimulus for a brain-storm
- a 'round', where each pupil in turn contributes something they know about a topic.
- quizzes
- attitude continuums
- storyboards to illustrate current strategies for managing a given situation

* In 'draw and write' pupils are asked to respond spontaneously to an open-ended question by drawing a picture about a particular issue or situation and then writing notes explaining the drawing. For example, ask children to draw healthy person and write around the outside all the things that keep them healthy.

Distancing techniques

Using distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content. The following or similar questions can be used to support distanced discussion:

- What is happening to them?
- Why might this be happening?
- How are they feeling? What are they thinking?
- What do other people think of them?
- Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

Responding to awkward questions

- Thank them for the question and check you have understood what they are asking and what they think the answer is...

- You can use distancing techniques to answer questions e.g. “I read that/ I saw on telly that/research suggests that...”

- You can also “park “questions you can’t answer immediately. Go away, research and come back with answer (if appropriate) or ask class to “Google” it (depending on question!).

Some students may occasionally ask personal questions about your private life – firmly and pleasantly refer them back to your ground rules– that personal lives are not disclosed.

Example: Pupil- ‘Miss when did you get your periods?’

Teacher – ‘Remember that we agreed not to ask any personal questions – that includes me too. Most girls start their periods at around age 10–11.’

- It is very important not to make fun of a student’s question, or allow any other students to do so, as that will make the student asking the question feel silly and less likely to ask questions in the future. Even if it is a comedy question (you will get them!) you need to reinforce to the class that there are no silly questions, and since students are all at different stages of development then peoples questions will all be different but all should be answered equally.

- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as ‘That’s a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consider whether you need to consult senior colleagues. Is there a potential safeguarding issue?’

- Finally, always answer questions appropriately to the level you are teaching. Don’t be tempted to answer a question above the learning level agreed within the scheme of work for your class. This is true of teaching on most subjects.

Simply reply- you will be learning more about that in KS2/ Year 6 or at secondary school.

Appendix 3: Church of England Education Office

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education¹ (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.



All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Some key principles

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches², especially in relation to LGBT+ people, which provide helpful context and principles for schools.

Church of England schools should ensure that their RSHE³ curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.



¹ Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.

² www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf

³ The rest of this document uses RSHE to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context.

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others⁴. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010⁵. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age- appropriate provision. In Church of England secondary schools Relationships, Sex and Health Education will be taught. In all schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'.⁶

All schools should approach RSHE in a faith-sensitive⁷ and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

⁴ SIAMS Evaluation Schedule, page 11. Available at:

⁵ Equality Act 2010. Available at www.legislation.gov.uk/ukpga/2010/15/contents.

⁶ Relationships Education, Relationships and Sex Education (RSE) and health education 2019. Available at: www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education page 18 paragraph 49.

⁷ The use of this term draws on Dr Jo Sell's her recent research 'Relationships and Sex Education: Giving voice to young people of different faiths and none in regard to faith-sensitive relationships and sex education', which is due to be published by UCL.

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In [organisation's name] we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 4: Primary Statutory Guidance for Relationships Education, Relationships Sex Education and Health Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken 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; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. 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 will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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 well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#).

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.