



The Federation of Broomhaugh and Corbridge Church of England First School

Relationships, Sex and Health Education Policy

January 2024

Vision Statement

Our schools have a big heart and a passion for their community. We all pride ourselves on acting with dignity and integrity. We speak the truth kindly and this makes us strong. We know every child personally and value them as individuals. We believe that every child is capable of great success and work hard with them every day to achieve their personal best. We empower them to be whatever they want to be and give them the self-confidence to know that they can achieve this. Both schools are blessed with a team of dedicated staff who are committed to providing the very best for our children.

With God's guidance we all strive every day to be 'the best that we can be'.

Definitions

For the purposes of this policy "**Relationships education**" (**Rel Ed**) is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy "**Relationships and sex education**" (**RSE**) is defined as teaching pupils about is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purpose of this policy "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

This policy should be read in conjunction with:

- Safeguarding and Child Protection
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Pupil Confidentiality
- Inclusion
- Personal, Social and Health Education
- Social, Moral and Cultural
- Spiritual Development

Legislation (statutory regulations and guidance)

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance as well as:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- SIAMS Evaluation Schedule
- Valuing All God's Children 2019
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safeguarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

Rationale and Ethos

Broomhaugh and Corbridge First Schools are Church of England Voluntary Aided and in harmony with the Christian ethos of each school we offer all pupils the opportunity to experience the richness and diversity of God's creation through the curriculum we offer. In this way, they are encouraged to explore values and beliefs and to identify with and empathise with those of other cultures. Mindful of the Christian foundation of our school and the diversity of the school community, staff and Governors have considered carefully the issues surrounding the teaching of RSHE.

The federation of Broomhaugh and Corbridge CE First school understands our responsibility to deliver a high-quality, age appropriate and evidence-based relationships, sex and health curriculum for all of our pupils. Both our policy and practice will *'ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.'* (Church of England RSHE principles and charter 2019)

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered. In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education (Appendix 1)

The aim of our RSHE curriculum is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of healthy relationships/sexual health.

Our RSHE programme, which is embedded into our PSHE curriculum across school, aims to prepare pupils for an adult life in which they can:

- Develop confidence in talking, listening and thinking about feelings, relationships and responsibility
- Be informed about relationships, emotions and health
- Develop social skills and a positive attitude to well-being
- Be able to name parts of the body and describe how our bodies work
- Protect themselves
- Respect themselves and others
- Know who to ask for support
- Be prepared to play an active role as citizens

- Develop an understanding of difference and help remove prejudice
- Appreciate the Christian teaching about marriage and relationships, understood as a fundamental building block of family life
- Understand that relationships and friendships are an expression of love and an important gift that should be honoured and cherished
- Develop a healthier, safer lifestyle
- Develop good relationships
- Promote forgiveness, reconciliation and tolerance
- Understand people can change their behaviour
- Understand it is important to work through problems

Curriculum design

We are dedicated to ensuring our curriculum meets the needs of the whole-school community. The curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.

When organising the RSHE curriculum the religious backgrounds of all pupils are considered, so that the topics that are covered are taught appropriately. This includes the Christian Values and beliefs which form the foundation for all work within school.

RSHE curriculum

The DfE recommends that *all* primary schools should have an RSHE programme in place which is tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. All pupils must be taught the aspects of RSHE outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Our RSHE curriculum is designed to prepare all pupils for the future. From EYFS onwards, we will develop children's understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic.

At both schools, we have adopted a question based model as the basis for our PSHE curriculum. The statutory objectives, taken from the programme of study for PSHE can be found as Appendix 2. The curriculum map for PSHE, including where the statutory objectives for RSHE are taught, is included as Appendix 3. A progressive vocabulary map for each year group has been developed. Information sessions take place biennial to ensure parents are aware of the vocabulary used in each year group and the rationale behind such decisions. The vocabulary list can be found as appendix 4.

Cross-curricular links

We seek to draw links between RSHE and other curriculum subjects wherever possible:

Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

Assessment

Assessment of RSHE will follow the same approach as PSHE. A baseline assessment task will be carried out to determine pupils' knowledge and understanding. A progressive sequence of lessons will follow with a supporting task at the end of the unit. Children's progress within RSHE will be reported to parents under the 'PSHE' strand of the end of year report.

SEND provision

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

Safe and effective Practice

Any staff member leading RSHE sessions will develop a classroom climate based on mutual trust. They will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Staff will answer questions sensitively, honestly and appropriately to the pupil's age. We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs. Any resources or materials used to support learning will be formally assessed by the subject leader before use to ensure they are appropriate for the age and maturity of pupils. We are currently using resources quality assured through the PSHE association.

Confidentiality within the classroom is an important aspect of RSHE and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be recorded on CPOMs and dealt with in line with the Child Protection and Safeguarding Policy.

Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy and/or Anti-bullying policies.

Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned

- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- Ensuring the religious ethos is maintained and developed throughout.

The Head teacher is responsible for:

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects
- Ensuring that parents are fully informed of this policy
- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Reviewing this policy on an annual basis.

The RSHE lead is responsible for:

- Overseeing the delivery of the subjects
- Ensuring the subjects are age-appropriate and high-quality
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the RSHE curriculum
- Ensuring the RSHE curriculum is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the RSHE curriculum complements, but does not duplicate, the content covered in the national curriculum
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate RSHE curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not express personal views or beliefs when delivering the programme
- Modelling positive attitudes to RSHE and health education
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum
- Working with the RSHE and health education subject leader to evaluate the quality of provision.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs
- Advising staff on the use of TAs in order to meet pupils' individual needs
- Determining interventions and accessibility to the correct intervention.

Engaging stakeholders

Parental consultation

We understand the important role parents play in enhancing their children’s understanding of relationships, sex and health. We also understand how important parents’ views are in shaping the curriculum. We work closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through some of the following:

- Questionnaires and surveys
- Training and information sessions
- Newsletters and letters
- Website

Parents are also provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- Examples of resources that will be used to support the curriculum (Northumberland County Council accredited)

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese. The middle school were consulted in the initial planning of the RSHE curriculum to ensure a smooth transition from lower to upper KS2. Leaders meet with middle school staff responsible for the leadership and management of RSHE on a biennial basis.

Right to withdraw from sex education

The elements of relationships and health education taught are statutory therefore parents do not have the right to withdraw their child from these subjects. The head teacher will discuss any concerns with parents to clarify the nature and purpose of the curriculum. The head teacher will document this process to ensure a record is kept. The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil’s specific needs arising from their SEND into account when making this decision. Further information supported by the Diocese of Durham and Newcastle, regarding parents’ right to withdraw, can be found as Appendix 5.

Monitoring, reporting and evaluation

All staff members will receive appropriate training to ensure they are up-to-date with the RSHE programme and any associated issues. Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and head teacher. It will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The local Governing Body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

RSHE policy review date

Policy Agreed by Governors	November 2024
Review Date	Autumn 2026

Link Governor

David Kennedy & Gayle Baty