



Relationships, Sex and Health Education Policy

Introduction

Relationships, Sex and Health Education (RSHE) describes the teaching and learning we offer to pupils in our school, helping to inform their decision making and develop their relationship skills. We want all pupils to grow up happy, healthy, safe, and manage the challenges and opportunities of modern Britain. It is important that pupils have the time to understand themselves and others around them. They want and need reassurance about body image, behaviour and relationships; consequently, careful and sensitive treatment is called for when dealing with such issues.

Definition

RSHE involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, including the importance of stable and loving relationships and marriage for family life, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. Health Education aims to give pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and in others, and to seek support as early as possible when issues arise.

For simplicity's sake, we will no longer be using the term PSHCE in our school. Neither will we have a separate PSHCE Policy. We will replace the subject's name with RHE but our syllabus will still include the elements of education about Social, Moral, Spiritual and Citizenship as well as British Values. These aspects pervade the curriculum and are not exclusive to RHE lessons. However, RHE will often link with these elements as well as Economic Well-Being and these elements are included in the Kapow Curriculum that we use to resource our RHE.

In years R to 4 – this subject is called R.H.E. – Relationships and Health Education
In year 6 – sex education is added so it is called R.S.H.E. in Year 5 and 6.

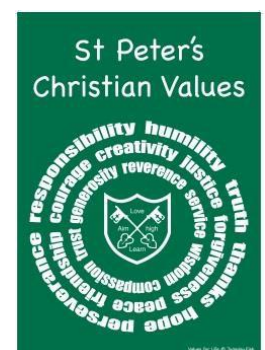
Our Vision

We are St Peter's, a Christian village school rooted in our community. We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness. Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings.

We have three key aims:

- To LOVE one another in the way God loves us.
- To inspire children to love to LEARN; underpinned by our Christian values.
- To AIM HIGH so every child can achieve their full potential.

Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others, respect for the environment and their own unique talents in a broad curriculum.





When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.

Aims

This policy aims to clarify the content and the manner in which RSHE is delivered in this school. It is based on the DfE guidance document 'The Relationships Education, Relationships and Sex Education, and Health Education' (England) Regulations 2019. From September 2020, it has been statutory for primary schools in England to teach Relationships and Health Education. At St Peter's we also teach Sex Education at an appropriate level. This element is non-statutory but parents, staff and governors believe that the Sex Education is a vital part of the curriculum that prepares our pupils for later life. A consultative process drew up the Sex Education content and we believe it reflects our local context, and background as a Church of England school, appropriately.

The three main aims of this policy are:

1. For pupils to gain knowledge and understanding.
2. To develop positive attitudes and values, regardless of religion, cultural background, nationality, gender, sexual orientation, disability or special educational needs.
3. To develop and extend pupil's personal and social skills.

We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Organisation

Our RSHE Syllabus is based on the 'Kapow Primary' RSHE Curriculum and accompanying resources. Kapow Primary is an online provider of resources for primary schools and subject specialists have developed all their plans and resources thoroughly. Kapow offer exactly the kind of support and guidance that Ofsted suggest in the 2019 Framework. Kapow's team of subject specialists help teachers to develop the skills they need to teach specialist subjects with confidence. Teachers will be empowered with on-demand access to inspiring videos and specialist lesson plans such, as well as adaptable schemes of work for to help ensure progression of skills whilst building teacher subject knowledge. For more information about Kapow please see:

<https://www.kapowprimary.com/about-kapow/>

At St Peter's we also ensure that RSHE is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way. Opportunities to teach, revise and re-inforce the RSHE curriculum appear in Religious Education, Computing, Science and English. There are many areas of cross over where opportunities can be taken to teach two subjects at the same time and/or back-up what has been taught already. As a church school, our RSHE has a distinctive character too – please see the next section.



What is distinctive about our RSHE because we are a Church of England School?

From September 2020, all primary schools were required to teach Relationships Education. They were also required to teach Health Education. The legislation makes it clear that all schools should approach RSHE in a faith sensitive and inclusive way, seeking to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect.

The Church of England Education Office supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level, and has issued a Charter which St Peter's C of E (Aided) Primary School Cowfold has adopted and is attached with this policy in Appendix 1.

For more information, please see: <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

The Equality Act 2010 requires schools¹ to have due regard to the Public sector equality duty which includes the need to:-

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

As a school providing a public service we abide by the Equality Act. We will not discriminate against any of the protected characteristics in the Equality Act and we will be sensitive to the faith and beliefs of those in the wider school community. As a Church of England school, we 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.

RSHE at St Peter's, 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.

Due to the fact that we are a church school, we acknowledge that all relationships encounter difficulties from time to time. The story of the prodigal son reminds us that we sometimes fall short of the highest ideals yet God still loves and forgives us.



As part of our RSHE Curriculum we:

- Challenge pupils to think about Bible stories and the meaning that lies behind them.
- Give children the opportunity to discuss and reflect on Christian beliefs and values.
- Help pupils to understand what being part of God's creation means for them.
- Ensure that pupils value their unique place in the world.

In relation to the Sex Education element of our curriculum we teach sex education in the belief that:

- sex education should be taught in the context of the importance of faithfulness as the underpinning value and backdrop for relationships;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of their actions;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

How our RSHE Curriculum Reflects our Local Context

There are several characteristics of our school community that are unique to us and have been considered when planning coverage within our RSHE curriculum.

Firstly, we have a few pupils who have either been adopted or are under a Special Guardianship Order. Additionally, some of our parents are foster parents or have adopted a child. It is, therefore, very important to us to study all types of families and explain to our pupils what fostering / adoption / guardianship is; celebrating the wonderful positives of such family arrangements and building understanding of others within our pupils.

Secondly, St Peter's has quite a mono-cultural make-up within its pupil and staff body. It is for that reason, therefore, that COMMUNITY is one of our 3 Curriculum Drivers. We strive to build our pupils' awareness of what The British Community is like, celebrating diversity and building love, understanding, tolerance and other British Values. We will also grab all the opportunities we can within the RSHE curriculum to look beyond our shores and at the Global Community as a whole, breaking down stereotypes and helping our children understand how interconnected The World currently is.

Thirdly, we evaluate our RSHE provision regularly and have an Annual Pupil Well-Being and Safety Survey. From the findings of this monitoring, we adapt provision to meet our learners' needs in a continual cyclical process. For example, in May 2024 97% of our pupils said they feel safe at home. 94% agree that the school teaches them ways to keep safe. However, 9% said they would not know what to do if an adult stranger spoke to them – face to face or online. Therefore, in 2024-25 we increased the amount of Stranger Danger and Internet Safety we covered.

The Curriculum

The curriculum was carefully designed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils to be appropriate to pupils' ages and stages of development, and it includes a strong safeguarding element. Within the wider RSHE curriculum, pupils are taught to become aware of their thoughts and feelings, to understand and value who they really are, and how they relate to other people. The curriculum also helps to equip pupils to cope with modern-day issues, such as body image, cyber and homophobic bullying, and internet safety.



At St Peter's, pupils are taught across three overarching themes

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Families and relationship unit includes:

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships , including staying safe
- Stereotyping

Health and wellbeing unit includes:

- Mental health and wellbeing
- Healthy eating
- Physical health
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body unit includes:

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

These statutory lessons give pupils the opportunity to increase their knowledge and understanding of the topic. They also explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for pupils to be able to make their informed choices. **Parents do not have the right to withdraw their children from these lessons.**



In addition to the above, pupils are also taught the following aspects through the science curriculum:

- that the life processes common to humans and other animals include nutrition, growth and reproduction;

about the main stages of the human life-cycle, including conception to the birth of a baby. A full curriculum overview can be found in Appendix 2.

Parents do have the right to withdraw pupils from the Sex Education part of RSHE which takes place only in Year 6.

An overview of the Sex Education syllabus can be found in Appendix 3.

Assessment

Pupil's progress and learning in RSHE is assessed against the appropriate learning outcomes (see Assessment policy). Our pupils are also given opportunities to self-assess their progress and learning at the end of units.

Resources

A range of teaching resources are provided through the Kapow Primary scheme of work and these resources can be inspected by parents and governors through liaison with the RSHE subject leader.

Special Educational Needs

Young people with special educational needs will not be withdrawn from RSHE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Monitoring and Evaluation

The RSHE Subject Leader is responsible for the monitoring and evaluation of RSHE. This involves the monitoring of lesson plans and work and holding pupil interviews / questionnaires to see what children have learnt. Any feedback will be given to staff in written form or through a staff meeting. The linked Governor for RSHE will be informed about the effectiveness of the implementation of the RSHE curriculum and will be presented evidence of its positive impact.

Child Protection and Confidentiality

RSHE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality. If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the Safeguarding Policy and procedures of the school.



The Role of Parents

We value and respect the learning that occurs in the community and in the home, believing that this, alongside school links, form essential dimensions of sex and relationship education. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation.

In promoting this objective we will:

- inform parents about the school's relationships, sex and health education policy;
- notify parents before sensitive issues are taught in lessons;
- answer any questions that parents may have about sex education;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for it in the school.

Under section 405 of the Education Act 1996, parents have the right to withdraw their child from the teaching of sex education, other than the statutory content within the National Curriculum.

Prior to the teaching of the Sex Education lessons (taught within the 'Safety and the Changing Body' unit) in Years 3, 4, 5 and 6, parents will be invited to attend an information session in school. This will be led by the Headteacher and/or RSHE Subject leader to ensure that parents are aware of the material, which will be covered in the Kapow RSHE lessons.

If a parent wishes their child to be withdrawn from sex education lessons, they should write a letter to the Headteacher to explain their reasons for withdrawal, making it clear which aspects of the programme in which they do not wish their child to participate. They will then be invited to a meeting with the Headteacher and/or the RSHE coordinator so that both parties are clear on the agreed outcome.

The Role of Other Members of the Community

We encourage other members of the community to work with us to provide advice and support to pupils with regard to RSHE.

The Role of Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

The Role of Staff

Staff are responsible for delivering RSHE in a sensitive way and modelling positive attitudes. They will respond to the needs of individual pupils and to parents who wish to withdraw their child from the non-statutory components of Sex Education.

The lead teacher for RSHE is Giles Kolter. Giles Kolter is also our Emotional Well-Being lead.



The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about this policy and that it is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The Role of the Governing Body

The governing body has responsibility to ensure the school's RSHE policy is up-to-date and describes the content and organisation of RSHE outside of the National Curriculum, Science. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that RSHE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. The governing body will continue their involvement through regular evaluation of provision and policy.

Complaints Procedure

See Complaints Policy.

Links to other Policies

RSHE should be considered alongside these other relevant policies:

- Child Protection and Safeguarding
- Anti-bullying
- Curriculum Statement and Overview
- Behaviour
- Equality Policy
- Assessment Policy

St. Peter's – Policy Summary

Policy Title:	Relationships, Sex and Health Education (RSHE) Policy		
Scope:	Pupils		
Approved by:	FGB	Review Cycle:	Annual
Last Approved:	11 th June 2025	Next Review:	June 2026
