



St George's Beneficial CE Primary School

Relationships, Sex Education and Health Education Policy

Date of Policy January 2024

Review Date January 2025

Introduction

The purpose of the policy is to outline how through our Relationship and Sex education (RSE) provision we aim to support our pupils' social, moral, cultural and emotional development; to support them to make the best possible decisions as they grow and change.

Aims

The aims of relationship and sex education (RSHE) in our school are to:

- Provide a framework in which sensitive discussion can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To enable our children to grow up healthy, happy and safe and be able to manage the challenges and opportunity of modern life.

Statutory Requirements

As a maintained school, we must provide relationships education to all pupils under Section 34 of the [Children and social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In RSE, we must have regard for current legislation and guidance, as outlined in Section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#).
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate advance equality of opportunity and foster good relations between different people when carrying out their activities.

Rationale

We want our children to grow up healthy, happy and safe and be able to manage the challenges and opportunities of modern life by providing them with the knowledge, skills and understanding to make informed decisions.

This policy fits with St George's Beneficial CE Primary vision and with our teaching of British Values. St Georges holds dear our Christian ethos and prepares pupils well for life in a pluralistic British society with tolerance for those of different faiths and beliefs. Our society is one where it is possible for an individual to identify in different ways with respect to gender and sexuality and to express that in relationships. To prepare children and young people well, means talking about and addressing equality issues.

An RSHE programme is more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. We need to prepare pupils to cope with the physical and emotional challenges of growing up, emotions, values, pressures, morality as well as giving them an elementary understanding of reproduction. They need knowledge and skills appropriate to their level of maturity and developmental needs. The programme is part of a balanced personal, social and health curriculum which allows for sensitive support and factual information.

Our RSHE lessons are taught throughout the school with the content appropriate to the developmental and emotional maturity of the pupils. We are sensitive to the needs and religious backgrounds of all our pupils. We support both boys and girls in preparation for the changes adolescence brings, drawing on the knowledge of the human life cycle, including how a baby is conceived and born.

Through our curriculum and ethos of the school we teach the importance of honesty, truthfulness and respect for others.

The curriculum promotes equal, safe and enjoyable relationships and is to be taught in a way which fosters both gender, and LBQT equality, which is line with the Equalities Act 2010. In talking about acceptance of difference and providing curriculum opportunities where difference is explored, same sex relationships and parenting are acknowledged with respectful recognition as a fact of some people's lives.

This policy should be read in conjunction with our vision and aims, the teaching and learning and science policies.

The statutory guidance can be found at

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Specific guidance for primary aged children can be found [here](#)

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught with the science curriculum, and other aspects are included in religious education (RE).

Relationship Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships with particular reference to respectful friendships, family relationships and relationships with other children and with adults including online.

Health Education is defined as teaching pupils about their physical health and mental wellbeing, recognising the link between the two and being able to make healthy life style choices.

Sex Education is defined as teaching children how human reproduction occurs including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

The Curriculum

RSE teaches the children about healthy relationships. Together, along with the Science curriculum, the RSE and health curriculum aims to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

The relationship aspect covers five main topics: -

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Children will be taught what a healthy relationship is to give them the tools to be able to identify abusive behaviour, and be able to seek help if they are experiencing or notice abuse. By the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

Sex Education lessons are 'tailored to the age and the physical and emotional maturity of the pupils'. Sex education '*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*'.

The Health Education section in the new curriculum has for main topics: puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Equal Opportunities

In support of the equal opportunities policy and in accordance with the Equality Act 2010, all pupils will have the same opportunities to benefit from the RSHE resources and teaching methods, regardless of age, ability, gender, religion or race. Teachers will use visual resources and language at an appropriate maturity level to support SEND within the classroom. All our RSE and PSHE work is accessible (or made accessible) to all pupils including those with SEND.

Delivery

The areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal, political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, make pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats.
- Give careful consideration to the level of differentiation needed.

Use of external organisations and materials

We will make sure that any agency or material used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to the pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy,

the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are:

- Are age appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - The [Teachers' Standards](#)
 - The Equalities Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum and we will review any case study, materials and look for feedback from other people the agency has worked with.

Be clear on:

- What visitors or speakers are going to say.
- Their position on the issues to be discussed.

Ask to see in advance any materials that the agency may use.

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people ensuring we are aligned with [Keeping Children Safe in Education 2023](#)

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.

Check the agency's protocol for taking pictures or using any personal data they might from a session.

Remind teachers that they can say "no", or, in extreme cases, stop a session.

Make sure that the teacher is in the room during any sessions with external speaker.

We **will not** under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.
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Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory) components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriate to pupils whose parents wish them to be withdrawn from the (non-statutory/non-science) components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Learning will be best when it is delivered by known adults.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the (non-statutory) components of sex education within RSE.

Requests for withdrawal must be put in writing addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

Failure by a parent to alert the school to a need to withdraw is not the responsibility of the school.

Monitoring arrangements

Pupils' development in RSE is monitored by class teachers as part of our internal assessment system.

Policy Review

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.