

St Paul's Church of England Primary School



Relationships, Sex and Health Education Policy

Date adopted:	01.01.22		Last reviewed:	01.01.25
Review cycle:	Yearly		Is this policy statutory?	No
Approval:			Author:	Oliva Richards
Local approval*:			Local author*:	Louise Kaye
Next review Date	01.01.26			

* only for policy/procedures that are templates and require local adaptation.

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments

Relationships, Sex and Health Education Policy (RSHE)

1. Introduction and Guiding Principles of the Policy

At St Paul's C of E Primary School our approach to teaching RSHE is guided by our school vision to ignite a passion for life and learning in every member of our school community by providing the best possible education, where children and adults grow through our core values rooted in FAITH and will confidently succeed through the strength and love of God.

This policy has been written following the suggested content of The Church of England Education Office. We 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)*.

We also write this policy following instruction from the Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

This policy is also linked to our school's safeguarding policies and practice, which can also be found on our school website.

This policy has also been consulted with staff, parents, children and members of the Local Committee of St Paul's.

2. Definition of RSHE

2.1. Definition of Relationships Education

Relationships Education at primary school is defined by the Department for Education as the teaching of 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.

2.2. Definition of Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own

health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Relationships education and Health Education are now statutory in primary schools.

2.3 Definition of Sex Education

At St Paul's we also teach Sex Education. The Department for Education recommends 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.

More information about the government requirements for RSHE can be found here: www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education paragraphs 54-62 for relationships education, paragraphs 65-68 for Sex Education in primary schools.

3. Subject content and teaching Responsibilities

At St Paul's we teach the statutory RSHE objectives through a wider Wellbeing Curriculum that incorporates all aspects of RSHE as identified in the following document: www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education, and includes objectives that staff and pupils at St Paul's have identified as being important to children's wellbeing. We describe wellbeing as everything that keeps us 'happy and healthy' and we have identified six different areas of wellbeing that we want our children to thrive in. These are:

Physical and Sensory Wellbeing

My physical wellbeing includes everything to do with having a healthy and happy body. The sensory aspect means having a healthy understanding of all of our senses and how these impact me.

Social Wellbeing

My social wellbeing includes everything to do with having healthy and happy relationships and positive interactions with the people around me. This also includes sex education. At St Paul's, the content we cover that can be identified as Sex Education is: I have learnt about sexual reproduction. I understand what sex is, why people have sex, the risks involved and how this is a healthy part of a loving relationship for people who are old enough.

Mental and Emotional Wellbeing

My mental and emotional wellbeing includes everything to do with keeping my brain happy and healthy.

Environmental Wellbeing

My environmental wellbeing includes everything to do with ensuring the environment/ space I am in is happy and healthy. This includes my classroom, the wider school, my home, my community, my country and the world.

Economic Wellbeing

My economic wellbeing includes everything to do with having a healthy and positive relationship with money and understanding how this affects my life.

Spiritual Wellbeing

My spiritual wellbeing includes everything to do with religion and what I believe in. This includes learning about and respecting all religions and developing my own beliefs.

Wellbeing Curriculum/ progression of skills

To ensure that pupils are given instruction on all the aspects of wellbeing, we have introduced the Wellbeing Curriculum. This outlines what teacher's should be covering related to wellbeing in each year group. The curriculum is very detailed and teachers are assured that these topics may be covered in a variety of ways e.g. through explicit wellbeing lessons, through the wider curriculum topics, through assemblies, through stories, through class discussions when topics arise. There are also resources available on www.story-project.co.uk that link the wellbeing learning to stories. If parents wish to read the stories that are covered in wellbeing lessons they can ask their class teacher for book titles.

This content is taught by the class teacher or a member of staff who has a sustained relationship with the pupils.

4. Monitoring and Evaluation

RSHE is monitored in line with our whole school assessment policy, where teachers will assess understanding and progress through assessment for learning in lessons, evidence in books and pupil voice.

5. Withdrawal

There is no right to withdraw from Relationships or Health Education as they are statutory subjects.

Parents/ Carers have the right to excuse their child from Sex Education. If a parent wishes to excuse their child from sex education then they need to arrange a meeting to discuss this with the head teacher.