



Imagine, Believe, Achieve

Relationships, Sex, Health Education (RSHE) Policy

Agreed with governors: March 2024

To be reviewed: September 2026

Introduction

It is a statutory duty for Primary Academies to provide Relationship education. Governors and leaders of Academies must provide a Relationship, Sex and Health Education policy and it is a statutory duty to do this with regard to government guidance. The Church of England Education Office and the Diocese of Coventry MAT do not have an RSHE policy. Church of England Schools must create their own policy based on National/local guidance and context. At St Oswald's CE Academy, we teach Relationship, Sex and Health Education in accordance with the DfE's guidance published in July 2019: **Relationships education, relationships and sex education (RSE) and health education**. It states that all Academy Primary schools must teach Relationship Education and although it is not statutory to teach Sex Education at Primary age, we feel it is appropriate to cover elements of it which are contained within the Science Curriculum. We also feel it is essential to prepare our children for life in modern day Britain by developing their knowledge with an age-appropriate understanding of healthy relationships through appropriate RSHE lessons.

Vision and Values

We 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). The Church of England believes that it is important to value and to protect all God's children; this informs our approach to Relationship and Sex Education. We believe that all children are entitled to good quality Relationship and Sex education that treats all with dignity and respect.

Aims and Objectives

The aim of teaching RSE at St Oswald's CE Primary School is to equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, *to enjoy their bodies and to take responsibility for their sexual health* and well-being. The learning is about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality *and sexual health*. The curriculum provided will endeavour to enable children to -

- have the confidence and self-esteem to value themselves and others
- understand about the range of relationships, including the importance of family for the care and support of children
- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be prepared for puberty

- understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- understand the role the media plays in forming attitudes

Roles and Responsibilities

Executive Headteacher: The Executive Head and Head of School are responsible for overseeing RSHE in school. They must ensure that the curriculum and policies adhere to guidance given by the government (DfE) and PSHE Association. They must ensure that a PSHE lead is appointed and must seek feedback from them about RSHE education in school. The Executive Head/Head of School will liaise with the Academy Governance Committee (AGC), the Diocese of Coventry Multi Academy Trust and the Diocesan Board of Education.

PSHE lead: The PSHE lead is responsible for monitoring RSHE education in school. They must ensure that lessons follow the scheme of learning and should share best practice with staff. The PSHE lead will liaise with external agencies that contribute to the RSHE curriculum. This includes the education, mental health practitioner. The PSHE lead must ensure that staff follow the current RSHE policy. Findings should be reported to senior leaders.

Class teachers: Class teachers must ensure that they adhere to the school policy. They are responsible for delivering and assessing RSHE education in their classes. Staff must ensure that they seek advice from the PSHE lead or executive head when necessary.

Defining Relationships, Sex and Health Education

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Relationship Education

Relationship education covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'. These headings have been taken from Government guidance.

There is widespread agreement that children need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The new guidance states that 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'.

At St Oswald's CE Academy, we believe that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. The new Government guidance is compatible with this.

Sex Education

Sex education explains the process of intercourse. Emotional and social context is given. In the new Government guidance DfE continues to recommend that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

St Oswald's CE Academy aims to ensure that both boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle set out in the national curriculum for science about how a baby is conceived and born.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions and acceptable behaviour. These are all aspects covered in our PSHE lessons using our Jigsaw scheme.

Health Education

Health Education covers puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Creating A Safe and Supportive Learning Environment

We will ensure a safe learning environment by having clear rules, giving all pupils an opportunity to speak during circle time and by taking into consideration the individual circumstances which are impacting on pupils. Teachers and pupils will agree ground rules by discussing the Jigsaw charter at the start of each lesson. The Jigsaw charter states the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving complements or when being positive
- We respect each other's privacy (confidentiality)

Pupil's questions will be answered by the class teacher or by a specialist that is delivering an element of RSHE education. Sensitive issues will be handled by either the class teacher, PSHE lead, Wellbeing Officer or a member of the senior leadership team, depending on what the issue is. Pupils will be able to raise questions anonymously by writing their thoughts down on post-it note paper. These will be placed in a confidential box which will be reviewed later by a class teacher. Questions will therefore be answered in a follow-up lesson. All staff teaching RSHE will be supported by the PSHE lead and Executive Headteacher/Head of School.

Teaching, Learning, Monitoring and Evaluating

At St Oswald's we have chosen to teach RSHE as part of our PSHE curriculum, providing good quality lessons which develop with the child throughout their time in school. RSHE begins with teaching children about appropriate behaviour, safety and basic understanding of their bodies and how families care for them. As well as elements of sex education contained in the science curriculum. While we are sensitive to the range of religious and cultural views about sexual behaviour, we will ensure that pupils have access to the learning they need to stay healthy and understand their rights as individuals.

RSHE is organised within the PSHE framework and is designed to be inclusive and to meet the needs of all children, developing mutual respect, rights and responsibilities, and equality with regard to gender, sexuality, age and acceptance of diversity. We follow the 'Jigsaw' scheme and this is complimented by the 'Celebrating Diversity' unit, which helps to enhance the promotion of inclusion, British Values and preparing our children for life on modern day Britain. Our curriculum ensures that all year groups have age appropriate lesson content and this progresses from EYFS to Year 6.

The lessons will be delivered by the class teacher and monitored by the PSHE co-coordinator and Senior Leadership Team, through book looks, pupil voice questionnaires, learning walks and evidence of the use of the Jigsaw scheme to support learning.

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

Health and Mental Wellbeing

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.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

At St Oswald's we strive to have an integrated, whole-school approach to the teaching and promotion of health and wellbeing so that it has a potential positive impact on behaviour and attainment.

For more information on mental wellbeing please see our school's policy:

[Policies | St Oswald's CofE Academy \(covmat.org\)](https://www.covmat.org)

Involving Parents and Carers

Parents will be informed about and have access to the updated policy via our website or the office if they wish to see it. They are also invited into school for a consultation session with staff to discuss the Church of England RSHE charter which we follow and is included in the appendix below.

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/non-science) components of Sex Education within RSHE covered in Year 4, 5 and Year 6. Requests for withdrawal should be put in writing and addressed to the PSHE lead or executive head teacher. Alternative work will be given to pupils who are withdrawn from sex education (one lesson).

Other Guidance and Legislation

Ofsted 2019.

GOV.uk: relationships education, relationships and sex education, and personal, social, health and economic education

DfE's: Keeping Children Safe in Education

DfE's: Statutory policies for schools and academy trusts

DfE's: Equality Act 2010: advice for schools

PSHE Association: Road Map to Statutory RSE

Sex Education Forum: Aligning changes to Ofsted and RSE

Appendix

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

In St Oswald's CE Academy 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 school's 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 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.