



**“You will shine among them like stars lighting up the sky.” (Philippians 2:15-16)**

**KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND**  
**VOLUNTARY AIDED PRIMARY SCHOOL**

**Relationships Health & Sex Education (RHSE) Policy**  
**2022**

**INTENT**

**Principles**

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 (RHSE).

[www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](http://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)

We are committed to our statutory responsibilities with regard to the Equalities Act 2010

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

All our work in RHSE is undertaken with the same duty of safeguarding children which applies to all school policies. Our safeguarding/child protection policy can be found on the school website.

**What is Relationships Health & Sex Education (RHSE)?**

At Kirkby and Great Broughton CE School, we want young people to flourish and to gain every opportunity to live fulfilled lives. RHSE is about the emotional, social and physical aspects of growing up; healthy relationships within and beyond the family unit; respect for different views and perspectives including those held by different faith and cultural groups; and how to recognise and respond to inappropriate relationships.

In our Church of England school, it is also about the spiritual and moral aspects of relationships within the context of our Christian vision. As such pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect following the foundational ethic of “Love your neighbour as yourself” (Mark 12.31).

**Aims – by the end of Primary School:**

- Children are familiar with different types of relationship in daily life and degrees of familiarity.
- Children learn how to build respectful relationships with others.
- Children learn how to resolve differences respectfully.
- Children recognise families take many different forms but all can provide a happy, stable environment in which to grow up.
- Children learn about their own bodies and how to look after their bodies.
- Children learn how their bodies will change in puberty and how this may affect them.
- Children are confident in expressing their emotions and feelings to trusted peers and

- adults.
- Children are familiar with Christian beliefs and attitudes towards sex and relationships.
  - Children know how to recognise inappropriate relationship behaviour (including online and on social media) and how to respond or seek help.

## **IMPLEMENTATION**

In our school RHSE is delivered by school staff as part of the PSHE curriculum within timetabled PSHE lessons. Some factual aspects of RHSE are a well-established part of the National Curriculum for Science (2014) and will continue to be taught as part of timetabled science lessons. See Annex 1 Progression Document.

## **SEN**

PSHE education continues to play an important role for learners with SEND — imparting the practical skills, understanding and knowledge they need to to lead creative and fulfilling lives and enjoy safe and healthy relationships. And developing the communication skills, vocabulary, strategies and confidence to help identify manage these challenges is crucial.

PSHE lessons provide an inclusive environment where pupils feel comfortable and safe to discuss issues they are worried or feel anxious about.

## **Relationships Education**

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

### **By the end of primary school, children will have been taught content on:**

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

## **Health Education**

Health education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

### **By the end of primary school, children will have been taught content on:**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

- Changing adolescent body

### **Sex Education (not statutory in primary schools):**

We believe that pupils should be given the opportunity to access a curriculum which prepares them for the changes that adolescence brings. We are choosing to provide our pupils with a sensitive, age appropriate curriculum which includes the components of Sex Education.

#### **Our aims:**

- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To help support young people through spiritual, physical, emotional and moral development.
- To work in partnership with parents, families and the wider community to promote positive relationships and provide effective support for young people.

At Kirkby and Great Broughton Primary School, we will teach the Sex Education components of RSE during our PSHE lessons.

### **Science and Sex Education (statutory):**

Under the National Curriculum, **the basics of Sex Education fall within the science curriculum.** The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction.

#### **In Key Stage 1, pupils will:**

Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

#### **Key Stage 2, pupils will:**

Be taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

### **Relationships & Sex Education – Years 5-6**

Children learn about puberty and how their bodies will develop through short films and adult-led discussion of the emotional and practical impact of these changes. We emphasise that this happens over a wide age-range (the current typical age-range is 8-14) so some friends will develop before others. All children are taught about menstruation, its purpose and feelings that might be associated with this change in the female body. Children learn how babies are conceived and born within the context of loving, respectful, committed, faithful relationships.

Children will also be taught about the value of their own bodies, mutual respect and the right to privacy and consent, including on social media.

Parents are invited to view the materials to be used in advance in order to prepare for questions at home.

## Teaching & learning

RHSE will be taught as part of timetabled PSHE lessons through:

- SCARF: Safety, Caring, Achievement, Resilience, Friendship PSHE programme ([www.coramlifeeducation.org.uk](http://www.coramlifeeducation.org.uk)) This is our main resource.
- Goodness & Mercy - Diocese of Bristol RSHE Resources [Goodness & Mercy – RSHE for Church of England Schools \(goodnessandmercy.co.uk\)](http://Goodness & Mercy – RSHE for Church of England Schools (goodnessandmercy.co.uk)
- PSHE scheme resource material: I am I know I can,
- PSHE association ([www.pshe-association.org.uk](http://www.pshe-association.org.uk))
- NSPCC PANTS campaign ([www.nspcc.org.uk](http://www.nspcc.org.uk))
- Busy Bodies Adolescent Development ([Busy Bodies on Vimeo](http://Busy Bodies on Vimeo))  
[Busy Bodies Adolescent Development - Resources - sexualwellbeing.ie](http://Busy Bodies Adolescent Development - Resources - sexualwellbeing.ie)
- Any individual issues or needs will be supported by the class teacher as required.

All children have the right to RHSE and pupils with additional vulnerabilities (including SEND and looked-after children) will be supported in their learning, matched to their needs and stage of development.

The long term whole school PSHE/ RSE overview attached shows how our programme of study develops and builds on previous knowledge.

### **Parental Right of Withdrawal**

Relationships education is statutory for **all** pupils from September 2020, but sex education is not statutory until KS3. Therefore, parents can choose to withdraw their child only from this element of the taught curriculum – please contact the Headteacher if you wish to do so. The elements covered in the science curriculum are also statutory.

The Headteacher or class teachers are happy to discuss any individual parental concerns in person.

## **IMPACT**

### **Monitoring and evaluation**

The RHSE curriculum is regularly monitored and evaluated within the school's framework for teaching and learning including through:

- Pupil Voice
- Parent questionnaires
- Observation of lessons
- Growing Up in North Yorkshire Survey

### **Policy review**

This policy will be reviewed every two years (or sooner if there is a change in legislation) for the following purposes:

- To review and plan the content & delivery of the statutory RHSE programme of study
- To review resources and renew as appropriate
- To update training in line with current guidance and identified needs

Date of Policy: April 2022	Approved by: <b>Full Governing Body, Staff &amp; Parents</b>	Next review date: <b>Spring 2024</b>
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## Annex 1 Progression Document



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes  
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Changing bodies and puberty Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Body changes during puberty Coping with changes Keeping safe Body Image Sex education Self-esteem