

## **Box CE VC Primary School Relationship, Sex and Health Education Policy**

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive.

At Box Primary School, everyone will be treated with dignity. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Box Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life. Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

### **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

In this school any content that might be regarded as sex education (learning about human body parts, growth, puberty and gestation) will be taught through the science curriculum. Parents do not have the right to excuse their children from this aspect of the curriculum. We will keep parents up to date with our RSHE programme by informing them of when it will be taught and provide an opportunity for parents to view the videos and resources that will be used.

## The right to withdrawal from sex education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy. Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

## Defining health education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.<sup>1</sup>

## Defining relationship and sex education

Relationships and sex education (RSE) is about giving young people the information they need to make choices that will help them to form healthy and appropriate relationships.

## The RSHE Curriculum

At Box Primary School we teach RSHE through 'Growing and Changing' and teach the following content in RSHE using resources from SCARF (Safe, Caring, Achievement, Resilience, Friendship) and 'Living and Growing'.

Key:

- **Key Theology**
- **[Teaching Resources - Goodness & Mercy \(goodnessandmercy.co.uk\)](http://goodnessandmercy.co.uk)**
- **Key Vocabulary**

Key Learning	Ash (Yr R/1)	Overlap Ash and Oak (Yr 1)	Overlap Oak and Willow (Yr 2)	Overlap Willow and Beech (Yr 3)	Overlap Beech and Chestnut (Yr 4)	Overlap Chestnut and Sycamore (Yr 5)	Sycamore (Yr6)
SCARF Me and My Relationships Area- Friendships		Recognise the people that are special to them.  <b>special</b>	Identify simple qualities of friendship.  Suggest simple strategies for making up.  <b>friendship listening</b>	Recognise that friendship is a special kind of relationship.  Identify some of the ways that good friends care for each other.  Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two.  Understand and describe strategies for dealing with bullying.  <b>Pupils can explain that Christians</b>	Explain what we mean by a 'positive, healthy relationship'.  Describe appropriate assertive strategies for saying 'no' to a friend.  Demonstrate strategies for working on a collaborative task.  Give examples of strategies to respond to being bullied.  <b>Pupils will be able to give examples of positive long-term relationships that</b>	Describe the attributes needed to work collaboratively.  Explain what is meant by the terms negotiation and compromise.  Describe strategies for resolving difficult issues or situations.  Identify what things make a relationship unhealthy.  Demonstrate strategies and skills for supporting others who are	Demonstrate positive strategies for negotiating and compromising within a collaborative task.  Recognise some of the challenges that arise from friendships.  <b>Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly. Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally.</b>  <b>collaboration cooperation teamwork</b>

				<p>believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</p> <p>bullying teasing unkind good friend</p>	<p>bring joy and meaning to those involved.</p> <p>conflict resolution assertive aggressive healthy relationship negotiation teamwork collaboration unkind tease bully pressure</p>	<p>bullied.</p> <p>Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</p> <p>collaboration cooperation teamwork conflict resolution negotiation compromise sensitivity healthy/ unhealthy relationship assertive aggressive</p>	<p>conflict resolution negotiation compromise assertive aggressive</p>
<p>SCARF Growing and Changing</p> <p>Content-growing and changing</p>	<p>Know that humans grow from babies. Know that babies come from their mother's tummy.</p> <p>Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).</p> <p>Baby Growth</p>	<p>Know how humans change at different points in their life cycle. Know the care babies require.</p> <p>Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).</p> <p>Baby Child Teenager Adult Old age Life cycle</p>	<p>Identify the stages of human growth and the capabilities of each stage.</p> <p>Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</p> <p>Baby Child Teenager Adult Old age Life stages</p>	<p>Identify puberty as a stage of growth. Know that periods are a normal part of puberty for girls. Know that an egg joins a sperm to make a baby. Recognise emotions related to puberty.</p> <p>Uterus Ovaries Egg Sperm Period Fallopian Tube Vagina Vulva Clitoris Labia Breasts Wet dream Erection Semen Penis Testicles Pubic Hair</p>	<p>Discuss myths associated with puberty. Know the products they may need during puberty, including those related to menstruation. Use a range of words to discuss feeling related to puberty.</p> <p>Uterus Ovaries Egg Sperm Menstruation Fallopian Tube Vagina Vulva Clitoris Labia Cervix Breasts Wet dream Erection Semen Penis Testicles Pubic Hair Resilience Mood swings</p>	<p>Define the word puberty giving examples of physical and emotional changes associated with it. Identify the changes that occur in puberty to allow sexual reproduction to occur. Know a variety of ways in which sperm can fertilise the egg to create a baby. Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice. Pupils can talk about why having a baby is wonderful but a huge responsibility. Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time.</p> <p>As previous plus Conception Fertilised Sexual intercourse Labour</p>	
<p>SCARF Growing and Changing</p> <p>Content-Safeguarding</p>	<p>Know that pants are private.</p> <p>Private parts</p>	<p>Know the difference between surprises and secrets.</p> <p>Surprise Secret</p> <p>To know that boys and girls have private parts.</p>	<p>Know that boys and girls have different genitals and these are private.</p> <p>Penis Vulva Testicles Nipples Genitals Privacy</p>	<p>Identify scenarios of secrets and surprises. Understand the term privacy in depth.</p> <p>Privacy Personal space Secret Surprise Penis Vulva Testicles Nipples</p>	<p>Understand appropriate and inappropriate touch.</p>	<p>Know the age of consent. Understand the terms HIV and FGM.</p> <p>FGM (female genital mutilation) Consent HIV</p>	

		Penis Vulva		Genitals			
SCARF Growing and Changing  Content- Marriage/ different relationships				Identify different types of relationships. Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.  Relationships	To identify the laws related to marriage. Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time. Marriage Same sex Civil partnership Divorce Dissolution		
SCARF Growing and Changing  Content- Stereotypes and genders						To discuss different genders and stereotypes. Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.  Biological sex Gender identity Gender expression Sexual orientation Prejudice Stereotype	To challenge stereotypes and society's view of perfect.  Biological sex Gender identity Gender expression Sexual orientation Prejudice Stereotype
SCARF Me and My Relationships Area- Emotional literacy		Recognise different feelings that I or others may have.  Recognise who can help them if they feel worried.  feelings happy sad	Recognise how others might be feeling by reading body language/facial expressions.  Understand and explain how our emotions can give a physical reaction in our body.  Identify how feelings might make us behave.  feelings expressions range of feelings words hurt	Recognise that people have different ways of expressing their feelings.  Identify helpful ways of responding to other's feelings.  Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).  feelings range of feelings words responding reacting	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.  Recognise that their feelings might change.  Recognise that different people can have different feelings in the same situation.  feelings emotions body language	Identify who they could talk to if they needed help.  Recognise basic emotional needs, understand that they change according to circumstance.  emotional needs	

Due to the mixed age class structure of our school, it may be that content is delivered to children slightly earlier than stated above. Care has been taken to ensure that KS2

content is not delivered in KS1 and to ensure that key content is delivered in an age appropriate way to every child on their journey through our school.

### **How will RSHE be taught in our school?**

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.

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 Act 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.

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 the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values. Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice

At Box Primary School RSHE is taught by confident trained staff and only some elements will be taught by outside agencies, such as First Aid. It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions. Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Disclosures will be dealt with sensitively and in line with our child protection policy. Our RSHE teaching is adapted for children with SEND to ensure that it matches their emotional maturity.

### **RSHE will be monitored and evaluated**

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

### **Policy Review**

This policy will be reviewed has been produced by consultation with the Diocese of Bristol, the Ethos Committee, parent governors and staff. It has been sent to parents as part of a consultation and will be reviewed in consultation with them. However, it must be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy should be read in conjunction with The Equalities Act 2010