



# Trinity First School

*Living together in a caring community  
Learning together to gain knowledge and grow  
in wisdom*

*Being together with dignity  
Believing in each other to inspire hope*

*Flourishing Together*

## **Relationships, Health and Sex Education (RHSE) Policy 2020**

***This policy should be considered as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.***

## **Introduction**

At Trinity First School, we believe Relationships, Health and Sex Education (RHSE) is an integral part of every child's entitlement to receive a relevant well rounded education which encourages:

- a) Personal safety, happiness, health and well-being
- b) Citizenship. i.e. a sense of identity, belonging, community, shared responsibility and personal agency.

We aim to foster and develop the whole child socially, emotionally, intellectually, physically and spiritually to enable them to become the very best that they can be. Through our ethos and values, we inspire all of our pupils to nurture curiosity, kindness, respect, teamwork and resilience.

'To be effective, RSE should be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy; learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.' (PSHE Association 2018). At Trinity First School, we use SCARF which delivers a comprehensive PSHE programme.

## **Rationale and ethos of Relationships, Health and Sex Education**

Good quality Relationships, Health and Sex Education (RHSE) promotes the core values of respect, love and care. At Trinity First School we believe that effective RHSE is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). This enables us to present RHSE as part of a child's full and rounded development. As a First School, we do not explicitly cover sexual issues which are taught in later Key Stage 2, and Key Stages 3 and 4. Please refer to Oakfield or Selwood Middle Schools for more details.

RHSE is lifelong learning about relationships (family and friends as well as sexual relationships) and being healthy both physically and mentally. As a Church of England school, we will ensure that the content of the RHSE curriculum reflects the school's Christian ethos and values, in line with policy and guidance from the Church of England Education Office. RHSE will promote self-esteem and emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We will cherish and celebrate diversity by valuing and respecting differences in people's age, ethnicity, nationality or national origin, language, religion or belief, culture, gender identity, sexuality, physical and mental (dis)ability, special educational needs, socio-economic background or (dis)advantage.

Research demonstrates that good quality, comprehensive RHSE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this, as well as helping to identify child protection issues in young children.

## **Legislation**

The government have made Relationships Education and Health Education compulsory in all state funded schools from September 2020. They recognise that 'today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment,

children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'. (DfE 2020).

As a First School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. We are also committed to building an inclusive community. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationships Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

### **Aims for Relationships and Health Education**

The overarching aim of Relationships and Health Education is to provide children with age-appropriate information that is tailored to their physical and emotional maturity. This will enable children to explore attitudes and values and to develop skills in order to empower them to make positive decisions and to be responsible, safe, healthy and independent citizens of a forever changing society.

We aim for each child to:

- Have the knowledge and information to which all pupils are entitled.
- Have confidence and self-esteem to value themselves and others (especially in their relationships).
- Understand about a range of relationships, family types (including LGBT) and cultural attitudes.
- Take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community.
- Develop skills (language, decision making, choice, assertiveness) which enable them to be part of safe, effective and meaningful relationships.
- Develop confidence in talking, listening and thinking about feelings, behaviour and relationships, in order to lead fulfilling and enjoyable lives.
- Understand the consequences of their actions and behave responsibly within relationships.
- Be able to recognise unsafe situations and to know how to ask for help and support.
- Be tolerant and have mutual respect for others.
- Develop skills for a healthy, safe lifestyle.
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Develop spiritually, morally, culturally, mentally and physically.
- Prepare themselves for the opportunities, responsibilities and experiences of later life and to promote British Values.
- Respect and care for their bodies.
- Be able to name parts of the body and describe how their bodies work.
- Be prepared for puberty and adulthood.

### **Roles and responsibilities**

Amanda Seager, the Headteacher is the designated teacher with responsibility for coordinating relationships and sex education. It is the Headteacher's responsibility to ensure that all members of staff are given sufficient training to enable them to teach this area of the curriculum effectively and handle issues with sensitivity and due regard to the age and stage of development of pupils involved. Emma Griffin is the RHSE co-ordinator and the designated RHSE governor is James Markham. Staff teaching RHSE will do so without their teaching being influenced by their own personal beliefs and attitudes. RHSE lessons are conducted in a sensitive manner and in confidence, usually delivered

by staff with whom pupils are very familiar. On occasion, it may be appropriate for an outside visitor, such as the school nurse to deliver an aspect of RHSE to complement the teaching delivered by school staff. A range of teaching methods which involve children's full participation are used to teach Relationships and Sex Education. These can include use of media clips, discussion and circle time, drama and role-play. Relationships and Sex Education is usually delivered in mixed gender groups, however, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

Before starting lessons, ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel. The vocabulary used in the RHSE programme is very important and we need to ensure that all staff are using the correct vocabulary.

As staff and governors, we recognise that hatred, prejudice and discrimination are wrong and will not be tolerated in our school community. (All incidents which are judged to be racist, sexist, homophobic/biphobic/transphobic (HBT) or disabilities related will be reported to senior leaders and dealt with according to school policies and procedures recorded on SIMS).

### **Dealing with questions**

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate, personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class, or raises questions about sexual abuse, this will be referred back to parents to make a decision about the child's readiness and appropriateness. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed. In EYFS a script will be used for the session "Where do babies come from?". Questions not listed on the script will not be answered and referred back to parents. Another adult will record the additional questions asked. Within KS2 a question box will be available for children to write questions they do not want to ask in front of others.

As the range of understanding may be considerable, we have adopted a three level response to questions:

- 1) Answer in class for all children to hear
- 2) Answer one-to-one away from other children
- 3) Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

### **Curriculum design**

The organisation of Relationships, Health and Sex Education is no different from other curriculum areas. It is delivered through planned programmes within science, RE and RHSE. Every child is entitled to receive RHSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs or disadvantage. It is our intention that all children have the opportunity to experience a programme of RHSE at a level which is appropriate for their age and physical development with differentiated provision if required.

By the end of Key Stage 2 (KS2), all pupils are expected to have covered the following topics.

Relationships education by the end of KS2 (i.e. Year 6) will have included:

- Families and people who care for the pupil
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

Physical health and mental wellbeing education by the end of KS2 (i.e. Year 6) will have included:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies.

At Trinity First School we follow the SCARF RHSE program, which is a clear and comprehensive whole school spiral learning approach that provides a scheme of learning from the foundation stage through to Key Stage 2. Using SCARF across all age groups ensures progression in knowledge, attitudes, values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children. The online resources support us in promoting positive behaviour, mental health, wellbeing, resilience and achievement.

SCARF content

<b>Term</b>	<b>Unit of work</b>	<b>Content</b>
1	Me and My Relationships	Relationships Education
2	Being My Best	Keeping healthy, Growth Mindset, goal setting, achievement
3	Keeping Myself Safe	Feelings, emotions, conflict resolution, friendships
4	Valuing Difference	British Values focus
5	Rights and Responsibilities	Money, living in the wider world, the environment
6	Growing and Changing	RSE-related issues

At all stages, RHSE should focus on the development of skills and attitudes not just the acquisition of knowledge.

There are also occasions where teachers may feel it necessary to teach RHSE as a result of an issue arisen in their own class. Our teaching of RHSE is always delivered in an age appropriate way which reflects the development of the child.

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Each KS1 and KS2 class has an RHSE celebration book and a tracking grid. EYFS has a PSED (Personal, Social and Emotional Development) Celebration book, as well as evidence within the children's learning journals.

### **Safeguarding**

RHSE plays a very important part in fulfilling the statutory duties all schools have to meet. RHSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding

and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2020) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). See also the government Multi-agency practice guidelines: Female Genital Mutilation (2020) which includes a section for schools.

Teachers are aware that effective RHSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue such as a child making reference to being involved in a sexual activity. The staff member will inform the Designated Safeguarding Lead (DSL) in line with the Local Authority procedures for safeguarding. Child protection concerns override all other considerations, including confidentiality. See Safeguarding (Child Protection) Policy 2019.

### **Engaging stakeholders**

At Trinity First School, we are committed to working in close partnership with parents and carers who are the key people in teaching their children about relationships and sex. Parents and carers were consulted in the development of this policy and specifically regarding the teaching of the session "Where do babies come from?" in EYFS and the teaching of puberty in year 4. Parents and carers also have the opportunity to view the teaching materials and resources that will be used for the teaching of puberty in Year 4.

### **Withdrawal from RHSE lessons**

A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher, initially in writing. Parents do not have the right to withdraw their child from Relationships or Health Education, but they can withdraw their child from the Sex Education programme which is NOT part of the statutory National Curriculum Science Orders. We believe that it is far better for all children to hear the factual information first hand within the classroom, instead of hearing it second hand, and possibly inaccurately in the playground.

### **Monitoring, reporting and evaluation**

This policy will be monitored by the Headteacher and governors. The programme's effectiveness will be evaluated on the basis of:

- \* Pupil and teacher evaluation of the content and learning processes
- \* Staff meetings to review and share experience
- \* Pupil interviews and scrutiny of examples of learning (RHSE celebration books)

This policy will be reviewed by the Headteacher and RHSE co-ordinator annually in consultation with stakeholders.

Review date: April 2022