Veryan

Church of England Primary School

RSHE Curriculum Policy

'In our school our Christian vision shapes all we do'

Supporting one another in learning and life.
Compassion Wisdom Perseverance

Rationale

Statutory Relationships and Health Education
In 2018 the government passed an amendment to the Children and Social Work Bill to make Relationships and Health Education Statutory from September 2020.

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."
DfE Guidance p.8

"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."

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."
Secretary of State Foreword DfE Guidance 2019 p.4-5

"All schools must have in place a written policy for Relationships Education and RSE."
DfE Guidance p.11

Intent

Our intent is to meet all statutory requirements to protect and nurture all pupils and to provide:-

"*an education which enables pupils 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; bullying of all kinds is eliminated; and where pupils are free to be themselves and fulfil their potential without fear…*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. (Relationships Education, Relationships and Sex education (RSE and Health Education (rshe IN Church of England Schools 2019)

Pupils will be taught to

'*embrace the challenges of creating a happy and successful adult life, pupils need health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support'* (Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE)

In order to achieve this, we intend to follow the principles embedded in the Church of England Charter

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of delivery, as well as sharing 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 appropriate training where needed 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 schools 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 Act[1] 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.

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 Christian virtues, but that do 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.

Implement

At Veryan School, we teach RSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity within our school context.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."
DfE Guidance p.8

At Veryan School we value RSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.
Our provision is an age appropriate, sequenced programme to include the key building blocks of healthy, respectful relationships focusing on family and friendships, both on and offline and with a focus on mental well- being. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. We use resources which are fully aligned to the statutory requirements and have a flexible approach, we may choose to combine elements from different schemes to meet the real life school context.

Relationships Education

We define Relationships Education for our school as learning about different families and communities, respecting that all families are different but share common values of love and commitment and learn about safe trusted relationships both in the real world and online.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

By the end of primary school

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage[2] represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Health Education

We define Health Education, for our school as learning how to keep ourselves mentally and physically fit and well, in the real and online world, understanding the triggers for poor health.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body' in total 35 statements.

By the end of primary school:

Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education

We define Sex Education, for our school as learning about, changes that occur to our body as we grow up particularly in puberty, human reproduction and how a baby is made using age appropriate language and resources which are explored within a 'safe' and non-judgmental environment.

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The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Sex education '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'.

At Veryan School, we believe children should understand the facts about human reproduction before they leave primary school so puberty is taught as a statutory requirement of Health Education.

We intend to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we may teach this within our Science curriculum and not within PSHE or Relationships and Sex Education as appropriate to each class and age group.

Statutory Key stage 1 science

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense- This will include correct biological names for body parts
- notice that animals, including humans, have offspring which grow into adults

Statutory Key stage 2 Science

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- learn about the changes experienced in puberty

Managing answering difficult questions-

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality, which go beyond what is set out for Relationships Education. Staff should establish ground rules appropriate for the age and maturity of their pupils. No personal questions should be asked or answered. Use anonymous question boxes, which can be answered during the next session, which gives time and distance and provides opportunities for all children to ask questions they may be too embarrassed to ask aloud.

- Use your Group Agreement and remind the children of the agreed rules
- Be aware of school policy on answering questions
- Keep answers and information simple and factual.
- Age-appropriate answers (be guided by the content of the lesson); you don't need to go beyond this if it's not appropriate to do so.
- Don't show you are shocked/amused/horrified/terrified: model being sensible and mature! Be a swan!
- If the question is not age-appropriate, then it's perfectly OK to say they will learn about that when they are in secondary school/older but for now it's more important they focus on this (the lesson content you are teaching).
- Use the question box to give you more time.
- It's OK to say you don't know and will need to check the facts.
- Practise beforehand.

Parent Right to withdraw

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At Veryan School, puberty is taught as a statutory requirement of Health Education and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact Ms Jarrett or Mr Nisholson, Chair of SMC

Assessment

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the more able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention. Whilst there is no formal examined assessment, there are some areas to

consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

Parental engagement

Both parents and school play a vital key role in the education of children.

Engagement is a positive step – it helps to ensure that everyone involved understands what is being taught, when and how. It helps develop a shared set of values between parents and schools on these subjects. It gives parents a voice and the knowledge that their views are being listened to. It helps to dispel myths about the subjects, and it creates an opportunity to build stronger relationships with parents. Crucially with these subjects, it can help parents to understand how they can support what their child is learning in school with their own teaching at home. Relationships Education is best delivered with cooperation and support from parents. Engagement works best when everyone involved enters into it with an open mind.

*Engagement means schools providing the opportunity for parents to feed in their views on the school's proposed Relationships Education policy, and includes considering whether any strongly held views of their parent body should lead the school to adapt when and how they approach certain topics with their pupils. Schools should consider those views and balance them with their views on the needs of the pupils and school. Ultimately it is for schools to decide their curriculum, having taken these views on board. (*Parental Engagement on Relationships Education Gov)

Schools should decide how this is done but should not spend a disproportionate amount of time. The final decision on curriculum content rests with the school after they have considered legal obligations, the school values and parent/carer views.

Effective parental consultation: -

- School has a very clear rationale for teaching PSHE and knew legal obligations and why the scheme fitted with the school values.
- Proactively meet with any concerned parents to listen to views.
- Where appropriate, share resources for parents to see the forthcoming content and give opportunities to hear and answer any resulting questions.
- Send home regular and positive news RSHE

10 key points for RSHE communication with parents

1. That RSHE statutory guidance and the Equality Act are legally binding.
2. The school will be inspected on how well pupils are being prepared for 21st Century life.
3. That life for young people today is VERY different from their parents' childhood, or their perceptions of childhood.
4. That parents are entitled to their view and they will be listened to, but ultimately it will be the school that decides on curriculum content, based on a balance between parental views, school values and legal obligations
5. That the school's RSHE sits within the school's values.
6. That from Sept 2020 parents have a right to withdraw from SOME lessons (Sex Ed only).
7. Children need to learn that prejudice and discrimination are illegal.
8. The school will let parents know what is being taught and when so that they can discuss the lesson content (and their own views and values) with their child(ren) after the statutory lessons have been delivered.
9. The school is open to teaching different perspectives, but ultimately children will be taught within the school's values framework.
10. This curriculum safeguards their children and other children who may already have questions/misconceptions.

Monitoring and Review

The SMC monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

> "*Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.*"

It also asserts:

"*Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (*page 1*)*

"*Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (*homophobic, biphobic and transphobic) *bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (*Page 6*)*

At Veryan School we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)

- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

Date of last review: March 2021

Head of School signed: Caroline Jarrett Date: 18.3.21

Chair of SMC signed: Andrew Nicholson Date: 29/3/21