



# Relationships, Sex and Health Education Policy

*Healthy relationships are an important part of a happy life.*

*'I have come in order that you might have life – life in all its fullness.'* (John 10:10)

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*This policy covers the approach to Relationships Education, Relationships and Sex Education, and Health Education (hereafter known as RSHE) for all schools within The Moorlands Primary Federation*

*(Bishop Rawle C.E. Primary, Dillhorne Endowed C.E. Primary, Great Wood Primary, St. Werburgh's C.E. Primary, The Valley Primary, Hollinsclough C.E. Academy and Manifold C.E. Academy and Manifold C E Academy). School-specific amendments may be present where appropriate.*

*The development of this policy benefited from kind parental consultation.*

**TMPF Values:**

**T**rust;  
**M**indful;  
**P**ease;  
**F**riendship.

## Intent

Within The Moorlands Primary Federation (TMPF) family of schools, good relationships are cherished and appreciated for the role they play in the warm, loving and safe culture of each school and the impact they have on the lives of children and adults alike. The curriculum provides foundations for understanding relationships and emotions, guides children in ways they can look after themselves, and supports children to be aware of themselves, different families, sex and sexuality. Mental wellbeing is an important element of this area, as we wish for our pupils to develop resilience and character attributes which are fundamental to them becoming happy, successful and productive members of society. Our curriculum intends to provide children with the acquisition of knowledge, the development of skills and the formation of positive beliefs, attitudes and values. The curriculum promotes the social, moral, spiritual, cultural, mental and physical development of our pupils, at school and in society.

Relationships Education, Relationships and Sex Education, and Health Education, are taught across different curriculum areas. Aspects of sex education already feature in the Science curriculum, including the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals.

At the heart of this curriculum, there is a focus on keeping children safe, and schools can play an important part in respectful and preventative education. As part of school life, the curriculum and its implementation will align with the document 'Keeping Children Safe in Education'.

### Aims

The aims of RSHE are:

- To provide a framework in which sensitive discussions can take place;
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- To help pupils develop feelings of self-respect, confidence and empathy;
- To create a positive culture around issues of sexuality and relationships;
- To teach pupils the correct vocabulary to describe themselves and their bodies;
- To teach the children ways to maintain good physical health and mental wellbeing;
- \*To be mindful of the 'Church of England Charter for faith, sensitive and inclusive relationships education and health education' (see Appendix C);
- To reflect the school mottos, and the Trust values of: Trust, Mindful, Peace and Friendship.

*\*in our faith schools*

### **Statutory Requirements - (and for our faith schools) Church of England Requirements**

As a Trust of primary academies, we must provide relationships education to all pupils as per section 34 of the **Children's and Social Work Act 2017**. We are required to have regard to guidance issued from the Department for Education (DfE) under section 80A of the **Education Act 2002** and section 403 of the **Education Act 1996**. Parents/carers have the right to withdraw from sex education (outside that which is covered in the Science curriculum), but not from Relationships or Health Education. Teaching should reflect the law (including the **Equality Act 2010**) as it applies to relationships.

'In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that topics are included in the core content in the guidance are appropriately handled. Schools must ensure that they comply with the relevant provisions of the **Equality Act 2010**, under which religion and beliefs are amongst the protected characteristics.' *(Department for Education)*

*For our faith schools: 'Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.'* *(Church of England Education Office)*

The Moorlands Primary Federation, does not adopt a single position on issues between Christian denominations. Other legal forms of marriage will be presented as legitimate with acknowledgement that there are many forms of happy family structures.

The Church of England states that '*All schools should approach RSHE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate difference within and across the teachings of faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act 2010 is applied in school.*'

Our faith schools will be mindful of The Church of England's 'Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education'.

### **Policy Development**

This policy has been developed following consultation with staff, pupils and parents/carers. Many thanks to those who were able to offer support. Development takes into account protected characteristics of our faith schools and are mindful of children with Special Educational Needs and Disabilities (SEND).

### **Definition**

RSHE is about the social, emotional and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, acceptance and identity. Our teaching in this area involved a combination of sharing information and exploring issues and values. Elements of sex education may be taught to meet the needs of the pupils and will be tailored to the age and physical and emotional maturity of the children. The curriculum aims to ensure that children are prepared for the changes which adolescence brings and – drawing on knowledge of the human life cycle set out in the national

curriculum for Science and the content of Relationships Education – how a baby is conceived and born. It is not about other types of any sexual activity.

### **Curriculum**

The curriculum, or what we will cover in these subject areas, can be found in *Appendix A*. This represents what children will learn from Reception through to Year 6 (not the learning undertaken *each* year in school). There may be occasions where this has to be adapted.

If pupils ask questions beyond the age-related curriculum, or beyond the scope of the policy, staff will respond in an appropriate manner so they are fully informed.

Elements of the curriculum will be delivered in a number of subjects including, but not limited to, Personal Social Health Education (PSHE), Science, Religious Education (R.E.), Physical Education (P.E.), Computing, English, History, Geography, Art and through Worship.

## **Implementation**

Our teaching focuses upon developing the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based upon their home circumstances. Teaching will recognise that families can take many forms, including: single-parent families; LGBTQ+ parents or siblings; families headed by grandparents/other relatives; adoptive parents; and foster carers, amongst others. It will also reflect sensitively that some children may have different structures of support around them (e.g. Looked After Children, or young carers), or those living in a home which includes individual/s with social, emotional and mental health needs, or learning disabilities.

Our teaching will inform children about physical and mental health and will learn about:

- Puberty, including menstruation;
- Feelings and emotions;
- Importance of daily exercise, good nutrition and sufficient sleep;
- Personal hygiene and self-care, prevention of health and wellbeing problems and basic first aid;
- The implications of bullying (including cyberbullying);
- Health and wellbeing implications of excessive use of electronic devices;
- Health benefits of connecting with others and spending time enjoying hobbies or interests;
- Facts about legal or harmful substances.

Children will learn about human growth and development and elements of plants and animals reproduction in Science. Our older classes will also have the opportunity to learn about sex, namely human reproduction from conception to child birth. Should further information or discussion be needed, staff will use professional judgement based upon the topic and the needs of the class.

Lessons will be delivered by staff from within the Trust, Associate Teachers who plan sessions alongside the class teacher, and on occasion, may be supported by external speakers/groups, as appropriate.

Staff have the freedom to use their professional judgement if the objectives being taught need to move in their originally-planned order, or to 'block' together certain topics if this is best for the needs of the children. Long term plans will be in place to ensure curriculum coverage. Lessons will be taught with age, ability, additional need and personal experiences in mind. Topics will be taught in a differentiated manner to support children with identified SEND. To enrich the provision, schools may invite visitors to provide support and expertise to the delivery of the curriculum. Within our curriculum, pupils will be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Our implementation will help pupils to gain the knowledge they need to recognise and report abuse. This may be delivered by focusing upon boundaries and privacy, ensuring that children know they have rights over their own bodies. This links to the NSPCC 'Speak out, stay safe' programme received in schools.

### **Responsibilities**

Staff (or Trainee Teachers) are responsible for the delivery of the curriculum in a sensitive way, which models positive attitudes to this learning. Staff will monitor progress of children, adapt planning appropriately and respond to the needs of pupils. Staff will also respect the wishes of parents/carers who wish to withdraw their child from sex education elements beyond the Science curriculum. Pupils are expected to engage fully in learning and treat others with sensitivity and respect.

### **Parents' right to withdraw**

The Department for Education (DfE) state: 'Parents have the right to request that their child be withdrawn from some or all sex education delivered as part of Relationships and Sex Education. Before granting any such request it would be good practice...to discuss the request... to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.'

It is important that parents consider any social and emotional effects of their child being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class, rather than what was directly said by the teacher. Children cannot be withdrawn from any sex education which forms part of the Science curriculum.

The DfE state that, 'There is no right to withdraw from Relationships Education or Health Education.'

A template letter for parents wishing to withdraw their children from sex education (beyond the Science curriculum) can be found in **Appendix B**.

### **Continuing Professional Development**

Staff will have the opportunity to have access to training on how to deliver aspects of the curriculum, as part of our Continuing Professional Development (CPD) programme. External professionals/visitors/specialists may also provide CPD for staff.

### **Home and School in Partnership**

Schools will provide opportunities for parents/carers to be informed and to ask questions about the delivery and content of the sex education elements of curriculum by providing:

- Notification of when these topics are to be taught and a summary of the content to be covered;
- Opportunities to view examples of sex education learning resources;
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

We understand that parents/carers may have concerns about some aspects of RSHE and all views will be listened to and carefully considered. However, schools will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as the needs of our pupils.

Parents/carers will be provided with opportunities to find out about the progress of their children in RSHE related topics; for example, as part of Annual Reviews of EHCPs, during parents' evenings and annually within a progress report.

### **Managing 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 RSHE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, therefore, staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child to their parent/carer, or to an established external organisation. As children of the same age may be at developmentally different stages, this may lead to different types of questions or behaviours. Staff members may make a referral, or to seek advice from the PSHE Coordinator, Senior Leadership Team or Safeguarding Team wherever appropriate.

### **Safe Classrooms**

Staff will establish clear ground rules in conjunction with pupils to ensure they feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

## Impact

### Monitoring

The delivery of Relationships Education, Relationships and Sex Education and Health Education will be monitored by an assigned subject co-ordinator in each school. Learning observations, pupil conferencing and staff meetings will form part of this. Pupils' understanding in these areas will be monitored by the class teachers.

The policy will be reviewed at least every three years.

Through our curriculum, we will:

- Teach children the correct vocabulary to describe themselves and their bodies;
- Develop confidence in talking about feelings and relationships;
- Help children develop feelings of self-respect, confidence and empathy;
- Build the confidence and self-esteem of children to value themselves and others;
- Prepare children for puberty, and give them an understanding of sexual development\* and the importance of health and hygiene;
- Create a positive culture around issues of relationships and sexuality;
- Help children to understand about the diverse range of different relationships, and families, and their importance for the care and support of children;
- Help children to behave responsibly within relationships;
- Help children to recognise unsafe situations and be able to protect themselves and ask for help and support;
- Help children to understand the role of the media in forming attitudes;
- Help children to understand that offence can be caused by the use of sexual terms as an insult.

*\*parents are able to withdraw their child from the non-statutory elements of sex education.*

## Appendix A

The Department for Education advise that by the end of Primary School:

Topic	pupils should know
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>
Mental Wellbeing	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising that 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).</li> <li>• 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.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• That for most people, the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age-restricted.</li> <li>• 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.</li> <li>• How to be a discerning customer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Health eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses (including Covid-19), how they are spread and treated, and the importance of handwashing.</li> <li>The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>How to make a clear and efficient call to the emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>
Sex Education	<ul style="list-style-type: none"> <li>Human reproduction from conception to birth.</li> </ul>

## Appendix B

Example letter to withdraw child from elements of non-statutory Sex Education

Dear \_\_\_\_\_,

### **Request to withdraw child from a sex education lesson.**

Name of child:

Name of parent/carer:

*Please state the reason for withdrawing your child/ren from sex education within Relationship, Sex and Health Education and which elements you wish to remove them from:*

*Other information for the school to consider:*

*I am aware that my child/ren will be withdrawn from the remainder of the class during this element. I understand that the other children in the class may talk about the content of the lesson with my child/ren and ask why they were not in the lesson.*

Name:

Signed:

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School to complete:

Areas discussed and date of discussion

## Appendix C

Produced by the Church of England Education Office

### A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>

In Bishop Rawle C.E. Primary, Dilhorne Endowed C.E. Primary and St. Werburgh's C.E. Primary, 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 and resourced 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 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<sup>2</sup> 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

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<sup>1</sup> 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.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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.