



# RELATIONSHIPS, SEX EDUCATION & HEALTH EDUCATION (RSHE) POLICY

Approved: 11 July 2023 by the Interim Executive Board  
Next review: July 2025

NB: In the context of this policy, senior leaders are the Executive Headteacher and Deputy Executive Headteacher.

In our schools, our Christian vision shapes all we do.

Jesus said "I have come that you may have life in all its fullness". John 10:10

At the DVSF schools, we will give our children the best possible start in life by bringing together the individual strengths and characters of our **caring, happy and inclusive**, small schools in a partnership which can offer the resources and opportunities of bigger schools.

Through an **exciting, engaging and challenging** curriculum, and an embedded Christian ethos, we aim to develop pupils who value themselves and others, who **love to learn** and who aspire to **excellence**.

To help deliver this vision, we will offer our staff the benefits and opportunities of working in a larger team, in an environment where they know and value all pupils and their families.

## Our aims and values

We aim to provide a happy, stimulating and nurturing environment for our children, where they develop:

- a **love** of learning
- **respect** for themselves and others
- the **resilience** to be inquisitive and creative
- the **confidence** to be open minded and independent
- the **ambition** and self-discipline to achieve
- the **skills** to communicate effectively

. . . in a **fun** and **faith**-based atmosphere

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). We educate our children about the diverse world in which we live as well as how to behave and live in a healthy manner, safeguarding the wellbeing of ourselves and others.

## 1. Aims

The aims of Relationships, Sex Education and Health Education at our schools is to:

- Provide a framework in which sensitive discussion can take place, exploring issues and values.
- Help children understand different types of relationships, how to form healthy friendships and relationships.
- Develop children emotionally, supporting them to develop positive personal attributes including kindness, consideration, respect for others and honesty.
- Support children to develop feelings of self-respect, confidence and empathy.
- Support children in knowing how to establish safe relationships both online and in person and knowing how to report safety concerns, including abuse.
- Teach children about positive emotional and mental wellbeing including how friendships can support mental wellbeing.
- Create a positive culture around issues of relationships and sexuality.
- Teach children the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Develop children emotionally, socially and culturally.

- Learn about relationships, healthy lifestyles, diversity and personal identity.
- Teach children about the physical development of their bodies as they grow into adults, to prepare them for the changes adolescence brings.

## **2. Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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](#).

Within the DVSF schools, we teach RSE as set out in this policy.

The Statutory document from the DfE states (page 8):

*“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.”*

In the DfE guidance, the Secretary of State explains (pages 4-5):

*“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.”*

## **3. Policy Development**

This policy was initially developed in consultation with staff, governors and parents. All school staff, parents and governors were given the opportunity to look at the policy and the RSE curriculum and make comments. All comments were collected and considered. Once amendments were made, the policy was shared with governors and ratified. If any significant changes are made to the policy, it will be presented for consultation to the same stakeholders. Minor updates will be reviewed by governors.

## **4. Definition**

At the DVSF schools, RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, sexual health, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## **5. Curriculum**

At the DVSF schools, we include the statutory Relationships and Health education within our whole-school PSHE programme, as well as within our Science and Computing curriculum.

To ensure progression and age-appropriateness we use the PSHE Association’s teaching and learning programme and tailor it to meet our children’s needs.

Our Curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents and staff, taking into account the age and needs of the children, including those with Special Educational Needs.

## **5.1 Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and 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 the DVSF schools, we believe children should understand the facts about human reproduction before they leave primary schools. Therefore, we teach Sex Education in Year 6. We invite Year 6 parents to come and see what is taught prior to these discrete lessons, as we understand that this specific element is not compulsory for Primary Schools. Having discussed this with the school, parents have the right to withdraw their child from these specific lessons. They can only withdraw where the lessons are not in line with the curriculum, as laid out in the RSE, health or science curriculum, which is compulsory (this includes puberty). Should a parent wish to withdraw their children from these specific sessions then they are encouraged to meet with the class teacher and senior leaders first. After that, if they still wish to withdraw, then they need to do so formally in writing.

Our Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

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

At DVSF, we allocate a weekly time to teach PSHE so that PSHE knowledge and skills can be taught in a developmental and age-appropriate way, delivered through small groups rather than whole classes where required. These lessons are reinforced and enhanced in many ways including assemblies and collective worship, our reward system based on house points and achievement certificates and through developing positive relationships within the whole school community. We strive to live by what is learnt and apply it to everyday situations in the school community. This is achieved through developing positive, supporting relationships between the children, staff and parents.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTIQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

As a Church school we are mindful of ensuring children experience RSE within the context of faith and religion and include in our curriculum relationship norms, as laid out in many of the religions represented in our school.

Parents should also be aware that the Church of England states in "Valuing All God's Children 2019", that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

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)

We believe this is very much in line with our vision of **living life in all its fullness**.

## **7. 7. Roles and responsibilities**

### **7.1 The Governing Board**

The Governing Board will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

### **7.2 The Executive Headteacher**

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the DVSF schools, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way in line with the vision and values of our school
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with senior leaders and PSHE subject leader.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education as taught in discrete lessons in Year 6.

We encourage all parents to come and discuss this first with the class teacher or senior leaders and then formalise this by putting their request in writing if they still feel they would want their child withdrawn. Alternative work will be given to pupils who are withdrawn from sex education.

## **8. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Senior Leaders will also invite visitors from outside the school to provide support and training to staff teaching RSE.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Subject Leader through:

- Learning walks
- Book looks
- Discussions with pupils
- Planning scrutinies

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by senior leaders every 2 years. At every review, the policy will be approved by the Downland Village Schools Federation's governing body.

Appendix 1: Long Term Curriculum for PSHE each year group.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y	Positive friendships, including online	Responding to hurtful behaviour;	Respecting differences and similarities	What makes a community; shared	How data is shared and used	Making decisions about money; using	Maintaining a balanced lifestyle; oral	Personal identity; recognising individual	Medicines and household products;

		managing confidentiality; recognising risks online	ties; discussing difference sensitively	responsibilities		and keeping money safe	hygiene and dental care	uality and different qualities; mental wellbeing	drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## APPENDIX 2: Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

**The guidance states that, by the end of primary school:**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	