

# SHAS RHE and Sex Education Policy

## 1. Introduction

At Surrey Hills All Saints (SHAS), we have chosen to integrate Relationship, Health and Sex Education into our PSHE Curriculum, under the subject 'Learning for Life'. Through these lessons and experiences, we aim to guide all children to be happy, healthy and safe so that they are ready to flourish in society. This policy covers our school's approach to RHE and Sex Education.

## 2. Rational and Ethos

*So God created humankind in his image, in the image of God he created them.  
(Genesis 1:27)*

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

The Jigsaw Programme (aligned to the PSHE Association's Programmes of Study) is used to support the planning and delivery of RSHE, in conjunction with the Church of England's approach, underpinned by the bible verses above.

We believe that all pupils have a right to an education that fully prepares them for their future and is set in a supportive learning environment where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, sex education and health education. Throughout our teaching, we abide by the Equalities Act 2010.

At SHAS, we aim to create learners who feel confident to be themselves and fulfil their potential without fear. We feel that RHE and sex education is an important and integral part of our school curriculum as it provides the building blocks that allows children to develop their understanding of positive relationships, how to keep themselves safe and to make healthy choices. Throughout our RSHE curriculum we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils.

At SHAS, we value the partnership of home and school and feel that it is vital in providing the context to age-appropriate RHE and Sex Education in both school and home settings.

## 3. Our Curriculum Aims

The intended outcomes of our RHE programme are that pupils will:

- Know and understand:
  - What constitutes a safe and healthy lifestyle
  - The physical and mental changes that will occur as they grow up
  - The importance of health and hygiene
- Understand they have a right to:

- Be accepted for who they are
- Discuss their queries and misconceptions about puberty and sexual orientation at an age-appropriate level
- Understand they have a responsibility to:
  - Acknowledge and appreciate difference and diversity
  - Be positive and active members of a democratic society
- Develop the skills to:
  - Recognise, form and maintain positive relationships and recognise negative behaviours both on and offline
  - Keep themselves safe both on and offline
  - Prepare themselves for the opportunities, responsibilities and experiences of later life
  - Make informed choices
  - Understand and manage their emotions
  - Verbalise their feelings or their experiences
- Develop the attributes of:
  - Self-respect, confidence and empathy

At SHAS, we understand that some of these issues can be sensitive to discuss. To allow all pupils to feel comfortable in these lessons, we strive to create a supportive, open and safe environment by:

- Creating a positive culture around issues of sexuality and relationships
- Providing a framework in which sensitive discussions can take place
- Providing pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Teaching pupils the correct vocabulary to describe themselves and their bodies
- Fostering a non-judgemental ethos where all pupils can discuss their personal ideas and feelings

#### **4. Statutory Requirements**

In September 2020, the Department for Education introduced compulsory Relationships and Health Education (RHE) for primary-school pupils. Therefore, as a Primary Academy, we are required to teach Relationships and Health Education to all pupils, as per section 34 of the Children and Social Work Act 2017. We follow the National Curriculum including requirements to teach Science which would include the elements of Sex Education. The statutory guidance provided by the Department for Education has informed this policy and our new PSHE curriculum, containing RHE and Sex Education.

At SHAS, we have committed to retaining our choice to continue to teach age-appropriate sex education alongside RHE and PSHE. In doing so, we have given due regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This RHE and Sex Education policy has been informed by the following documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2000)
- Equality Act (2010)
- Keeping Children Safe in Education (2020)
- Children and Social Work Act (2017)
- DfE guidance 2019
- Valuing All God's Children (2019) (The Church of England)

## **5. Policy Development**

This policy has been developed by the Head Teacher and PSHE subject leader through consultation with parents, pupils, staff members and local committee. The consultation and policy development process involved the following steps:

1. Review – the PSHE subject leader collated relevant national, local and diocese guidance on RHE and Sex Education and compared this with SHAS's current PSHE and Sex Education provision.
2. Staff Training – school staff were given the opportunity to look at the statutory RHE guidance and discuss the support required to meet the guidance
3. Pupil Consultation – pupils were surveyed about their current understanding of the topics Learning for Life (PSHE) covers
4. Draft Policy– A draft policy was written.
5. Staff Consultation – staff viewed and discussed the draft RHE and Sex Education policy alongside the introduction of the PSHE scheme Jigsaw
6. Parent Consultation – parents took part in an online consultation to view the policy. A selection of learning resources and the long-term plan were also available for parents to view. They were given an opportunity to provide feedback and to ask any outstanding questions.
7. Ratification – once amendments were made the local committee ratified the policy.

## **6. Definitions**

### **6.1 Relationship and Health Education (RHE)**

At SHAS, we define Relationship and Health Education (RHE) as a part of lifelong learning that focuses on the emotional, social and cultural development of pupils and involves learning about the emotional and physical aspects of growing up, forming relationships and maintaining good mental and physical health. Effective RHE encourages the children to explore their own and other's attitudes and values, helps to develop their confidence and self-esteem and promotes respect of other's differences including gender, race, beliefs and sexual orientation. RHE involves a combination of sharing information in conjunction with exploring issues and values; it does not promote a specific sexual orientation or gender.

## **Sex Education**

At SHAS, we utilise Sex Education, in addition to what is already covered in the Science Curriculum, to equip our pupils with the knowledge to enable them to cope with the changes that will occur as they grow up, both physically and emotionally, and involves learning about sexuality and sexual intercourse. Sex Education is not about the promotion of sexual activity, sexuality or a specific sexual orientation.

### **7. Our Curriculum**

Our curriculum, supported by Jigsaw has been designed so that it protects, informs, nurtures and is relevant to all pupils regardless of background, ethnicity or faith as required by the Equalities Act 2010. It is also based on the principles set out in the Church of England's Guidance 'Valuing All God's Children'.

Our curriculum has been developed in consultation with parents, pupils, staff and local committee members, taking into account the age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary Sex Education will focus on:

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

### **8. Delivery of RHE and Sex Education**

RHE and Sex Education is taught within the personal, social and health (PSHE) education curriculum. Learning for Life (PSHE) lessons comprise of at least one 30-minute session each week, however opportunities to teach and model elements of the PSHE curriculum occur throughout the school day. In addition to this, SHAS has several themed weeks throughout the year, where the children take a more concentrated look at a specific topic.

These lessons are based around a key unit which changes half-termly. Some elements of Health Education and Sex Education are taught within the Science curriculum. Aspects of relationship education are also covered in Religious Education (RE) lessons. Pupils may also receive stand-alone puberty and Sex Education sessions delivered by a trained health professional.

Relationships Education focuses on teaching 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

Health Education focuses on teaching the skills and knowledge to allow pupils to maintain their mental and physical well-being including:

- 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 Body

Sex Education focuses on equipping the pupils with the knowledge of the changes that will occur as they grow-up including:

- Additional information about puberty
- How a baby is conceived and born

At SHAS, we believe that pupils should be taught about the society in which they live including exploring the diverse community which makes up modern Britain today. We strongly believe that PSHE and RHE should meet the needs of all pupils, whatever their developing sexuality or identity. Pupils should receive teaching on a range of different relationships at an age-appropriate level, which is often delivered through teaching about different types of family including single parent families, families with adopted children, grandparents as main carers and same sex parents. It is important to note that educating about same-sex families is not the same as promoting a specific lifestyle choice and this is supported by the document released by the Church of England 'All God's Children'.

### **8.1 Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same RHE and Sex Education programme as all other students. Careful consideration should be given concerning the level of differentiation needed and in some cases the content or delivery will have to be adapted. It is not the school's policy to withdraw pupils with SEN from RHE or Sex Education to catch up on other national curriculum subjects: these aspects of personal and social development are vitally important to all pupils.

### **8.2 Answering Difficult Questions**

Staff at SHAS are aware that views around RHE and Sex Education related issues are varied. We aim that RHE and Sex Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal RHE and Sex Education arising from pupils' questions are answered according to the age and maturity of the pupils concerned. Questions do not have to be answered directly and may be addressed individually later. At SHAS, we believe that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. We believe that PSHE, RHE and Sex Education should meet the needs of all pupils

regardless of their developing sexuality and be able to deal honestly and sensitively with issues such as sexual orientation, transgender or gender ambiguity.

## **9. Roles and Responsibilities**

The RHE and Sex Education programme will be led by the PSHE Subject Leader in conjunction with the Head Teacher and the school's governors. It will be taught by class teachers or outside experts, e.g. School Nurses, who may be invited to discuss more sensitive or specialist topics with a year group. **The Local Committee**

The governing body will approve the RHE and Sex education policy and content, and hold the head teacher to account for its implementation.

### **9.2 The Head Teacher**

The head teacher is responsible for ensuring that RHE and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Sex Education.

### **9.3 Teachers**

Teachers are responsible for:

- Delivering RHE and Sex Education in a sensitive, age-appropriate way
- Monitoring progress of pupils in lessons through the use of formative assessment
- Responding to the needs of individual pupils including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE and Sex Education

### **9.4 All members of staff**

All members of staff are responsible for modelling positive attitudes to RHE and Sex Education.

Staff do not have the right to opt out of teaching PSHE, RHE or Sex Education. However, staff who have concerns about teaching any aspect of the PSHE curriculum, including Sex Education, are encouraged to discuss this with the subject leader or the head teacher.

### **9.4 Pupils**

Pupils are expected to engage fully in PSHE lessons and, as in every other subject, treat others with respect and sensitivity.

### **9.5 Parents**

At SHAS, we understand that the primary role in children's Relationships, Health and Sex Education lies with parents and carers. We wish to build a positive and

supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we: Make available online, via the school's website, this RHE and Sex Education policy

Answer any questions that parents may have about the RHE and Sex Education curriculum

Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE and Sex Education in the school

Inform parents about the best practice with regard to RHE and Sex Education, so that teaching in school supports the key messages that parents and carers give to their children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. In light of this, we ask that parents/carers:

Discuss their child's learning in RHE or Sex Education with their child to enable differing views and opinions to be discussed and shared

Discuss any concerns about the content of PSHE or RHE lessons with either the phase leader, the PSHE subject leader or the head teacher.

### **10. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships and Health Education as this is a statutory requirement and we believe that contents of these subjects such as family, friendship and safety are vital learning for all children. If following this information sharing, parents still wish to withdraw their child from non-statutory Sex Education (see Jigsaw scheme - Appendix they have the legal right to do so. If a parent wishes to have their child withdrawn from non-statutory Sex Education, they should discuss this with the head teacher and make it clear which aspects of the programme they do not wish their child to participate in. Requests for withdrawal should be put in writing and addressed to the head teacher who will ask to discuss the reasons for their request. Alternative work will be provided for pupils who are withdrawn from these lessons.

Parents should be aware that schools are legally required to provide a broad and balanced curriculum. Sex education topics can arise incidentally across the curriculum and overlap with RHE lessons and it is not possible to withdraw pupils from these relatively limited and unplanned discussions.

### **11. Training**

At SHAS, training on the delivery of RHE and Sex Education is delivered to staff as part of their induction and is included in our continuing professional development calendar. The head teacher or subject leader may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching Sex Education.

## **12. Monitoring Arrangements**

The delivery of RHE and Sex Education is monitored by the PSHE through:

- Scheduled planning scrutinies
- Learning walks
- Pupil Voice

Our RHE and Sex Education curriculum will be evaluated annually in consultation with all stakeholders to ensure that it continues to meet the needs of our pupils and continues to be age-appropriate.

This policy will be reviewed by PSHE Subject Leader annually. At every review, the policy will be approved by the local governing committee.

Date of review: October 2022