

## **RSHE Policy for Nettleham Church of England Aided Junior School**

*For all of us at Nettleham Church of England Aided Junior School the teaching, learning, attitudes and wellbeing of all our children are important. As a Christian school we believe that every child should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop their skills to become lifelong learners.*

This policy has been developed in consultation with all stakeholders, including governors, staff, pupils and parents/carers.

### **1. A Definition of Relationships, Sex and Health Education for Church Schools**

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy relationships
- enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

In this school any content that might be regarded as Sex Education: learning about human body parts, growth, puberty and reproduction will be taught through the Science Curriculum. Parents do not have the right the excuse their children from this aspect of the curriculum.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction.

At Nettleham Church of England Aided Junior School we have decided that it is important to include puberty education to protect and prepare the children in our community. Parents/carers do have the right to excuse their children from this aspect of Sex Education (see below for more information).]

### **2. Statutory Requirements**

As a local authority aided church school, we are statutorily required to provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017. We are not required to provide Sex Education, but we are required to teach elements of sex education contained within the Primary Science curriculum.

We teach relationships, sex and health education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our relationships and social education (RSHE) curriculum, we also teach some relationships, sex and health education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage the children to ask for help if they need it.

In science lessons, teachers inform children about puberty. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 5, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects people who menstruate. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

In teaching RSHE, we have regard to the guidance issued by the secretary of state as outlined in in [section 403 of the Education Act 1996](#).

### **3. RSHE Curriculum**

Our RSHE curriculum has been developed in consultation with various stakeholders, including governors, staff, pupils and parents/carers and takes into account the context of the school and its pupils.

- Families and people who care for me
- Caring friendships and respectful relationships
- Internet safety, safe online relationships and the risks of online relationships
- Mental wellbeing
- Basic first aid, physical health and fitness, changing adolescent body, healthy eating, risks to health, e.g. drugs, alcohol, tobacco

This RSHE curriculum has been planned in the context of our broader curriculum intent, and the delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves and recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

### **4. Delivery of RSHE**

RSHE is taught as part of the broader curriculum. The Biological aspects, elements of healthy eating and health aspects of drugs, alcohol and tobacco of RSHE are taught within the Primary Science Curriculum and some elements of RSHE may be taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Aspects of online safety and online relationships will be delivered through computing lessons throughout the school. Teaching is delivered by class teachers; some elements of RSHE education are delivered by a trained health professional or external expert. Some After School Activities, Collective Worship and specific 1:1 support will also contribute to the coverage of RSHE. The school uses a range of resources to deliver effective RSHE and all staff involved in delivering RSHE receive appropriate training and support. Pupil progress and attainment in RSHE will be monitored annually.

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).

For more information about the delivery of RSHE, please contact the RSHE curriculum leader, Sarah Hollamby or the headteacher, David Gibbons.

## **5. Parental Right to Withdraw from Sex Education**

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum.

Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be put in writing to the head teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

## **Key objectives for pupils by the time they leave us in Year 6**

### **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 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-to-face 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.