



Relationship, Health and Sex Education Policy

The Chorus Schools Federation
(St. Giles', St. Andrew's & Wethersfield
C of E Primary Schools)

Approved by: Mrs. Jinnie Nichols

Last reviewed on: December 2024

Next review due: December 2025



Vision

At The Chorus Schools Federation, we are curious, excited and really love to learn. As a Church school, we believe in serving our community based on the love of God for everyone. We support each other to become robust, independent learners who persevere, have the courage and confidence to be creative, imaginative and care for one another and the community we live in. Our school is inclusive, making every one of us welcome. It sets us suitable learning challenges and responds to our needs, ensuring that we reach our potential and are fulfilled. These are the golden threads that weave through our work and are exemplified by our values – Respect, Trust, Love and Forgiveness within both schools and beyond.

Aims

We define **Relationships education** as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults. Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns, how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Learning will reflect the fact that families can take many forms and will be sensitive to the varied backgrounds that children may come from and the lifestyles they may have (for instance if they are in foster care or are young carers).

The aims of relationships, health and sex education (RHSE) at our school are to:

1. Provide a framework in which sensitive discussions can take place
 2. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 3. Help pupils develop feelings of self-respect, confidence and empathy
 4. Create a positive culture around issues of sexuality and relationships
 5. Teach pupils the correct vocabulary to describe themselves and their bodies
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Legislation and Statutory guidance

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 RHSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Chorus Schools Federation we teach RHSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, governors and parents. The following steps were followed:

1. Review – EDHT pulled together all relevant information including relevant national and local guidance. EDHT attended training and development from the Diocese of Chelmsford regarding RHSE in Church Schools.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views about the policy. The policy and scheme of work are available on the school(s) websites.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

Delivery of RHSE

We have developed the curriculum in consultation with parents, governors, the Diocese of Chelmsford and staff.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and don't seek answers online. Parents will then be informed of the discussion that took place.

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. 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 on their home circumstances (families can include single parent families, LGBT 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.

Sex Education

For this aspect of the school's teaching, we follow the guidance material in the national curriculum scheme of work for science.

Key Stage 1

That animals including humans, move, feed, grow, use their senses and reproduce.

To recognise and compare the main external parts of the bodies of humans.

That humans and animals can produce offspring and these grow into adults.

To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

That the life processes common to humans and other animals include nutrition, growth and reproduction 5 | Page Relationships, Health and Sex Education Policy

About the main stages of the human life cycle.

Roles and Responsibilities

Governing Board

The governing board will approve the RHSE policy, and ensure that the Executive Headteacher has effectively implemented it.

Executive Headteacher

It is the responsibility of the Executive Headteacher to ensure that both staff and parents are informed about our RHSE policy, and that the policy is implemented effectively. It is also the Executive Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Executive Headteacher liaises with external agencies regarding the school(s) RHSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Executive Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Staff

Staff are responsible for:

1. Delivering RHSE in a sensitive way
2. Modelling positive attitudes to RHSE
3. Monitoring progress
4. Responding to the needs of individual pupils

Regular updates will be presented to staff when necessary. New staff will be introduced to the policy as part of their induction into school.

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity. 6 | Page Relationships, Health and Sex Education Policy.

Parents

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

The school(s) are well aware that the primary role in children's relationships, health and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our schools through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RHSE policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy of the arrangements for relationships, health and sex education in the school.

The parental right to withdraw pupils from RHSE remains for aspects of Sex Education only - those which are not already part of the statutory Science curriculum.

The school(s) will follow the statutory requirements for sex education in science only.

Subject Leader

It is the responsibility of the PSHE subject leader to monitor the standards of children's work and the quality of teaching in RHSE supported by the Executive Headteacher.

The leader will also:

- Attend insets and disseminate to staff
- Consult and advise colleagues
- Monitor RHSE throughout school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books
- Set clear realistic targets for raising standards throughout the school

Other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse.

Pastoral care for children, parents and staff will also be provided by the school(s) family support worker and local church. 7 | Page Relationships, Health and Sex Education Policy.

Confidentiality

Discussion will be encouraged at all times.

Ground rules for discussion will be established in all lessons.

We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Some questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

Child Protection

All staff are aware, and have received training, in respect of our child protection procedures (see Child Protection Policy).

If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Executive Headteacher. The Executive Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy)

Monitoring and Review

This policy will be reviewed by the governing board (curriculum committee) annually.