



Norley CE Primary School



Relationship, Sex and Health Education Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)



Relationship, Sex and Health Education Policy

Norley will approach RSHE in a faith-sensitive and inclusive way, seeking to understand and appreciate differences and afford dignity and worth to all pupils, their families and the wider community. In so doing, Norley will ensure that the Equality Act of 2010 is applied in the school, and that no pupils are discriminated against because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, as detailed in the Guidance to the Equality Act 2010 issued to schools. This policy should be read in conjunction with the latest government guidelines on RSHE [here](#). For the purposes of this consultation they are included with the documents sent out to parents.

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"

(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"

(John 10:10)

At Norley CE Primary School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. The Church of England also acknowledges that Sex Education in primary schools is not compulsory and it is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education.

In line with our school's safeguarding policy, if it becomes apparent during the teaching of RSHE or any other subject that a child is at risk of harm, additional actions will be taken in accordance with our safeguarding policy.

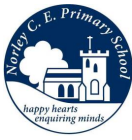
Implementation

The teaching of RSHE can be broken down into three parts; each of the three parts has its own objectives.

Relationships Education

Relationships Education is learning about how to:

'The love of God shines through us by the work of our hands'



- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

Sex Education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for a close relationship.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

In this school we have decided that it is important to include sex education to educate the children in our community for adulthood (and for secondary school) in their last year(s) of primary school.

The right to withdrawal from sex education

Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through any concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education, health education or the science curriculum.

The school will document this process to ensure a record is kept.

Health Education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

The RSHE Curriculum

These are the requirements for RSHE from the Department for Education.

At Norley, we have adopted the Heart Smart scheme of learning for delivering Relationships and Health Education which links closely with the school's vision and is delivered around 6 key topics:

- Get Heart Smart
- Don't forget to let love in
- Too much selfie isn't healthy
- Don't rub it in, rub it out
- Fake is a mistake
- No way through, isn't true



Topics are explored in each year group, enabling pupils to build on knowledge, skills and understanding in a progressive manner. For an overview of the content for each topic in each year group, please refer to the scheme in the folder accessed below.

Heartsmart

In addition to this we use No Outsiders resources to support an inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.

<https://no-outsiders.com/>

The statutory elements of sex education are covered as part of the KS2 science curriculum under the topic Animals Including Humans. This area of the curriculum is delivered to pupils in Years 5 & 6. See long term plans on our website.

In addition to this we use 'All That I Am' materials to prepare pupils in Year 5 and 6 for adulthood. These materials are available in school for parents to view.

Some aspects of Relationships and Health Education, including physical health and fitness, online relationships and internet safety and harms will be delivered through the Physical Education and Computing Curriculum.

RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

Impact

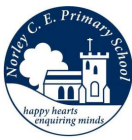
RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek 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.

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 the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice

Pupils with SEND will have had the content made accessible to them by their class teachers differentiating material so that individuals can access content at their level.



At Norley CE Primary School, RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.¹

Government guidance sets out clear objectives for what pupils should know and understand in both Relationships and Health Education by the time they leave primary school. These expectations are attached as Appendix A.

RSHE will be monitored and evaluated

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil voice, work reviews, learning walks etc.

Policy Review

This policy has been produced by consultation with the Diocese of Chester and staff at Norley CE Primary School, Governors, parent consultation and pupil voice.

It will be reviewed in consultation with parents. 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.

This policy should be read in conjunction with The Equalities Act 2010:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

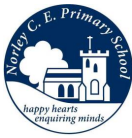
Relationship, Sex and Health Education Policy	
Review Frequency:	3 years or earlier if considered necessary
Reviewed by:	Curriculum and Community Committee 5 th October 2021
Head Teacher approval signature:	<i>Helen Kelly</i>
Head Teacher approval date:	5 th October 2021
Chair of Governing Body approval signature:	<i>Paul Corbishley</i>
Chair of Governing Body approval date:	5 th October 2021
Date of next review:	5 th October 2024

¹It does not need to be the class teacher who teaches Relationships [and Sex] Education. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion. See research from Bristol University about secondary RSE <https://bmjopen.bmj.com/content/7/5/e014791>

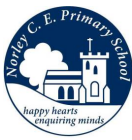
Appendix A

Objectives from Statutory Government guidance on Teaching RSHE in Schools

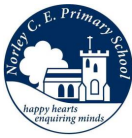
<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. 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. 4. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 5. 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>	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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>Respectful Relationships</p>	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. 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. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. 4. 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. 5. about different types of bullying (including cyberbullying), the impact



	<p>of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>6. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>7. the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online Relationships	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. 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. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being Safe	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources
Mental Well being	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. 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. 3. 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. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.



	<p>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>9. where and how to seek support (including recognising the 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).</p> <p>10. 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.</p>
Internet Safety and Harms	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. 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. 3. 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. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. 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. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
Physical Health and Fitness	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. 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).
Drugs, Alcohol and Tobacco	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated



	risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know:</p> <ol style="list-style-type: none">1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.6. the facts and science relating to allergies, immunisation and vaccination
Basic First Aid	<p>Pupils should know:</p> <ol style="list-style-type: none">1. how to make a clear and efficient call to emergency services if necessary.2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<p>Pupils should know:</p> <ol style="list-style-type: none">1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.2. about menstrual wellbeing including the key facts about the menstrual cycle.