



SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL

*Compassion, Courage & Respect*

# Relationship and Health Education Policy

## VISION STATEMENT

Our **vision** for Silchester is for **everyone to flourish**.

Our school is a place of love, of belonging and family.

We have a heart for people, inspiring everyone to be the best version of themselves:  
for themselves, for others, for our community and for our world.

With our roots deeply embedded and nourished by our Christian values, we will **thrive together**.

We will reach out to each other, our community and the wider world with *Compassion*  
in our hearts.

We will live bravely, showing *Courage* to keep going when facing challenge.

We will *Respect* ourselves and others, embracing everyone's unique gifts,  
and value the contribution that we can all bring to God's world.

**Last Reviewed:- January 2025**

**Date of Next Review:- January 2027**

## **Introduction to the Policy**

Regulations and guidance from the Department for Education state that teaching of Relationships Education (RSE) became a statutory requirement for all primary schools from September 2020. This document draws upon current legislation and guidance and **pt**o ensure that the teaching of RSE meets the needs of all of our pupils and our school.

This policy forms part of the current PSHE policy as any teaching of RSE will be taught within the wider PSHE education programme. Although sex education will not be made statutory in primary schools for RSE, the new statutory guidance makes it clear that schools should still provide a comprehensive age-appropriate primary school programme of relationships and sex education (RSE) as an integral part of our PSHE provision to ensure that we can safeguard pupils effectively. It is important to note that some biological aspects of sex education are a statutory part of the science curriculum, and this will continue to be taught during science lessons.

## **Purpose**

The purpose of RSE is to help children learn how to be safe, healthy and happy as they grow up and in their future lives. Teaching children about forming healthy relationships already forms part of our school ethos and is also covered through many aspects of the primary PSHE curriculum. From Summer 2021 the new elements of the statutory guidance have been incorporated.

## **Rational & Ethos**

This policy covers the Silchester approach to teaching Relationships Education (RSE). At Silchester, we define RSE as learning about the emotional, social and physical aspects of growing and relationships.

We believe that teaching RSE is important for our pupils and our school as it plays a vital role in equipping our children with the essential building blocks to support their own and others' wellbeing. This enables them to form positive, healthy, respectful and non-exploitative relationships with other children and adults and give them the important skills to stay safe both off and online. RSE also provides children with the knowledge and confidence to become confident citizens with a strong moral compass who make positive contributions to our society and know where to go to seek support if problems arise.

It enables pupils to explore their own and other's attitudes and values and build their self-esteem and confidence to view their own emerging sexuality positively.

RSE is NOT about the promotion of sexual activity.

## **Aims**

Our school's over-arching aims for all of our pupils is for them to all believe that they can achieve their goals both academic and personal. If they persevere with tasks this will help them achieve these goals, even when the reward may be distant or uncertain. It is important to build resilience so that children are able to recover from challenging periods in

their lives. We seek to complement this by always striving to develop strong personal attributes amongst all of our children including kindness, inclusion and honesty, through living our school values of compassion, courage and respect.

Our aims for delivering an RSE programme at Silchester are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health, and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **RSE Curriculum Design**

At Silchester, we view the partnership of home and school as vital in providing children with the support and help to ensure they are safe, happy, healthy and good citizens. Within this RSE curriculum, we aim to build on and complement the learning that may have already started at home.

At Silchester, we have developed an RSE curriculum that responds to our children's and the community's needs. RSE will be taught within the wider PSHE education programme and will build upon the established high-quality programmes from ELSA support and HeartSmart that we already use.

We believe that pupils should be taught about the society in which they are growing up. The units taught around a theme and are designed to foster respect for others and difference, and to educate pupils about healthy relationships.

The teaching of RSE will be delivered to every year group throughout the school and will always be taught in line with the children's stage of development and be appropriate for the child's age. Through this approach, pupils will be able to build on what they have learnt previously and, as they mature, subjects can be revisited to reinforce learning and provide

opportunities to ask further questions. It is important that that RSE teaching starts early in primary schools so that children can learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe, and can report abuse and get help. Many children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens.

Teaching about mental wellbeing will be at the heart of each of the subjects covered as our children's happiness is a top priority here at Silchester. RSE enhances and is enhanced by learning related to topics including anti-bullying, keeping safe on and offline, keeping physically and mentally healthy, learning about drugs, alcohol and tobacco, and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Our RSE programme will be taught using a range of teaching and learning styles to meet the needs of our pupils and the National Curriculum. We will be broadly following the HeartSmart programme to deliver RSE, adapted where required, to ensure that it meets the needs of all of our pupils. We will use a range of quality assured resources to deliver a high quality RSE curriculum and will also invite external visitors and agencies with expertise to share their knowledge with the children.

Elements of the RSE curriculum, will be delivered using the, 'Living and Growing' resource. Parents will be offered the opportunity to watch these films and ask questions before the children see them.

### **Learning experiences**

We recognise the importance of providing our children with a range of rich learning experiences to develop their own important moral values and give them the knowledge, strategies, skills, language and confidence required to face any new situation in a positive and appropriate manner. To support the children with their learning and help them reflect on a variety of different issues, beliefs and viewpoints, we will continue to also use a range of carefully chosen resources, such as case studies, scenarios, high quality texts, visual images and video clips, with thought provoking messages.

### **Diversity and Inclusion**

We believe that RSE should meet the needs of all pupils whatever their developing sexuality or identity – this will include age-appropriate teaching about different types of relationships within the context of the law. Pupils will be sensitively taught about different relationships, through learning about different types of family, including those with same sex parents, to ensure that we foster equality.

We value and celebrate the rich diversity of our children and work hard to foster a culture where everyone feels special and valued for who they are. In line with our core Christian values of compassion, courage and respect, we will ensure that RSE promotes the importance of equality and tolerance by providing opportunities to learn about people from all backgrounds, faiths and cultures and reflect on a variety of different issues, beliefs and viewpoints.

## **Teaching RSE to children with special needs**

At Silchester, we will ensure that RSE is fully inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), by providing learning opportunities that are carefully matched to the individual needs of the children to allow them to access the learning and be successful. Just as we do for teaching PSHE, we will always take account of any targets that have been set for children in their Individual Educational Plans (IEPs) and plan accordingly to support them. Any support that we provide to children receiving ELSA is also tailored carefully to the needs of each child and any social, emotional and mental health needs are taken into consideration and managed sensitively.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to close the gap on other national curriculum subjects; these aspects of personal and social development are as important to all pupils as their academic achievement.

## **RSE content**

An overview outlining which RSE content will be taught to each class and, in some cases, by individual year group where we feel that this is more appropriate. The subjects covered will help support children to develop their resilience and give them the knowledge to know how and when to ask for help.

By the end of Year 6 Pupils will have learnt about:

- **Families and people that care for them**
  - That stable, caring relationships that may be of different types are at the heart of happy families and children's security as they grow up.
  - Pupils understand why families are important for children growing up and that families either in school or in the wider world sometimes look different to their family.
  - Pupils will be taught how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help if it is needed.
- **Caring Friendships**
  - The characteristics of good friendships and how important they are in making us feel happy and secure.
  - That most friendships have their ups and downs and that these can often be worked through to repair and strengthen a friendship in a positive way.
  - To know how to judge if a friendship is making them feel unhappy or uncomfortable and how to manage these situations and seek help or advice.
- **Respectful relationships**
  - How to show respect for others and the importance of permission-seeking and giving.
  - The importance of respecting other children and adults, even when they are different from them or have different views, preferences or beliefs.

- Understanding what a stereotype is and how they can be unfair, negative or destructive.
- The importance of self-respect and how this links to their own happiness.
- The impact that different types of bullying has and their responsibility as a bystander to seek help.
- **Online relationships**
  - That the same principles apply to online relationships as face-to-face relationships and the importance of respect for others including when we are anonymous.
  - How to keep ourselves and our data safe online and recognise the risks associated with people they have never met.
  - To know how to report risks, harmful content and contact.
- **Being Safe**
  - To know what sorts of boundaries are appropriate in friendships with peers and others and to be able to recognise the differences between appropriate and inappropriate or unsafe physical, and other contact.
  - To know how and where to get advice for themselves or others if they are feeling unsafe and how to report any concerns or abuse.
  - To understand the concept of privacy and the implications and that it is not always right to keep secrets if it relates to being unsafe.
- **Mental wellbeing**
  - That mental wellbeing is a normal part of daily life, in the same way as physical health.
  - To know how to recognise and talk about a range of emotions that they may experience and understand that what is normal in relation to different experiences and situations.
  - To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
  - To recognise the benefits of physical exercise and time outdoors and how this helps with mental wellbeing and happiness, and to learn other simple self-care techniques.
  - To recognise how isolation, loneliness and bullying (including cyber bullying) has a negative long-lasting impact on mental wellbeing.
  - To recognise that it is common for people to experience mental ill health at some point in their lives and that this can be resolved if the right support is sought.
  - To know where and how to seek support if they are worried about their own or someone else's mental wellbeing.
- **Internet Safety and harms**
  - To understand the risks of excessive time spent on electronic devices and learn how both positive and negative content can affect their own and others' mental and physical wellbeing.
  - To understand and respect the reasons why social media, some computer games and online gaming are age restricted.
  - To know how to be a discerning consumer of information online.

- To consider the effect of their online actions and know how to recognise and display respectful behaviour.
- To consider the importance of keeping personal information private.
- To learn where and how to report concerns and get support with issues online.
- **Physical Health and fitness**
  - To know how to build regular exercise into daily and weekly routines and recognise the characteristics and mental and physical benefits of an active lifestyle and to understand the risks associated with an inactive lifestyle.
  - To know how to seek support if they are worried about their health.
- **Healthy Eating**
  - To know what constitutes a healthy diet and to understand the associated risks of unhealthy eating including obesity and tooth decay.
  - To understand the principles of planning and preparing a range of healthy meals.
- **Drugs alcohol and tobacco**
  - To learn the facts about legal and illegal harmful substances and understand the associated risks, including smoking, vaping, alcohol use and drug taking.
- **Health and prevention**
  - To learn about personal hygiene, dental health and the importance of good oral hygiene and regular check-ups at the dentist.
  - To understand how to reduce the risk of sun damage when exposed to the sun.
  - To understand the importance of getting enough good quality sleep and be aware of the impact that a lack of sleep can have on our weight, mood and ability to learn.
  - To be aware of the facts relating to allergies, immunisations and vaccinations.
  - To know how to recognise the early signs of physical illness such as weight loss or unexplained changes to the body.
- **Basic first aid**
  - To know how to make a clear and efficient call to the emergency services if necessary.
  - To know the basic concepts of first aid and how to deal with common injuries, including head injuries.
- **Their changing adolescent body**
  - To learn key facts about puberty and the changing adolescent body, particularly from age 9 – 11, including physical and emotional changes.
  - To learn about menstrual wellbeing including the key facts about the menstrual cycle.

### **Safeguarding**

RSE plays a very important part in fulfilling the statutory duties that we must meet as a school. Teaching RSE helps children to understand the difference between safe and abusive relationships and equips them with the vital skills to get help if they need it.

### **Roles and Responsibilities**

Approval for this policy will be obtained from the governing body and responsibility for the consistent delivery and implementation of the RSE programme across the school will be led by Executive Headteacher (EHT) and supported by the PSHE educational lead. The EHT will also have responsibility for managing requests to withdraw pupils from the non-statutory components of RSE.

## **Staff**

Teaching staff are responsible for:

- Delivering RSE in a sensitive manner
- Modelling positive attitudes to RSE
- Monitoring the progress of pupils
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory RSE components

Staff do not have the right to opt out of teaching RSE. Any staff that have concerns about teaching RSE are encouraged to discuss with the EHT .

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues, they should always treat others with respect and show sensitivity.

## **Parent communication**

At Silchester, we know that as parents/carers, many of you will already have begun the important role of teaching your children about relationships and sex education, We want to build upon the good work that you have already started.

We wish to continue to build a positive and supportive relationship with all the parents/carers at our school through being transparent, developing mutual understanding, trust and co-operation.

We recognise that parents may have questions or concerns about the teaching of RSE and welcome an open dialogue with all our parents to provide reassurance of the important benefits that this curriculum provides. We value the good relationship that we have with parents at Silchester and want to ensure that we provide parents with opportunities to understand the purpose and content of Relationships Education (RSE).

As part of our commitment to this, we will:

- Make our RSE curriculum available on our school website
- Answer any questions that parents/carers may have about the RSE

- Provide information sessions to give parents/carers an opportunity to view and discuss the RSE content being taught and to answer any questions and address any concerns they may have
- Offer support to parents with managing any conversations they might want to have with their children
- Take seriously an issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Inform parents about the best practise known with regard to RSE so that the teaching in school supports the key messages that parents and carers give to 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 as they mature.

### **Parents right to withdraw**

Parents have the right to withdraw their child from sex education within the RSE framework, but not from the biological content covered within the science curriculum. Parents do not, however, have the right to withdraw from relationships education as this is statutory. We believe that learning about relationships, families, friendship and safety (including online safety) are fundamental for all children.

If a parent wishes to withdraw from the sex education elements of RSE, they should discuss this with the EHT, and make it clear which aspects of the government programme they do not wish their child to participate in.

Requests to withdraw should be put in writing and be addressed to the EHT . A copy of the withdrawal request will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from these lessons.

### **Staff training**

All staff have been updated with the changes to the curriculum and how teaching of RSE will be incorporated within PSHE learning. Teachers will be using the HeartSmart programme as a foundation for delivering a high-quality programme that meets the needs of all of our pupils.

Teachers will be kept abreast with up-to-date information to ensure that our curriculum remains current, and regular training will be provided as part of our professional development calendar to equip staff with the skills and knowledge they need to teach RSE effectively and with confidence. From time to time, the EHT will invite experts from the wider community, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE will be monitored by the PSHE lead and the EHT through:

- Conducting lesson observations and learning walks
- Asking for feedback from staff and children
- Reviewing children's work

This will enable us to give constructive feedback to teachers to ensure that we continue to deliver a high quality RSE curriculum. It will also help us to refine and develop our RSE curriculum further and ensure that we continue to react to and meet the needs of all our children.

Pupil's progress and development in RSE is monitored by their class teachers and is recorded through our internal assessment systems.

This policy was written in line with statutory government Relationship and Sex Education requirements and the Diocese RSE charter.